



THE UNIVERSITY
of
WISCONSIN
MADISON

Academic Integrity Annual Report

Office of Student Conduct & Community Standards
Division of Student Life

Academic Year

2016-2017

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Introduction

January 2017 marked the start of the first full calendar year of the Dean of Students Office (DoSO) and the Office of Student Conduct and Community Standards being separate entities. The changeover to standalone offices was eventful. We saw an increase in reporting by faculty and instructors, and implemented a restorative based program to address academic misconduct on campus. We also initiated an online reporting tool to streamline the academic misconduct reporting process.

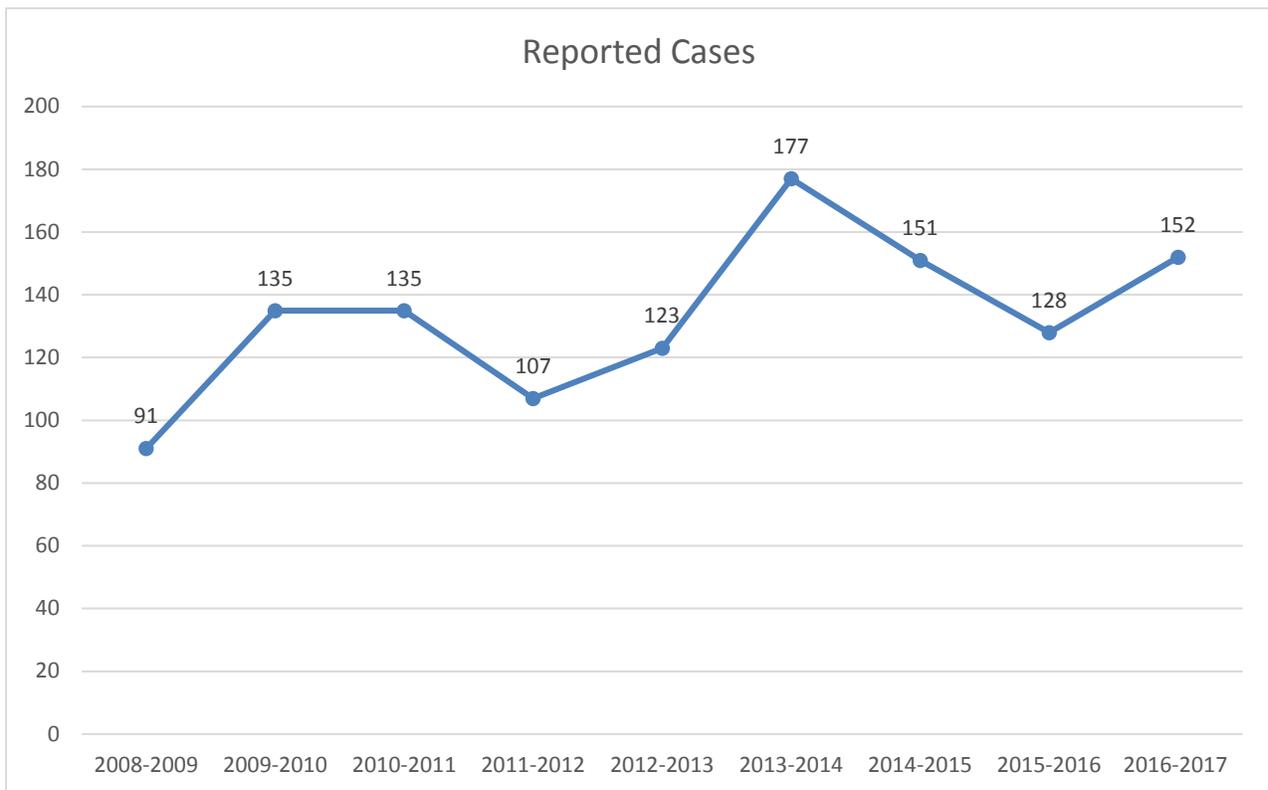
As we look to the future, we hope to continue seeing an upward trend in reporting and strive to make the process even more efficient. We have assembled an advisory committee dedicated to looking at Chapter 14 Campus Procedures so that we can update processes that are outdated.

