

**Student Conduct and Community Responsibilities**  
**A Unit of the Dean of Students Office**  
**Illinois State University**

**Resources for Faculty and Instructors**  
**Academic Integrity**



Student Services Building, room 120  
(309) 438-8621  
[SCCRHelp@IllinoisState.edu](mailto:SCCRHelp@IllinoisState.edu)  
<https://deanofstudents.illinoisstate.edu/conflict/>

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## **Academic Integrity at Illinois State University**

Academic integrity is expected from students in all academic endeavors. The [\*Code of Student Conduct\*](#) states: “Students are expected to be honest in all academic work. A student’s placement of their name on any academic exercise shall be regarded as assurance that the work is the result of the student’s own thought, effort, and study” (pg. 6).

This section is designed to assist faculty and instructors in addressing the issue of academic integrity proactively, as well as to better understand the procedures and processes that occur when there is an alleged violation of academic integrity.

### **The Role of SCCR in Academic Integrity Cases**

SCCR’s role in academic integrity cases is to facilitate an educational process that seeks to provide a fair review of the evidence/information and apply appropriate educational sanctions when necessary. Because of this, SCCR staff has a responsibility both to the faculty member who brings forward accusations as well as to the accused student(s).

Because SCCR does not conduct a full investigation it is essential for faculty and instructors to make all appropriate inquiries and collect all necessary information/documentation before referring the case to us. When appropriate, faculty should identify potential witnesses who would be willing to make statements in support of the complaint. Please know, you are welcome and encouraged to contact our office while you are in the process of investigations for advice and/or further information about what information will be necessary to move forward.

We acknowledge the time and energy you put into reviewing, documenting, and referring instances of academic dishonesty. We also understand these matters are often difficult and frustrating. Please know, SCCR staff are helping resolve a serious allegation and will attempt to do so in the fairest and most equitable manner possible. We are bound by a dual responsibility to the faculty member, and the accused student(s). We help ensure due process and find resolutions that work for all parties.

## 10 Principles of Academic Integrity

Updated by Gary Pavela and DeForest McDuff (prior versions by Gary Pavela and Don McCabe). <https://integrityseminar.org/wp-content/uploads/2018/02/AIS-Ten-Principles-2017.pdf>



# Updated | Ten Principles of Academic Integrity for Faculty

By Gary Pavela, Donald L. McCabe,\* and DeForest McDuff

*This 2017 edition of the Ten Principles replaces the 2004 version published in Change Magazine. Prior editions maintained on college and university websites should be replaced with this one. Copyright permission is granted for that purpose if proper attribution to the source is included. In addition to new content in the text of the Principles, extensive notes and commentary provide guidance on tested strategies to enhance student learning. Researchers or commentators cited include:*

*Cathy N. Davidson; Carol Dweck; Ken Bain; Charles Lipson; Dan Ariely; E.O. Wilson; Norman Eng; James M. Lang; Donald McCabe; George D. Kuh; Robert Sapolsky; Stanley Fish; Michael Bishop; Bill Taylor; Richard Feynman; Sidney Hook; Mark Edmundson; Ernest L. Boyer; Drew Faust; Alexander Astin; and Derek Bok.*

*A web-based version of the new Ten Principles (suitable for linking to your University website) can be found at this [www.integrityseminar.org/tenprinciples/](http://www.integrityseminar.org/tenprinciples/). Notes identified in the text below, indicated by small letters in brackets - [a], [b], [c] - can be viewed there. We also invite viewing and commenting at our Ten Principles Facebook Page: [www.facebook.com/tenprinciples/](http://www.facebook.com/tenprinciples/)*

*\* Gary Pavela and Don McCabe (1944-2016) co-authored all prior versions of the Ten Principles.*



## Updated

### Ten Principles of Academic Integrity for Faculty



- 1 Affirm academic integrity as a core institutional value.**

Academic integrity is grounded upon reverence [a] for truth-seeking and truth-telling. While the ultimate definition of truth exceeds our grasp, the process of truth-seeking [b] depends upon a shared commitment to honesty and trust in academic work [c]. Every faculty member has an ethical and professional responsibility to be a guardian of this tradition and to exhibit it in their own teaching and research [d].
- 2 Provide clear expectations for academic integrity and assess how well students understand them.**

Faculty members should state academic integrity expectations in advance, including the nature and scope of impermissible collaboration [a] and risks of "contract cheating" [b]. A relevant syllabus statement will have greater impact if it includes the instructor's personal expectations for academic integrity [c] and how those expectations enhance student learning [d]. Efforts should be made to ensure that students read and understand the syllabus statement and have an opportunity to discuss it [e].
- 3 Reduce opportunities and temptations to engage in academic dishonesty.**

Faculty members can reduce academic dishonesty by being mindful of temptations [a] students could foreseeably face. Students should not be encouraged to engage in acts of academic dishonesty by uninformative or needlessly tedious instruction or assignments [b], inadequate classroom management, or poor examination security [c].
- 4 Respond to academic dishonesty when it occurs.**

Students observe how faculty members behave and what values they embrace [a]. Faculty members who ignore or trivialize academic dishonesty send the message that the core values of academic life aren't worth enforcing. Students then run the risk of developing harmful habits that can lead to far more serious consequences later [b]. Prompt and equitable enforcement of academic integrity policies does not have to be unduly punitive. Sanctions for most first offenses should have an educational emphasis [c].
- 5 Know your students and encourage their capacity for learning, self-management, and trust.**

Effective teachers ask students what they hope to achieve in the course [a] and relate those objectives to stated learning outcomes [b]. The process of eliciting this information should be broadened to give students opportunities to identify their reasons for going to college; how they think college can prepare them for the future [c]; the values, habits, and ways of thinking they hope to strengthen or develop [d]; and obstacles they face in doing so. A variety of student aims and aspirations can be expected when these questions are answered (useful knowledge in itself), but patterns in student responses also enable instructors to create more relevant and engaging course content [e]; more effective pedagogies [f], and strategies to help students develop skills in self-management [g].

