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To: University of Maryland Faculty and Staff
From: James Bond, Assistant Director for Academic Integrity, Office of Student Conduct
Kelly Schrader, Coordinator for Academic Integrity, Office of Student Conduct
Rohith Battina, Chair of the University Student Judiciary Executive Committee
Date: August 5, 2019
Subject: 2018-2019 Report on Academic Integrity

Annually, the Office of Student Conduct (OSC) gathers and shares information with relevant stakeholders regarding the state of academic integrity on campus. This document serves to provide academic departments with statistical analysis of annual and trend data, and proposed solutions, which further involve the University community in the implementation of successful prevention efforts around academic dishonesty. This report reflects behavior that has occurred over the last year. It also offers recommendations to instructors on ways to mitigate misconduct and promote academic integrity on all assignments and exams.

College Academic Integrity Liaison Program

As mentioned in last year's report, OSC instituted an Academic Integrity Liaison Program to cultivate a team of "resident experts" of Academic Integrity (AI) throughout all colleges and other student programs. These experts provided information and consultation to faculty within their units and met monthly to discuss issues regarding academic integrity. The liaisons shared resources to spread a consistent message regarding the treatment of academic dishonesty. The effort to utilize liaisons to decrease the occurrence and severity of academic dishonesty students exhibit will continue through the coming year. A list of the AI Liaisons are attached as an Appendix to this report. Please note that the larger colleges may have more than one liaison.

Revisions to Code of Academic Integrity

On January 1, 2019, President Loh approved the University Senate's revisions to the [Code of Academic Integrity](#). The most notable changes were:

1. Modifications to the definitions of academic dishonesty including an added definition of Self-Plagiarism where submitting the same or mostly similar work between two courses without permission from the current instructor(s) is a violation
2. More detailed sanctions that could result if a determination of responsibility is rendered
3. Clearer guidance on the use of the Honor Pledge in courses
4. An additional resolution option called the "Disciplinary Conference Board"

When creating your syllabi for the coming semester, please refer to the most current version of the Code of Academic Integrity to ensure consistency.

Trends in Academic Misconduct

The number of instances of academic misconduct referred to OSC regarding the use of technology in an improper manner increased during the 2018-2019 academic year. While the use of social media applications like GroupMe and WhatsApp allow for greater collaboration, it also makes it easier for students to attempt cheating by seeking answers or solutions to graded assignments as well as facilitating academic dishonesty. Also, websites like CourseHero and Chegg continue to contribute to academic misconduct.

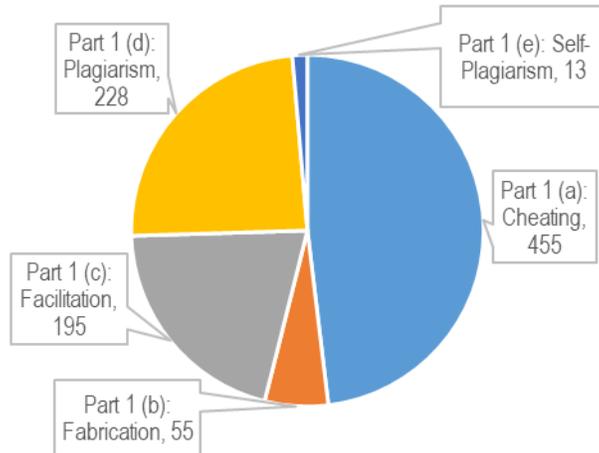
Recommendations to Address Academic Integrity

To decrease the number of incidents of academic dishonesty, students must repeatedly be given clear guidance and expectations on how to approach their assignments. This must be coupled with consistent treatment of suspected academic dishonesty. Below is a list of several steps instructors may take to promote academic integrity and prevent dishonesty:

1. Several recommendations to create a course with sound Academic Integrity processes can be found [in the rubric provided by the Department of Undergraduate Studies](#) in their guidance on how to promote academic integrity in the classroom.
2. The [Teaching and Learning Transformation Center](#) has also developed several resources to assist instructors in creating an academic space that minimizes confusion on expectations relating to integrity.
3. The [OSC Instructor Manual](#) not only contains information for academic integrity and several ideas for prevention, but it also shares guidance on classroom disruption management, other behavioral misconduct issues, and how to work with our BETA team with students of concern.
4. Implement the findings produced by the Campus Assessment Work Group regarding Academic Integrity. [This snapshot](#) can be helpful in ascertaining students' understanding of this concept and how it plays out in the classroom.