Overview of Cases

In the 2016-2017 academic school year, a total of 152 students were referred to OSCCS. 135 of the reported cases were undergraduate students, 10 were graduate students, and 7 were non-degree seeking students.

This past year showed an increase in the number of academic misconduct cases that were referred. OSCCS speculates the increase is due to greater knowledge of the reporting process, student rights, and the implementation of the Badgers AIM program. We believe that we will continue to see an increase in reports as we work to build stronger relationships with faculty/instructors and departments.

As in previous years, these reports do not include incidents of academic misconduct where a faculty member determines to allow the student to repeat the work for potentially full credit or only gives a warning.

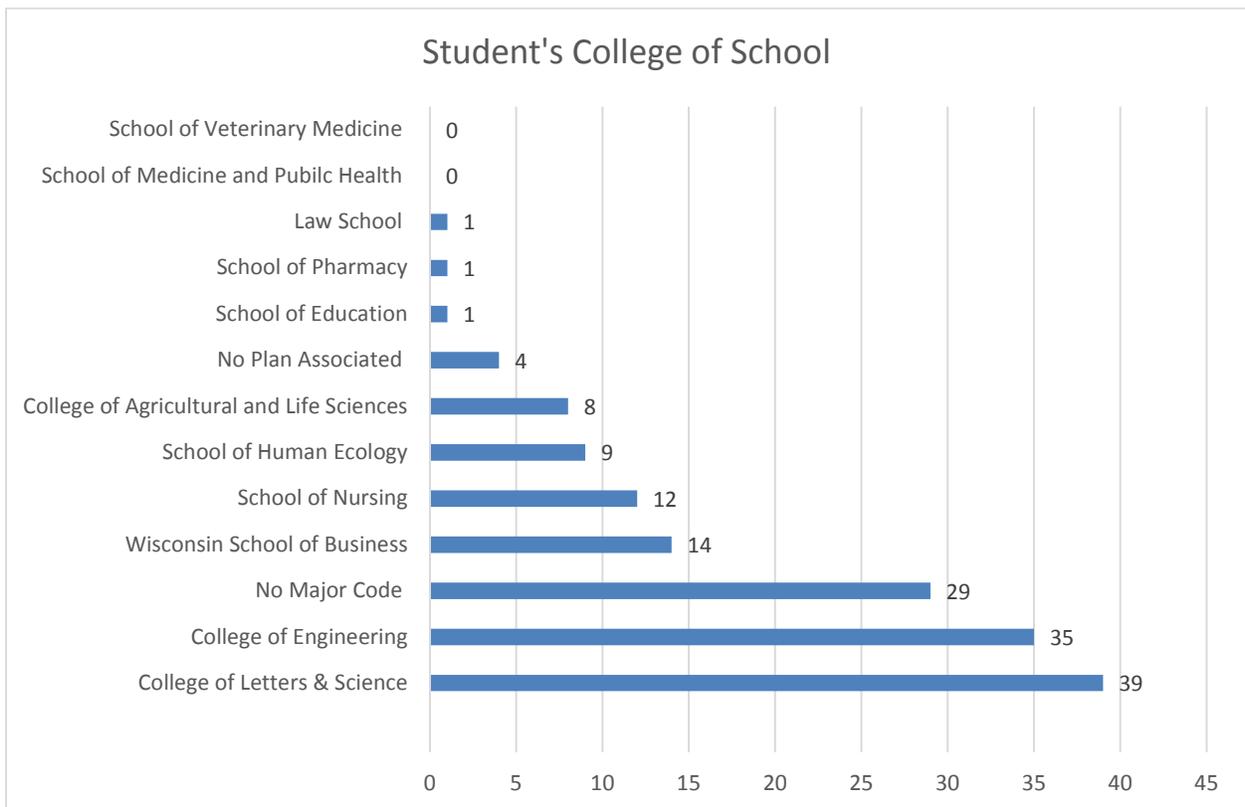


Student Demographics

This section describes the total number of students (152) found responsible for academic misconduct. Students' school/college, academic classification, gender, and race/ethnicity were captured from the University database Student Information System (SIS) near the time the case was created by OSCCS. Students' grade point averages were recorded after official grades had been posted at the end of each semester in SIS.