"Knowing your students" necessarily entails giving them an opportunity to know you. There are many collateral benefits from this result, but the most important is group formation (teachers and students working together) [h] in growing bonds of trust. *Partnership in the pursuit of learning, grounded in trust, is by any measure the most effective single mechanism to promote academic integrity.*
- 6 Develop creative forms of assessment that enhance student learning.**

Faculty members should develop forms of assessment that require frequent and active student engagement, creative thought, and opportunities to learn from mistakes [a]. "Assessment" does not necessarily entail giving a grade, and may include exercises in both self-assessment and "team" or "peer" assessment [b]. The educational aim in most forms of assessment should be evaluation and enhancement of learning -- "not a means to rank, but a way to communicate with students" [c]. When faculty members assess student learning they're also being given an opportunity to assess the effectiveness of their own teaching.

"Speaking of his exchange with his pupils, Socrates, the founder of humanistic education, once observed: 'What we're engaged in here isn't a chance conversation but a dialogue about the way we ought to live our lives.' The closer we professors come to following Socrates, the less cheating we're likely to see."

— Mark Edmundson,  
Professor of English,  
University of Virginia

"Highly effective teachers tend to reflect a strong trust in students. They usually believe students want to learn, and they assume, until proven otherwise, that they can. They often display openness with students and may, from time to time, talk about their own intellectual journey, its ambitions, triumphs, frustrations, and failures..."

— Ken Bain, "What the Best College Teachers Do" (Harvard University, 2004)

## Updated

### Ten Principles of Academic Integrity for Faculty



#### 7 Affirm the role of teachers as guides and mentors.

Faculty members are uniquely situated to influence students' knowledge and decision-making for a lifetime [a]. From the days of Plato's Academy, [b] teaching was seen as encompassing relationships of trust grounded in the pursuit of truth. Teachers will find that their greatest impact on students—including inspiring a commitment to academic integrity—comes in the context of personal connection and mutual respect [c].

#### 8 Foster a lifelong commitment to the pursuit of knowledge.

Most faculty members became teachers and researchers because they love to learn. One job of a teacher is to demonstrate that learning can be a deeply engaging experience [a], especially when it entails finding creative ways to explore interesting, important, and challenging questions [b]. By modeling lifelong learning, faculty members can help students develop cognitive skills and adaptation strategies that last a lifetime [c].

#### 9 Recognize that promoting and protecting academic integrity is a collaborative endeavor involving shared leadership by students, faculty members and administrators.

Students in many renowned European universities had a significant role in campus governance [a]. Adapting and using those traditions—recognized today as a foundation for student academic freedom [b]—can enhance student development, foster a shared sense of values, and allow faculty members and administrators to gain insight from student perspectives [c].

Faculty members are equally instrumental in protecting and promoting academic integrity [d]. Their role in this regard expands beyond the classroom and has been affirmed by faculty inclusion in "modified" honor codes nationwide [e]. The beneficial impact of faculty engagement is magnified by participation on academic integrity review panels, policy oversight committees, and regular collaboration with colleagues in the development of teaching strategies to enhance learning and reduce academic dishonesty [f].

College administrators are also essential to protecting and promoting academic integrity. They should be constant learners themselves on relevant technological and social developments; student perspectives and conduct; patterns of enrollment (including needs of international students) [g]; strategies for creative campus-wide academic integrity programming; and implementation of policies that foster fair and timely review of academic integrity allegations [h].

#### 10 Align the aims of your academic integrity program as a foundation for other core values, including student self-management, inclusiveness, community responsibility, fundamental fairness, and intellectual virtues associated with successful scholarship.

Colleges teach values through the rules they establish [a]. The word "integrity" (encompassing "honesty" and "trustworthiness") should not be relegated to any single set of campus regulations. An academic integrity policy deeply ingrained in campus life—enriched by active student leadership [b] and grounded in fundamental fairness [c]—will be a forum for helping to define the ethical and educational mission of the institution [d].

Academic integrity also protects and exemplifies traits of good scholarship, including a truth-seeking orientation, honesty, self-insight, civility, and long-term thinking. These intellectual virtues are essential to the academic enterprise and should be made explicit in academic integrity programming.

Why is academic dishonesty self-defeating? A perspective from Carol S. Dweck:

"The more that you challenge your mind to learn, the more your brain cells grow. Then, things that you once found very hard or even impossible—like speaking a foreign language or doing algebra—seem to become easy. The result is a stronger, smarter brain."

— "Mindset: The New Psychology of Success" (2016)

"Teach me, I forget; show me, I remember; involve me, I understand."

— A maxim cited by E.O. Wilson, University Research Professor Emeritus at Harvard University and winner of the National Medal of Science.

Updated

## Ten Principles of Academic Integrity for Faculty



## Author Bios



Gary Pavela, J.D.

**Gary Pavela** is a past President of the International Center for Academic Integrity and a co-founder with Don McCabe and DeForest McDuff of the Academic Integrity Seminar. Gary was an administrator and Honors College faculty member at the University of Maryland at College Park for over 25 years. During that time he developed Maryland's Code of Academic Integrity (a modified honor code) and was voted the University's "Outstanding Faculty Educator" by the Maryland Parents' Association (2006). Gary is a "Fellow" of the National Association of College and University Attorneys and writes frequently on law and policy issues in higher education. He has served on the Board of the Kenan Institute for Ethics at Duke University. Gary can be reached at [garypavela@integrityseminar.org](mailto:garypavela@integrityseminar.org)



Don McCabe, Ph.D.