Statistics on Academic Misconduct in 2018-2019

This past year OSC received 713 new referrals of academic misconduct. This was a slight increase from the year before, and a record number of referrals. As the chart below illustrates, a little under half of the reports alleged cheating.



There were 15 courses where ten or more students were referred by the instructor of that course. Most of these referrals had to do with issues mentioned in the previous section on trends and involved both undergraduate and graduate students spanning different departments across campus.

Students accused of academic dishonesty are typically offered three options to resolve the allegation:

1. Informal Resolution - admit responsibility and accept the sanction presented to them by OSC (in consultation with the instructor);
2. Disciplinary Conference (or Disciplinary Conference Board) – contest the charge or penalty before a staff member (or staff member and two students from USJ); or
3. Honor Review – contest either the charges or the sanction before an Honor Board comprised of three students and two faculty/staff members. An ad hoc board may be convened (two students, one faculty/staff member) if there are not enough students or staff members who are willing to serve on a board for an honor review.

Below is a table indicating the number of cases resolved in each type of resolution. Cases lacking sufficient evidence were dismissed prior to adjudication.

Resolution Type	Number of Cases
Informal Resolution	418
Disciplinary Conference	95
Honor Review	72
Case Dismissed	101

OSC resolved 686 cases during the 2018-2019 reporting period, some of which were referred from the previous academic year. The percentage of students found responsible for, or who admitted to, violating the *Code of Academic Integrity* is 81%. The high percentage of informal resolutions is attributed to well-crafted reports and supporting information provided by the instructors of the courses.

OSC would like to thank the faculty and staff members who participated in 67 different honor reviews as board members this past year. Their service to OSC is instrumental to the success of ensuring students receive a fair process to resolve their cases. For those interested in volunteering for this important role, please inform James Bond at the email below. Trainings will happen periodically during the fall semester.

Larger academic colleges see more referrals to OSC for academic misconduct than their smaller counterparts. However, upon request, OSC will provide each college with their own academic misconduct report, which includes a statistical analysis of referrals for that particular college.

Reminders and Conclusion

Here are some reminders for the coming year:

1. Speak early and often about academic integrity in the classroom and how that relates to work in a professional setting. Draw from real life examples for students.
2. When referring a case to the Office of Student Conduct, please use our [referral form](#) to refer the matter promptly to OSC. The sooner it is referred, the sooner we can address the behavior and limit the potential harm to the student and others in the course. Include any necessary attachments as PDF documents.
3. Ensure consistent application of University and course policies by having conversations with your teaching assistants about academic integrity and course expectations. You can find guidelines for you conversations with your Teaching Assistants on our office website.

For a community to thrive, everyone must play an active role. The academic community of the University of Maryland is evidence of this. Instructors, teaching assistants, administrators, and students need to be vigilant about promoting academic integrity and confronting academic dishonesty when it occurs. OSC will continue to provide training materials (such as the [Academic Integrity Tutorial](#)), conduct presentations as feasible, and resolve allegations of misconduct in a timely manner. We ask for your thoughts on how to improve our process, your patience as we experience an ever growing number of cases, and your participation in the liaison program and other initiatives promoting integrity, character, and ethics with our students. We wish you the best of luck as you begin this academic year. We look forward to supporting your efforts in any way we can.

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USJ Chair Rohith Battina: umdusj@gmail.com

Appendix: Academic Integrity Liaisons

AI Liaison	College or Department
Heather Arianna	Intercollegiate Athletics
Anne Baum	Office of Extended Studies
James Bond	Office of Student Conduct
Patricia Bory	School of Public Policy
John Buchner	College of Computer, Math, & Natural Sciences
Cori Carfagno	Adele H. Stamp Student Union
Janis Cornell-Demoss	College of Education
Audran Downing	College Arts & Humanities
Bonnie Dixon	College of Computer, Math, & Natural Sciences
Traci Dula	University Honors Program
Phil Evers	Robert H. Smith School of Business
Coke Farmer	School of Public Health
Rachel Gammons	University Libraries
Robert Infantino	College of Computer, Math, & Natural Sciences
Ken Kiger	A. James Clark School of Engineering
Jungho Kim	A. James Clark School of Engineering
Katrina Knudsen	International Student & Scholar Services
Linda Macri	Graduate School
Erin Moody	College of Behavioral and Social Sciences
Kelly Schrader	Office of Student Conduct
Michelle Simon	College of Information Studies
Jordan Sly	University of Maryland Libraries
Ann Smith	Office of Undergraduate Studies
Joseph Sullivan	College of Agriculture & Natural Resources
Jackie Vander Velden	Registrar's Office
Kathryn Weiland	A. James Clark School of Engineering