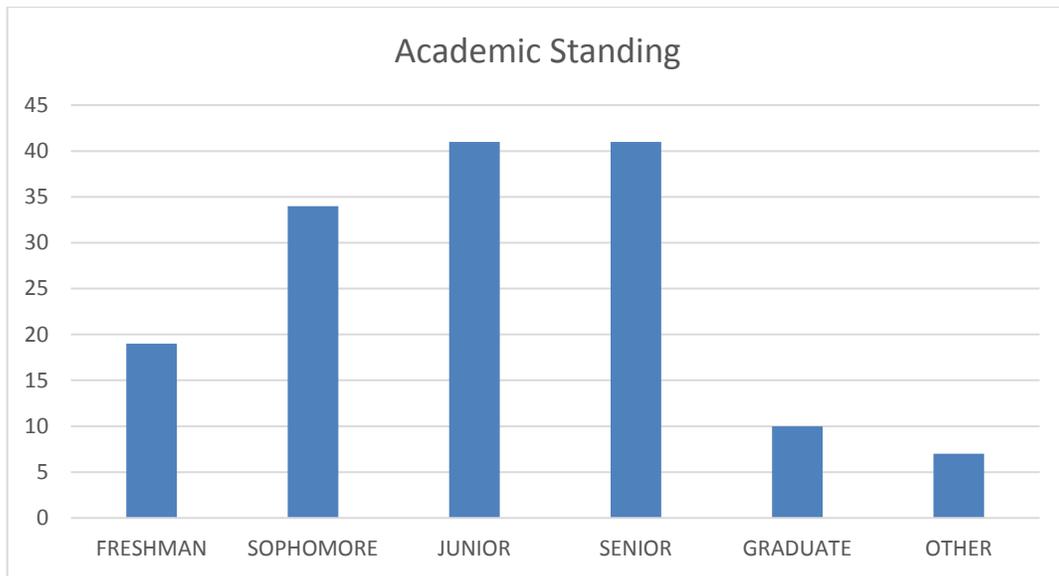
School or College of Student

The College of Letters and Science, which has the most students of any of the colleges or schools, had the largest number of students reported for academic misconduct. These, combined with the students in the College of Engineering, and those who were undecided, accounted for the majority (74%) of students involved in academic misconduct. Every student's college or school is notified of the misconduct through Advisor Notes and/or a letter to a designated academic dean. The majors with the most students reported were Cross College - undecided (29), electrical engineering (13), nursing PRN (10) and computer science BS (9).



Academic Classification

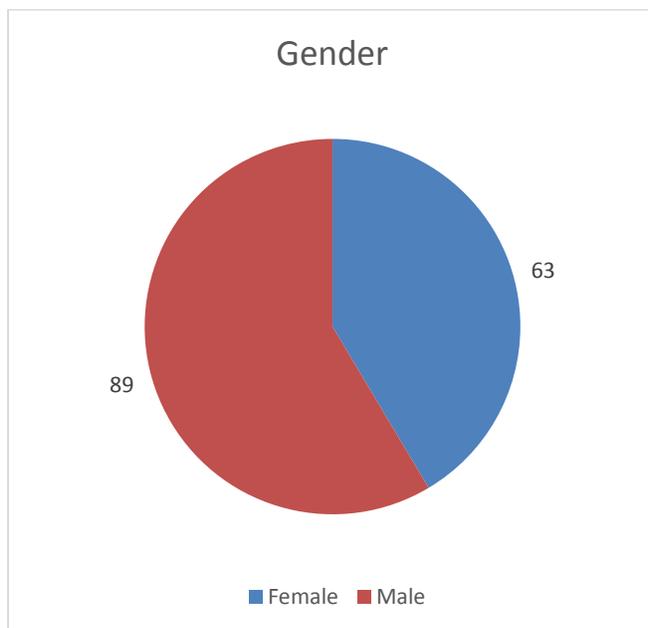
Academic classification includes undergraduate, graduate, and special students. Students who were admitted through an exchange program to study for a limited time at UW-Madison were categorized as Special Students. Academic classification is determined by the number of credits a student has earned, which may not align with how many years a student has attended an institution of higher education. For examples, some students in their first year of college have earned enough college credit in high school that they are listed as sophomores.