**Don McCabe** (1944-2016) was Professor of Management & Global Business at Rutgers University. A leading researcher on academic integrity and ethical decision making, he surveyed over 165,000 students at more than 160 colleges and universities in the U.S. and Canada. His work has been published widely in business, education, and sociology journals; and he was the founding president of the International Center for Academic Integrity. Don was an invaluable partner in the design and development of the Academic Integrity Seminar, starting with an instrumental meeting in Princeton, New Jersey in 2007. Both he and AIS co-founder Gary Pavela became well-known advocates for the development of "modified honor codes" nationwide.



DeForest McDuff, Ph.D.

**DeForest McDuff** is a co-founder with Gary Pavela and Don McCabe of the Academic Integrity Seminar, a company dedicated to improving academic integrity and student ethical development at colleges and universities nationwide. He has coordinated the seminar at dozens of schools across the country and has tutored thousands of students on issues of academic integrity. He holds a Ph.D. in economics from Princeton University, where he won the Towbes Teaching Prize for outstanding undergraduate teaching. DeForest currently lives in Boston with his wife and four children. DeForest can be reached at [deforest@integrityseminar.org](mailto:deforest@integrityseminar.org).

## About the Publication

Support for this publication has been provided by the Academic Integrity Seminar ([www.integrityseminar.org](http://www.integrityseminar.org)).



## Overview of SCCR Processes for Handling Academic Integrity Violations

Academic integrity is central to the mission of Illinois State University. As an institution of higher education, when we confer a degree, we are saying we are confident in the competence of the student in their field of study. When students do not earn these degrees with honesty and integrity, ISU cannot make that claim. We also have a duty to educate, to ensure students lacking these skills have an opportunity to learn them. Faculty members are strongly encouraged to report all instances of academic dishonesty to Student Conduct and Community Responsibilities. Faculty members retain authority to determine grade penalties, and the official University disciplinary response comes through the student conduct process. Please know, you are always welcome to consult with SCCR staff, at any point in this process.

- Keep the original copy of the assignment; if the student asks for a copy, provide them with a duplicated copy only.
- Do not assign a grade or grade penalty to the assignment until you have met with the student and determined whether the student accepts responsibility.
- Privately inform the student that you have a concern with the assignment and would like to discuss it. If more than one student is involved each should be informed, and met with, individually.
- Set the meeting time for when you are both available to review the assignment together (could be in person, or via Zoom). The meeting should give you a sense for how the student constructed the assignment, the materials used, how many drafts were written, how many papers the student has written before, etc.
  - If appropriate, request that the student bring in their rough work and reference materials to the meeting; this may help you determine the root of the problem.
  - If you have identified the sources yourself, have them available for reference during the meeting.
- If the student acknowledges committing academic dishonesty, the faculty member may then assign a grade penalty; the incident, along with all accompanying information should then be forwarded to SCCR for disciplinary review. The faculty member may include a recommended course of action and/or resolution to SCCR, but any final determination is left up to SCCR staff.
- If the student denies committing academic dishonesty, but the faculty member is convinced otherwise, any grade penalty should be put on hold, and the matter *must* be forwarded to SCCR.
- During the student conduct process, the faculty member will be contacted by SCCR staff to review and discuss the information. Any attempt to administratively resolve the situation will be relayed to the faculty member. If a hearing is necessary, the faculty member will be notified of the date, time, and location of the hearing and is expected to participate.
- If at the conclusion of the disciplinary process the student is found responsible for an act of academic dishonesty, the faculty member may then apply an appropriate grade penalty.
- If at the conclusion of the disciplinary process the student is found not responsible for an act of academic dishonesty, the faculty member is strongly advised not to impose an academic penalty on this basis. A student can file a grievance if the faculty member

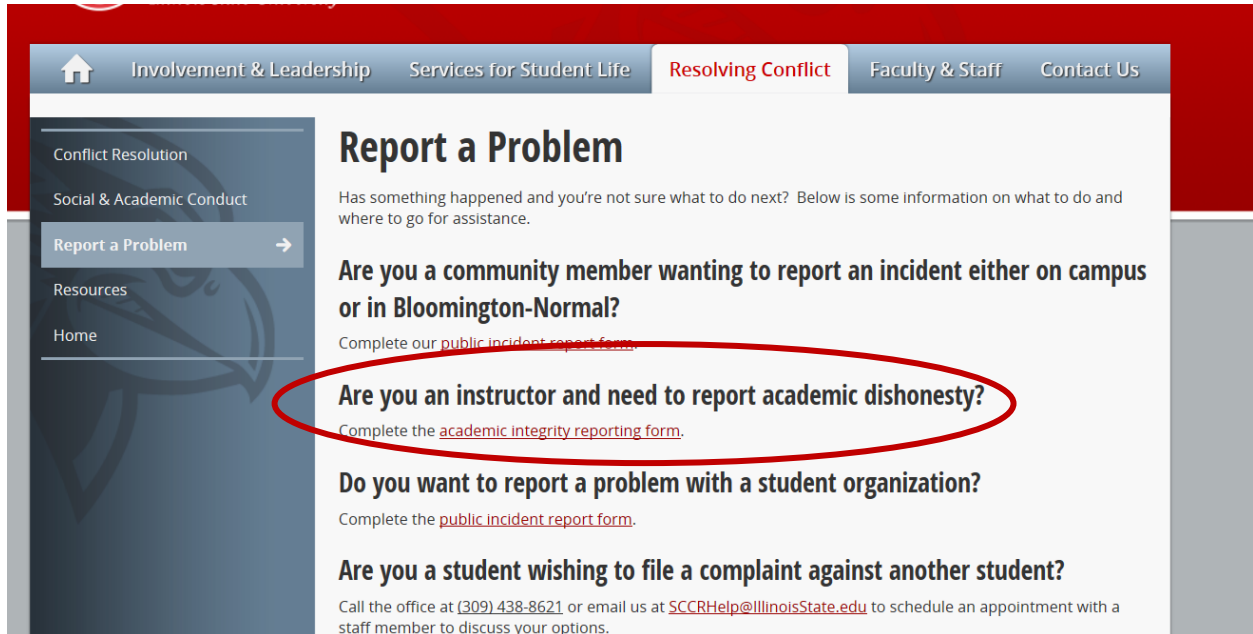


chooses to invoke an academic penalty for an act of dishonesty when a student has not been found responsible.

