

KANSAS STATE UNIVERSITY HONOR & INTEGRITY SYSTEM Annual Report 2018-2019



Data Collected and Summarized on August 1, 2019

Summary

As of August 1, 2019, reporters (e.g., faculty, instructors, GTAs) had submitted 162 Honor Pledge Violation Reports that involved 195 students over the last year. Of this total, 137 students did not contest the allegation and were found responsible; 36 students still have an open case; 23 students contested alleged violations. Of the 23 who contested, 18 were found responsible and 5 not-responsible.

Additional data include: plagiarism (43%) and unauthorized collaboration (34.5%) continue as the most frequent alleged violations; 48 students were sanctioned to the Development and Integrity course and 56 total enrolled through the academic year.

Introduction

The purpose of the Honor and Integrity System is to promote academic integrity as a standard expectation within the university community. The Honor and Integrity System pursues this mission through both education and adjudication. Article VI of the Honor and Integrity System Constitution requires the Director to provide an annual report to the Student Senate, Faculty Senate and the Provost and Senior Vice President. This annual report summarizes the activities of the Honor and Integrity System for the 2018/2019 academic year as well as provides a report on the administrative activities of the Director, Honor and Integrity System staff, and volunteer Honor Council during the reporting period.

Cases Reported

The Honor and Integrity System processed 162 total Honor Pledge Violation Reports (as of August 1, 2019). This figure reflects only the violations officially reported to the system. It does not reflect informal consultation with reporters regarding alleged violations, nor Honor Code violations that faculty reporters choose to handle without recourse to the Honor and Integrity System. Kansas State University does not operate by a mandatory reporting policy for academic dishonesty. Rather, faculty are encouraged to report possible violations so that they and students alike can benefit from established due process and so that students with repeated violations are identified and properly sanctioned as a result.

During the reporting period, 162 cases were processed (Figure 1), and 195 students were alleged to have committed Honor Code violations (Table 1 below). Not unfrequently, reporters submit cases in which multiple violators are named. The number of cases processed is a function of many factors: faculty discernment and decision making, the number of students associated with a particular case, and fluctuation in the actual (unknown) number of violations. It is as difficult to estimate the number of Honor Code violations that go unreported as it is to know how many go undetected.

Academic Year	Cases	Students
1999-2000	25	33
2000-2001	55	91
2001-2002	63	103
2002-2003	79	104
2003-2004	91	232
2004-2005	127	162
2005-2006	127	170
2006-2007	116	150
2007-2008	100	127
2008-2009	109	123
2009-2010	134	181
2010-2011	154	188
2011-2012	132	166
2012-2013	207	265
2013-2014	197	285
2014-2015	157	190
2015-2016	297	343
2016-2017	150	187
2017-2018	173	230
2018-2019	162	195

Table 1. Number of cases and students reported per academic year.

Reporters who are the primary instructor for the course where the violation occurred have the authority to determine the appropriate sanctions for violating the Honor Code (Option 1 on Violation Report). Reporters determined the sanctions (Option 1 Case) for over 98% of the students identified as alleged violators. Reporters may also, however, request that the Honor and Integrity System determine if the Honor Code has been violated and, if so, appropriate sanctions (Option 2). Approximately 88% of all reported students did not contest the violation report. Twenty-three students contested alleged violations. Of these, eighteen were found responsible and 5 not responsible.

Alleged Violator Demographics

Alleged violators are distributed more evenly than not between undergraduate classes

- Freshmen – 18%
- Sophomore – 22%
- Junior – 27%
- Senior – 29%
- Non degree – 1 %
- Graduate Students – 3%

College Demographics

Table 2 shows the reporters' colleges with the number of students reported from each college.

Reporter's College (Individual Students)	
Agriculture	7
Architecture, Planning, and Design	6
Arts and Sciences	66
Business Administration	7
Education	2
Engineering	76
Human Ecology	25
Polytechnic	4
Global	1

Table 2: College classification for Reporters (number is number of students reported)

Details about Violations

As is common with other years, most violations were plagiarism or unauthorized collaboration (Table 3).

Plagiarism`	43%
Unauthorized Collaboration	34.5%
Unauthorized Aid	16%
Falsification	5%
Other	1.5%

Table 3. Breakdown on violation type. Plagiarism: Copying the work of others and presenting it as original. Unauthorized collaboration: Giving or receiving answers. Unauthorized Aid: Consulting unapproved resources. Falsification: Submitting work under false pretenses. Other: Any other academic dishonesty.

Details about Sanctions

Sanction(s) issued by reporters ranged from an XF to a verbal warning (Figure 3). Multiple sanctions are commonplace (e.g., zero on assignment plus required enrollment in the Development and Integrity course).

Below is the breakdown of sanctions for students found responsible (does not include pending cases nor multiple violation sanctions). Student may be assigned more than one sanction.

DI Class – 48
Additional Sanction (re-do assignment, etc).- 10
Zero Credit – 70
XF – 20
Warning – 39
Grade Change (for course) - 45

Multiple Violations

Multiple violators are required to appear before a 5-member Honor Council panel called an Additional Sanctioning Hearing (ASH). During the 2018-2019 academic year, 7 students chose to violate the honor pledge more than one time during their tenure at K-State. These 7 hearings resulted in one suspension and one expulsion from the university. The other 5 hearings resulted in a combination of additional sanctions including permanent XFs, requirement to take the Development and integrity course and also no additional sanctions.

Educational Presentations

From August, 2018, through July, 2019, Dr. Roberts conducted approximately 45 presentations that reached approximately 2,000 students and 300 faculty/staff. These presentations range from 10-15 minutes talks to multiple-hour, in-depth workshops. This outreach is critical to our mission to educate as well as adjudicate.

Development and Integrity Course

During the fall 2018 semester, the Development and Integrity Course continued as an 8-week (meeting twice per week) course. During the first 8-week session, 7 students completed the course. During the second 8-week course, 4 students were enrolled in the face-to-face course offering. Five additional students enrolled in, and successfully completed, the online version of the class during the second eight-weeks of the fall semester.

During the first 8-week session of the spring 2019 semester, 11 students completed the course. Twelve students were enrolled during the second eight-week face-to-face course. An additional 10 students enrolled in the online component during the second eight weeks of the semester. The summer session of the Development and Integrity class was delivered in an online format, meeting every day online during the May intersession term in the Summer, 2019. Seven students were enrolled in the class.

In summary, during the 2018-2019 academic year, 34 students enrolled in the face-to-face course and 22 enrolled in the online course. Last year, 46 students enrolled in the face-to-face and 28 enrolled in the online course.

Professional Activities

During the 2018-2019 academic year, Dr. Camilla Roberts completed her first year as the Vice President of the International Center of Academic Integrity (ICAI). She will serve a second year as Vice President before moving into the role of the President. She served as conference chair for the ICAI Annual Conference held spring 2019 and she serves as conference chair for the international conference to be held in spring 2020 as well.

Office Administration

During the 2018/2019 academic year, Dr. Roberts worked with a graduate teaching assistant (Courtney Keith, who is working toward her PhD in Student Affairs). Courtney worked primarily to teach the Development and Integrity classes. The office has recently moved into the same suite as the Office of Student Life. We will collaborate with student workers. Our office looks forward to this collaboration.

For Future Discussion

During this academic year, I have continued conversations with about Turnitin.com. At this point I know that the administration does not have money to cover such a venture, but I am still open to discussing any options with student senate in particular for possible funding.