Gender

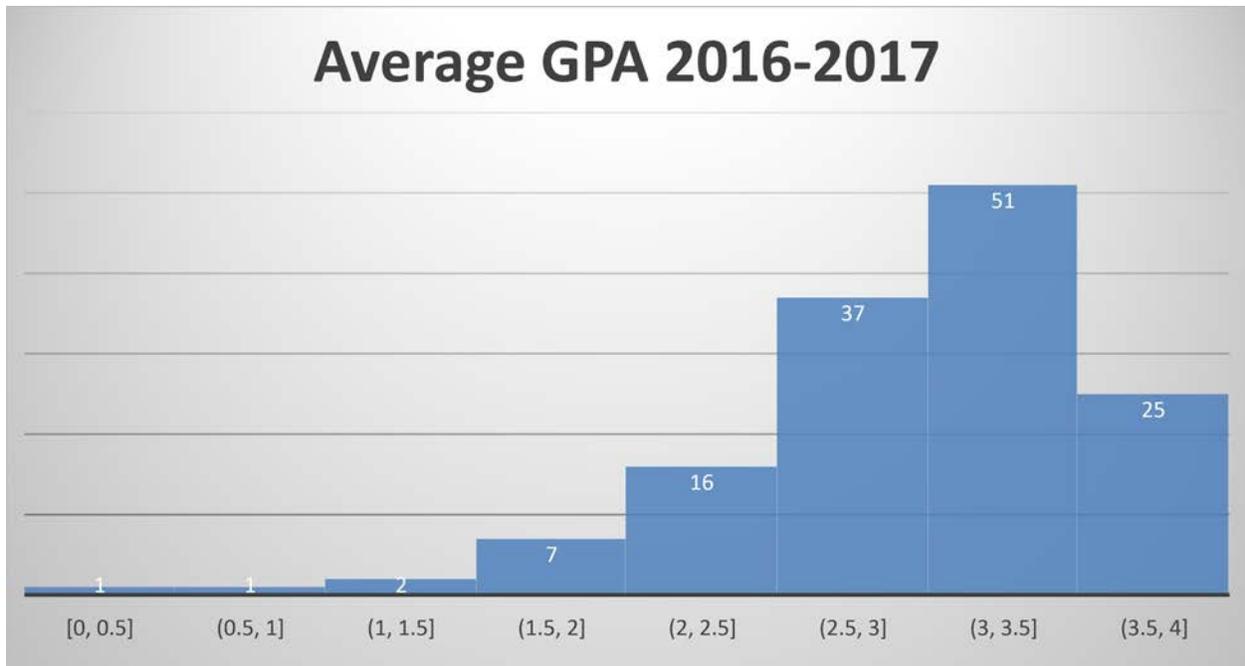
The percentage of male students (55%) referred for academic misconduct is slightly higher than female students. Research has shown women engaging in less academic misconduct than men (Bertram Gallant 2015; Genereux 1995; Marsden 2007; and McCabe 1997).

*Currently, students can only identify as male or female in SIS when first applying for admission to the University, so this information may not accurately reflect all students' gender identity.



Grade Point Average

The Grade Point Average (GPA) documented is the cumulative GPA for the semester in which the misconduct occurred. The cumulative GPA was chosen rather than the semester GPA to give a broader picture of the student's overall academic history.