## Submitting an Academic Dishonesty Report

To submit a report of academic dishonesty, go to: [www.deanofstudents.illinoisstate.edu/conflict](http://www.deanofstudents.illinoisstate.edu/conflict).

In the navigation panel on the left, select “Report a Problem” and select the link for instructors reporting academic dishonesty.



Home Involvement & Leadership Services for Student Life **Resolving Conflict** Faculty & Staff Contact Us

Conflict Resolution  
Social & Academic Conduct  
**Report a Problem** →  
Resources  
Home

## Report a Problem

Has something happened and you're not sure what to do next? Below is some information on what to do and where to go for assistance.

**Are you a community member wanting to report an incident either on campus or in Bloomington-Normal?**  
Complete our [public incident report form](#).

**Are you an instructor and need to report academic dishonesty?**  
Complete the [academic integrity reporting form](#).

**Do you want to report a problem with a student organization?**  
Complete the [public incident report form](#).

**Are you a student wishing to file a complaint against another student?**  
Call the office at (309) 438-8621 or email us at [SCCRHelp@IllinoisState.edu](mailto:SCCRHelp@IllinoisState.edu) to schedule an appointment with a staff member to discuss your options.

This will direct you to the reporting form.



## Public Incident Report

\* indicates a required field

### Nature of Report

#### Incident Type \*

Please indicate the type of incident to ensure appropriate processing. If you are filing a report about an academic dishonesty/integrity issue, please select Academic Dishonesty Report. If you are filing a complaint concerning student compliance with ISU COVID-19 guidelines, please select COVID Safety Guidelines. All other complaints fall under general Incident Report.

Academic Dishonesty Report  
COVID Safety Guideline  
Incident Report

Click the drop down, and select “Academic Dishonesty Report”

Fill out the requested information.

# Incident Report

**Reporter's Name \***

Name of person completing this report.

**Reporter's Email \***

Please provide a valid email address to ensure we are able to reach you for follow-up.

**Reporter's Phone \***

Please provide us with a valid phone number where you may be reached should additional information be required to address the incident.

In these instances, you are the reporting party. We need your name, email, and the best number to reach you.

For date/time of incident, please indicate the date that you discovered the academic dishonesty.

We use this same form for lots of incident types, for location of the incident, please enter your course (i.e. BSC 101). If you would like, you can include the section number.

### Date/Time of Incident \*

Enter the date and time of the incident to the best of your knowledge. If the specific time is unknown, please select 12:00pm.

8/25/2020	Select	Clear	
01	30	pm	Clear

### Location of Incident \*

To the best of your knowledge, please list the location by providing: an address, building name, name of fraternity or sorority house, course name, etc. If there is no specific address, try to describe the location of the incident to the best of your ability (e.g. on the sidewalk at the intersection of College St. and School St.).

BSC 101, section 4
--------------------

When entering the individuals involved, please include UID numbers whenever possible. This ensures we contact the correct students. If you want to include their email addresses, you are welcome to do that. This is the section you will also list any witnesses that may be able to provide additional information.

### Individuals Involved \*

Include names (with contact information) for any individuals involved, witnesses, or for those who provided information to you about the incident.

Jen Stevenson 812345678 <a href="mailto:jlstev3@ilstu.edu">jlstev3@ilstu.edu</a> Lucy Ball 887654321 <a href="mailto:lbfakeemail@ilstu.edu">lbfakeemail@ilstu.edu</a>
--

In the incident description, you will write out a narrative of what happened. You can include as much detail as you feel is necessary. Please note, the student has the right to request the incident description, so be mindful of what/how you enter information here. For example, I wouldn't want to say, "Another professor told me that Jen cheats on exams, so even though I didn't see her copying another student's work, I know she did – she is a liar and should be kicked out of school."



### Incident Description \*

To the best of your ability, provide a complete description of the incident. The more detailed your description is, the better the university can follow-up. At minimum, the description should include: who was involved and how they were involved, what happened, where the incident took place, when the incident took place, and how you found out about the incident. An Illinois State University staff member may follow-up to ask for additional information.

Jen's final exam was identical to Lucy's. They both had the same correct answers (including typos and spelling errors), and identical wrong answers as well. Students were told the exams were open book/open note, but were to be completed on their own. I've attached the exams as documentation.

### Attach Documents

Please upload any supporting documentation, photos, etc. you have that you would like to be considered with the case. For academic dishonesty reports, please attach your course syllabus, the assignment in question, and any other supporting documentation.

[Add Item](#)

You will also attach documents in this section. We ask that you include, minimally, your course syllabus and the assignment/exam in question. If you found the websites, or source material, if you include that it is helpful. You can also include links to source material in the incident description.

The final section of the incident reporting form is specific to academic dishonesty reports.

## Academic Dishonesty Information

### Instructor Contacted Student \*

Was the instructor able to communicate the academic dishonesty concern with all students involved? (If no, provide more detail below.)

Yes  No

### Academic Penalty \*

What academic/grade penalty has the instructor deemed appropriate for all students involved? Select one. (Feel free to provide more details in the incident description. If not assigning the same academic penalty for all students involved, please mark other and explain.)

### Student Agreed with Instructor Outcome \*

Did all students involved accept responsibility for the violation, **AND** agree to the assigned academic penalty? (If no, please provide more detail.)

Yes  No

### Instructor Recommendation to SCCR \*

What disciplinary action did the instructor recommend SCCR take in this case?

As outlined in the *Code* there are a few specific things we need to know. First, were you able to have a conversation (via email, over the phone, in person, etc.) with the student about your concerns? If not, please let us know what happened. For example, did you email the student, but they didn't respond; was it the end of the semester and you weren't able to send them an email... whatever the case may be, please provide some details and context.

**Instructor Contacted Student \***

Was the instructor able to communicate the academic dishonesty concern with all students involved? (If no, provide more detail below.)

Yes  No

**Instructor Unable to Contact Student \***

Please provide more information about why the concern was not communicated to all of the students involved.

I emailed Jen and Lucy, neither responded. (Emails attached to this report).

What grade penalty are you applying? The drop-down menu has several options, please select one.

**Academic Penalty \***

What academic/grade penalty has the instructor deemed appropriate for all students involved? Select one. (Feel free to provide more details in the incident description. If not assigning the same academic penalty for all students involved, please mark other and explain.)

Loss of points on assignment  
Zero/F on assignment  
Lower course grade  
Failure of course  
Other

If you select “other” a text box will come up for you to provide details.

The next question has to do with due process, did the student accept responsibility for the violation, AND agree to the grade penalty?

In this case, since the students didn't respond to the instructor, no agreement could be reached. When you select no, more information is needed. Another example could be if the student doesn't think they violated the *Code* or if they don't think the grade penalty is fair. Please note, SCCR does not determine grade penalties – these are completely under the purview of the instructor. The only exception is if a student is found not responsible for academic dishonesty in a formal hearing process, then we recommend you don't impose a grade penalty for academic dishonesty.

### Student Agreed with Instructor Outcome \*

Did all students involved accept responsibility for the violation, **AND** agree to the assigned academic penalty? (If no, please provide more detail.)

Yes  No

### No Agreement with Instructor \*

Please provide more information about the student(s) not agreeing with the instructor's proposed outcomes.

Neither student responded to my initial email - so no agreement could be reached.

The next step is to make a recommendation for disciplinary action to SCCR staff.

### Instructor Recommendation to SCCR \*

What disciplinary action did the instructor recommend SCCR take in this case?

No disciplinary action

### Instructor Understands No Action Request \*

Please note, typically a staff member from SCCR meets with the student to discuss their academic dishonesty and why it occurred. As part of the student conduct process, the staff member also assigns an educational sanction designed to try to prevent academic dishonesty from happening again. In addition, if the student does not have a disciplinary record, they will also receive a warning (censure). This way the University can track disciplinary history across departments and know the behaviors were addressed in the event academic dishonesty happens in another class/course. Please note, if a student has related disciplinary history, a recommendation of no disciplinary action may not be accepted by SCCR.

I understand.

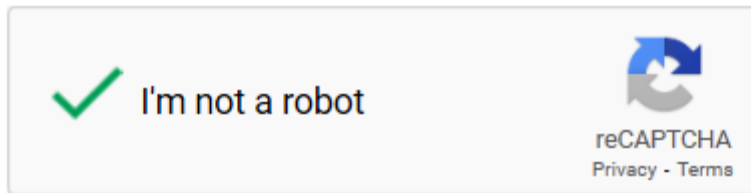
If you select no action, there is still a documentation process that will occur. Additionally, if a student has related disciplinary history, SCCR may not be able to accept your recommendation.

The last step is to tell the system you are a real person, and click submit.



# Verification

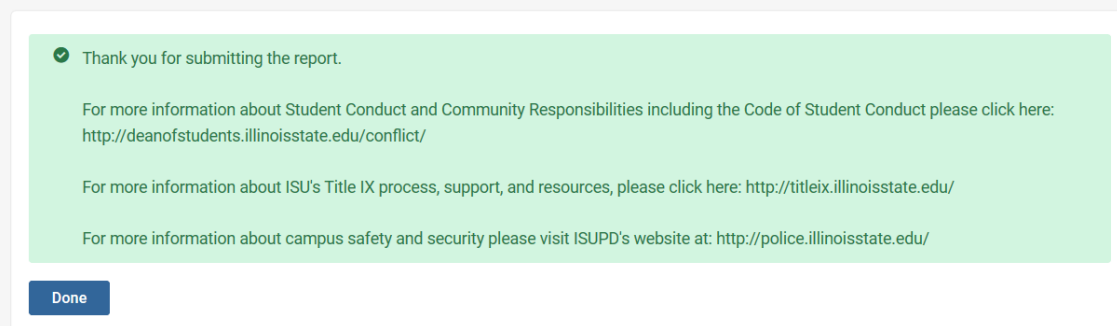
Verification \*



Submit

After submission, you will get a confirmation message:

## Public Incident Report



An SCCR staff member will reach out (usually within 48 hours, depending on volume of reports), confirming receipt and explaining the next steps in the process.

### **Full Code of Student Conduct Process for Academic Integrity Violations**

The *Code of Student Conduct (Code)* not only outlines expectations related to student behavior, but also establishes the basic due process protections that students are afforded.

For your convenience, the information below is reprinted directly from the Specialized Rules section of the *Code*. SCCR has recently changed our name from Student Conduct and Conflict Resolution to Student Conduct and Community Responsibilities to reflect the addition of off-campus programs and services to our unit. At this time, the *Code* (as outlined below) uses the previous name of the unit.