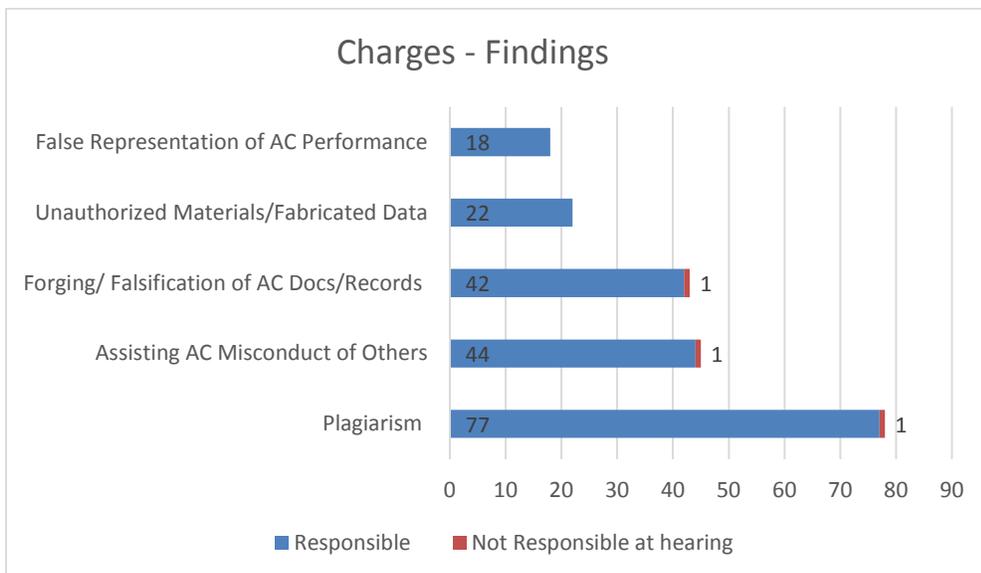


Case and Reporting Information

This section includes information from all 152 cases about the policies violated, the sanctions imposed, and the academic units reporting the cases.

Violation

Violations are the charges that a student is found responsible for by the instructor. Students can be charged with multiple violations, so the total number of violations far exceeds the number of cases. In the academic misconduct process, the instructor determines which charges, or section(s) of Chapter 14 were violated by the student.

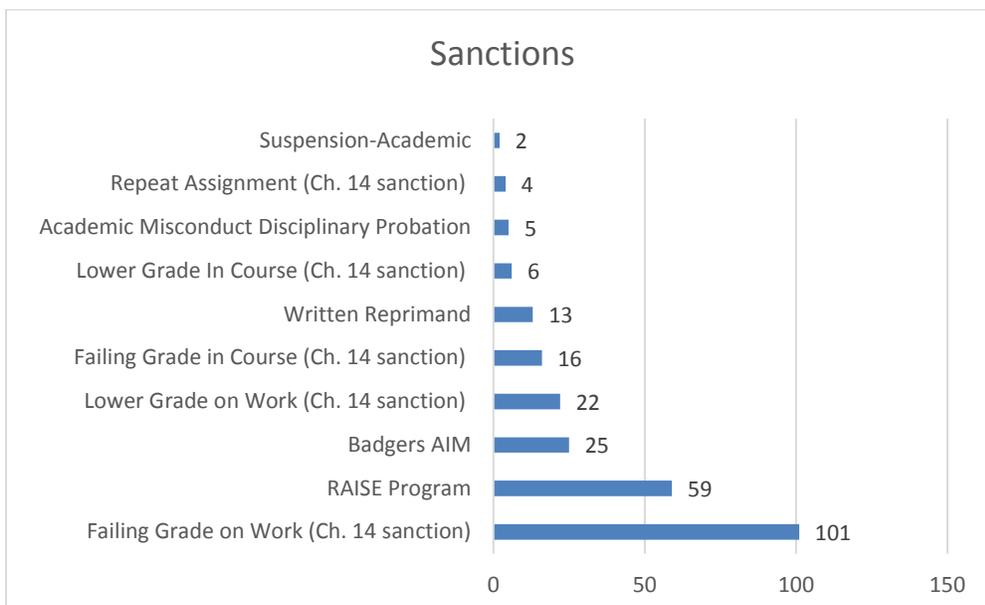


Sanctions

Similar to violations, students can receive more than one sanction for a report of academic misconduct. Student standing sanctions (reprimand, probation, suspension, and expulsion) are often used in combination with grade sanctions. The instructor of the course determines when to apply written reprimands and grade sanctions.