## Academic Integrity Cases

Issues of academic integrity are paramount to the University. A scholar's integrity is the key to academic credibility, and a degree conferred by the University is an inherent testament to that scholar's credibility. As such, when a student is alleged to have committed academic dishonesty, there are two issues at stake; any grade or credit issue attached to that course or requirement, and the relationship between the student and the institution. Therefore, faculty are strongly encouraged to report all instances of academic dishonesty to SCCR, with the recognition that faculty members retain jurisdiction over any academic penalties related to that course and/or activity that might be imposed.

With respect to the handling of academic integrity cases:

- a) Faculty members who discover academic dishonesty should meet with the student as soon as possible to review the allegation. Prior to this meeting, faculty members are encouraged to contact SCCR for consultation.
- b) If the student acknowledges academic dishonesty and the faculty member is satisfied that the incident has been resolved:
  - i. The faculty member will discuss the academic penalty to be applied and/or the reparation required of the student. Faculty members should adhere to the grade penalty policy, if any, noted in an appropriate syllabus. Faculty members without such a policy, or where such a policy would not be applicable, should develop academic penalties consistent with the nature of the dishonesty.
  - ii. The faculty member are strongly encouraged to complete the electronic referral process for academic dishonesty and submit this referral to SCCR, along with recommendations for appropriate sanctions, recommendations for no sanctions, or a request for a restorative conference for the parties to devise their own sanctions. A SCCR case manager will review the case and the recommendation.
  - iii. If the student does not have previous academic dishonesty violations and is otherwise in good disciplinary standing with the University, the case manager can accept the faculty member's recommendation of no sanction, or a faculty member's request for a restorative conference.
  - iv. If the student has previous violations for academic dishonesty or is otherwise not in good disciplinary standing with the University, the case must be referred to the formal conduct process as outlined in Section VIII.A). Note that a faculty member requesting a restorative conference may still have that conference granted if the student can resolve the inactive sanction in the case management conference.
  - v. If a faculty member recommends formal conduct action and sanctions, the case will be referred for a case management conference, with the faculty member serving as a complainant if needed.
- c) If the student denies the allegation of academic dishonesty or if the faculty member believes that the severity of the conduct may warrant a suspension or dismissal from the University:
  - i. The faculty member will complete the electronic referral process for academic dishonesty and submit this referral to SCCR. This submission should contain copies of all information to be utilized in the student conduct process, including

the names of all parties involved. Note that the student will receive access to all information provided.

- ii. A SCCR case manager shall conduct a case management conference with the student, as outlined in Section VIII.A), with the faculty member serving as the complainant.
  - iii. If the case manager and the student can reach a resolution, the case manager will consult with the faculty member to review the proposed outcome. If the outcome is satisfactory to all involved parties, a decision letter will be generated, and the case will be resolved.
  - iv. If the student and the case manager cannot resolve the case, or if the faculty member does not support the proposed outcome, the case will be referred to the University Hearing Panel for resolution. In the event of a hearing, the faculty member will be provided with the rights of a complainant (see Section VII.B).  
Cases resolved during summer session will be referred to administrative hearings.
- d) It is strongly recommended that faculty members withhold the imposition of an academic penalty in any cases where the student is contesting the allegation. In cases where final grades are being awarded, a grade of “Incomplete” should be assigned pending the outcome of the student conduct process. If a faculty member imposes an academic penalty and a student is found not in violation of the allegation, the student may have grounds for appealing the penalty through the Office of the Provost.

Pages 27-29 of the *Code of Student Conduct*

## **Academic Integrity Policy at Illinois State University**

*Code of Student Conduct*, Section VI.A.1.

### A. University Values and Expectations

Behavior that violates the *Code* includes, but is not limited to, the following regulations.

#### 1. Academic Dishonesty

Students are expected to be honest in all academic work. A student's attachment of their name on any academic exercise shall be regarded as assurance that the work is the result of the student's own thought, effort, and study.

Violations include such behavior as:

- a) Possessing or utilizing any means of assistance (books, notes, papers, articles, third parties, etc.) to complete any assignment, quiz, or examination unless specifically authorized by the instructor. Students are prohibited from conversation or other communication in examinations except as authorized by the instructor.
- b) Acting with the intent to deceive the person in charge, such as falsifying data or sources, providing false information, etc.
- c) Plagiarizing. For the purpose of this policy, plagiarism is the unacknowledged appropriation of another's work, words, or ideas in any themes, outlines, papers, reports,

speeches, computer programs, artwork, musical scores, performance, or other academic work, regardless of intent. This includes all forms of intellectual property that can be copyrighted, patented, or trademarked, whether published or unpublished. Students must ascertain from the instructor in each course the appropriate means of documentation and/or attribution.

- d) Submitting the same paper for more than one University course or academic requirement without the prior approval of the instructors. A student may only submit an assignment once during their affiliation with the University unless provided explicit permission of the instructors.
- e) Willfully giving or receiving unauthorized or unacknowledged assistance on any assignment. This may include the reproduction and/or dissemination of test materials. Both parties to such collusion are considered responsible.
- f) Substituting for another student in any academic assignment.
- g) Being involved in the unauthorized collection, distribution advertisement, solicitation, or sale of term papers, research papers, or other academic materials completed by a third party.

In cases of group assignments, unless otherwise indicated by the instructor, all parties to the assignment are responsible for the submission of any final product, and bear responsibility for the integrity of the product. Students participating in group projects may be held responsible for the actions of other group members unless it can be established that a group member was not aware, and reasonably could not have been aware, of any material that violates University expectations.

Academic integrity expectations apply to all forums used for the collection and dissemination of knowledge, including in the classroom, written and electronic assignments, online participation, field work, and publications.

For the purpose of this policy, it should be noted that the University holds graduate students to a higher standard given the academic rigor of graduate programs and the fact that students in graduate programs are already degreed students. As such, graduate students may face more severe levels of sanctioning for academic misconduct and may also face repercussions in their academic departments and assistantships.

Pages 6-7 of the *Code of Student Conduct*

### **Most Common Instances of Academic Dishonesty at ISU**

The most frequent violations of the *Code* related to academic dishonesty are typically those involving a lack of knowledge or understanding around academic writing. While less common, we do also see instances in which students are intentionally dishonest.

Common types of academic dishonesty:

- Poor paraphrasing
- Lack of in-text citations
- Group work vs. working together



- For example: students can work together, but turn in their own assignments, vs. students working as a group and turning in one assignment.
- Using notes without permission while in the testing center
- Looking up answers on Google while taking tests online or in lab sections
- Looking at or using phones/smartwatches during exams

### **Frequent Sanctions/Outcomes for Academic Dishonesty at Illinois State University**

While each incident and student involved are treated as individuals, we do have general guidelines around sanctioning for academic dishonesty. Typically, if a student does not have any disciplinary history, and is involved in unintentional academic dishonesty violations, we issue a censure and educational outcomes. The educational portion is designed to address the lack of knowledge, to provide the information necessary for the student not to have a similar incident in the future. This could be an online workshop about recognizing and avoiding plagiarism, completing paraphrasing exercises with feedback from SCCR staff, or attending a workshop through the Visor Center. When we have a student with disciplinary history that is related, or if the academic dishonesty was intentional, we typically start at disciplinary probation. The student is still assigned an educational outcome. We may use any of the above, and would likely add a research or reflection paper, or have the student write a paper exploring ethical standards in the workplace (related to their field of student/career field) and their decision-making, or another project that focuses on their values and their behaviors.

### **Fundamental Values of Academic Integrity**

Second Edition (2013) edited by T. Fishman, International Center for Academic Integrity.  
<https://www.academicintegrity.org/wp-content/uploads/2017/12/Fundamental-Values-2014.pdf>

“Many teachers, students, and administrators embrace the principles of academic integrity because they know that the goals of teaching, learning, and research can only be accomplished in environments in which ethical standards are upheld.” (p. 16).

“The International Center for Academic Integrity defines academic integrity as a commitment to five fundamental values: honesty, trust, fairness, respect, and responsibility. We believe that these five values, plus the courage to act on them even in the face of adversity, are truly foundational to the academy.” (p. 16).

SCCR’s philosophy aligns with these fundamental values. As your partner in educating students, our role is to hold students accountable when they do not uphold the expectations of their instructors and the University. We encourage you to frame conversations with students around values and ethics. During a sanctioning process we help the student see and make meaning of the connections between ethical behaviors, their values, and how that plays in the workplace (after graduation).

## **Tips for Discouraging Plagiarism from Eastern Michigan University**

The following information was taken from Eastern Michigan University's Research Guides (Plagiarism for Educators) found at <https://guides.emich.edu/c.php?g=187953&p=1241353> and retrieved on September 10, 2020. Adaptations, synthesis, clarification, and edits to make applicable to ISU were made. Additional references can be found under "[resources and web-links](#)".

While plagiarism cannot be completely prevented, there are some actions that are effective in discouraging it, or to state it more positively, encouraging the proper use of sources. These include the establishment of course expectations, the incorporation of syllabus statements outlining expectations for your discipline and your class, the development of well-designed assignments, and communication with students on writing techniques and the proper use of sources in your discipline.

In encouraging honest intellectual effort, it is important to establish a firm but positive classroom ethos from the first day of class. To be effective, the ethic should have a positive side. Statements about what is not allowed, no matter how urgently expressed, are far more effective when paired with what is expected. While it can be tempting to focus on how you will punish or mark down plagiarism rather than your specific expectations, do not fall into this trap. Once the ethos shifts to strategic game-playing for points, students will see cheating as a rational choice.

Drawing on published literature, we have developed the following recommendations:

### **Do's:**

1. State explicitly that the goal of the class is learning, and spell out the various ways that learning will take place (by listening, reading, discussing, writing, etc.) so that students are primed to learn in many contexts
2. Repeat #1 throughout the semester and make it true in your own behavior and grading practices
3. Discuss some of the emotional and intellectual conditions of learning (openness, critical thought, anxiety, humility, etc.)
4. Ask students to report in some fashion (small group discussions, blogs, journals, etc.) on their subjective experience of learning
5. Provide rubrics so your grading practices are clear
6. Hand out samples of the kind of work expected
7. Respect your students' efforts

### **Things to avoid:**

1. Assuming students already know the basics.
2. Giving "gotcha" assignments that test students on trivia to see if they were paying attention.
3. Stating "no plagiarism" without explaining what you mean in the context of your discipline and assignments.

4. Giving students the impression that they shouldn't bother you with elementary or procedural questions. [We recognize this is likely unintentional, please remember student's see you as an authority figure, and often feel intimidated].
5. Suggesting you suspect many students would like to cheat or do cheat in college.
6. Assuming that a student's misuse of sources is necessarily an ethical problem rather than a lack of education or understanding of expectations.

To minimize student confusion we also recommend:

- Avoiding vague or broad assignments: rather than "discuss x" or "critically review y" try a more specific question such as "how does x relate to y, and what does this relationship tell us about our broader question of z?"
- Having students utilize higher-level cognitive skills such as analysis, comparison, explanation or creative problem solving on assignments.
- Assigning research in stages; correct and return sections or drafts along the way.
- Avoiding weighting a single final assignment as a large percentage of a student's final grade [this increases the pressure to do well, and often results in some students taking shortcuts].
- Giving examples of the kind(s) of research and sources you expect.
- Providing models of acceptable and unacceptable paraphrasing, generalizing, and referencing.

### **Academic Integrity Syllabus Statements**

It is essential that faculty members cover academic dishonesty with students as part of course expectations. Including academic integrity in your syllabus is one way to let students know what is expected. We recommend you define cheating and plagiarism in terms of your course and discipline; providing examples is always helpful. The most common point of confusion for students is the difference between group work and working together (unauthorized collaboration).