Probation, suspension, and expulsion are determined by OSCCS. These sanctions are applied in the following situations: reports involving graduate/professional students, second or third reports, and when the incident is especially egregious. In reports of misconduct referred to OSCCS, findings of Not Responsible can only be determined through an official hearing. OSCCS cannot overturn a faculty member's finding.

The most common sanction issued was a failing grade for the work (paper, exam, etc.) in question. This sanction had a wide-ranging impact depending on how much the assignment was worth to the overall grade. This meant that sometimes a failing grade on the work had a negligible impact on the final grade, while other times it resulted in failing the course.



Badgers AIM:

In January of 2017, OSCCS implemented a restorative program called Badgers AIM (Academic Integrity Matters). Badgers AIM is modeled after the AIM program created by the University of Minnesota Office of Student Conduct and Academic Integrity. Badgers AIM brings community members (staff and faculty) together with students who accept responsibility for engaging in academic misconduct. Students are asked to share what occurred, examine what factors led to their decision, identify the various levels of impact, and discuss ways in which they can repair harm and rebuild trust. The community members act in place of the faculty/classmates who were potentially impacted by the misconduct, and share their observations and wishes for the student. After the two hour community meeting, students engage in an educational opportunity that allows them to continue the experiential learning. Students who complete Badgers AIM, and remain academic misconduct violation free, will have their disciplinary record changed to non-disciplinary.

In December 2016, OSCCS staff sent out a request for community members. We had an overwhelming response of interested staff/faculty. We trained and have maintained a solid volunteer base of staff/faculty dedicated to serving as community members.

Hearings

Students have the right to request a hearing when they believe that they should not have been found responsible for violating university policy, or if they believe the sanction is not appropriate for the violation. Chapter 14 also requires a hearing to occur for sanctions of probation, suspension or expulsion. Students can waive the hearing in these instances. In the case of a settlement, a student agrees to the probation, suspension, or expulsion, which negates the hearing requirement.

A total of 9 students requested hearings. While students C and I were found responsible for academic misconduct, their academic sanctions were reduced. Conversely, students B, D, and F received an increase in sanctions from the hearing committee/examiner. In all other cases, the sanctions were unchanged by the examiner or committee.

| Student | Type of Hearing | Outcome | Sanctions |
|----------------|------------------------|-----------------|--|
| A | Committee | Not responsible | No sanctions |
| B | Committee | Responsible | Failing grade in course |
| C | Committee | Responsible | Failing grade on work, RAISE |
| D | Examiner | Responsible | Probation for one year |
| E | Committee | Responsible | Failing grade on work & RAISE |
| F | Committee | Responsible | Failing grade in course & Suspension for two semesters |
| G | Committee | Not responsible | No sanctions |
| H | Committee | Not responsible | No sanctions |
| I | Committee | Responsible | Failing grade on work |

References

Bertram Gallant, T.; Binkin, N.; & Donohue, M. (2015). Students at risk for being reported for cheating. *Journal of Academic Ethics*, (online July 16, 2015).

Genereux, R. L. & McLeod, B. A. (1995). Circumstances surrounding cheating: A questionnaire study of college students. *Research in Higher Education*, 36(6),687-704.

Marsden, H.; Carroll, M. & Neill, J. T. (2005). Who cheats at university? A self-report study of dishonest academic behaviours in a sample of Australian university students. *Australian Journal of Psychology*, 57(1),1-10.

McCabe, D. L. & Trevin, L. K. (1997). Individual and contextual influences on academic dishonesty: A multicampus investigation. *Research in Higher Education*, 38(3),379-396.