The following is an example of a syllabus statement regarding academic integrity that can be inserted into your course syllabus. In addition to the example below faculty members are encouraged to explicitly state citation requirements, as well as grade penalties for acts of dishonesty.

Academic integrity is expected in all classroom endeavors. From the [\*Code of Student Conduct\*](#): "Students are expected to be honest in all academic work. A student's placement of their name on any academic exercise shall be regarded as assurance that the work is the result of the student's own thought, effort, and study" (pg. 6).

Students who have questions regarding issues of academic dishonesty should refer to the *Code of Student Conduct*, which outlines unacceptable behaviors in academic matters. Academic integrity is an expectation at this University and in this course. Academic integrity should be practiced in all aspects of your academic work, including during class time, when taking exams, and as you complete written assignments. I may refer instances of academic dishonesty to Student Conduct and Community Responsibilities (SCCR) for review. I retain the right to

impose a grade penalty for work that is academically dishonest (up to and including assigning an F in the course). SCCR will review the matter and may meet with you to discuss the incident and impose a disciplinary status/educational sanctions to track and prevent the recurrence of academic dishonesty.

### **Syllabus Statements Regarding Intellectual Property (Chegg/Quizlet/Etc.)**

In the last year, SCCR has received several concerns from faculty regarding students posting their quiz and exam questions into Quizlet. Through conversations with students, it seems that many are not aware of the fact that Quizlet is a public resource, and the flashcards they create are publicly available. SCCR recommends you have a syllabus statement regarding your ownership of your slides, quiz/test questions and other course materials.

For information on Digital Millennium Copyright Act (DMCA) go to <https://www.copyright.gov/legislation/dmca.pdf>.

#### Quizlet Links:

- Information about how Quizlet responds to DCMA issues <https://quizlet.com/dmca>
- How to report DCMA issues to Quizlet <https://quizlet.com/dmca/request>.
- Go to <https://quizlet.com/testbank/request> to submit a report to Quizlet to have your materials removed.

#### Chegg Links:

- Chegg's Honor Code: <https://www.chegg.com/honorcode>
- Information from Chegg about copyrights and DCMA <https://www.chegg.com/copyright>.
- Submitting a takedown request related to DCMA protected materials <https://www.chegg.com/copyright/takedown-request>.
- Where to go to ask Chegg to review information and materials posted on their site <https://www.chegg.com/honorcode/investigation-request>.

### **Additional Resources and Web Links (Academic Integrity)**

#### Syllabus Statement Examples:

- Carnegie Mellon University, Eberly Center Teaching Excellence & Educational Innovation, (2020). <https://www.cmu.edu/teaching/academicintegrity/>
- Princeton University, the Office of the Dean of the College, (2020). <https://odoc.princeton.edu/resources/sample-course-syllabus-statements-regarding-academic-integrity>

*Please note, many references are made to their University specific policies, and should be updated to reflect your specific course policies and the expectations of ISU.*

Center for Teaching, Learning, and Technology (CTLT) at ISU: <http://www.teachtech.ilstu.edu/>  
The Center for Teaching, Learning, and Technology (CTLT) is a multipurpose interdisciplinary unit dedicated to the advancement of teaching and student learning. The center's mission is to serve the entire instructional community at Illinois State, other

institutions of higher education in Illinois, and the business sector. CTLT provides resources to help enhance the teaching of individual members of the instructional community. CTLT provides literature that is specifically targeted for knowledge on academic integrity matters. This material can help assist faculty in finding some additional tips and information.

International Center for Academic Integrity [www.academicintegrity.org](http://www.academicintegrity.org)

The Center for Academic Integrity provides a forum to identify, affirm, and promote the values of academic integrity among students, faculty, teachers and administrators. This site has a lot of beneficial information for faculty to utilize. Additionally, they post weekly blogs on current topics, available at <https://academicintegrity.org/blog/>.

International Center for Academic Integrity, Syllabi Designed with Integrity in Mind, written by Courtney Cullen on August 18, 2020. <https://www.academicintegrity.org/integrity/syllabi-designed-with-integrity-in-mind/>.

Information on Academic Integrity and International Students (Thoughts and Suggestions) from NC State University's Office of Global Engagement. <https://global.ncsu.edu/teaching-international-students/academic-integrity/>

Information on Contract Cheating and What Instructors Can Do – University of Wisconsin-Madison, written by Dr. Tricia Bertram Gallant. <https://conduct.students.wisc.edu/contract-cheating/>

NPR Article and Full Audio Interview with Don McCabe (Rutgers University Business School). Cheating in College is Widespread – But Why? <https://www.npr.org/templates/story/story.php?storyId=128624207/?storyId=128624207>

Brent, D. (2006). Using an Academic-Content Seminar to Engage Students with the Culture of Research. *Journal of The First-Year Experience & Students in Transition*, 18(1), 29-60.

Harris, R. (2015). Anti-Plagiarism Strategies. <http://www.virtualsalt.com/antiplag.htm>

Lamoreaux, M., Darnell, K., Sheehan, E., and Tusher, C. (2012). Educating Students about Plagiarism. Office of Teaching Resources in Psychology. Georgia State University. <http://teachpsych.org/Resources/Documents/otrp/resources/plagiarism/Educating%20Students%20about%20Plagiarism.pdf>

Indiana University Bloomington Center for Innovative Teaching and Learning. (2017). Designing assignments to encourage integrity. <https://citl.indiana.edu/teaching-resources/academic-integrity/designing-assignments-encourage-integrity/>

Perlman, B., & McCann, L. I. (2004). The first day of class. *APS Observer*, 17(1). <http://www.psychologicalscience.org/observer/the-first-day-of-class>