

A Faculty Guide to

Academic Integrity



**Indiana State
University**

More. From day one.



A Faculty Guide to Academic Integrity

Important Points

Fostering an environment of academic integrity is a complex task. *A Faculty Guide to Academic Integrity* gives you helpful information designed to prevent academic integrity violations and an understanding of what to do should you encounter a violation.

Faculty members are strongly encouraged to read the guide before an issue arises. Another valuable resource can be found on the University Web site (www.indstate.edu/academicintegrity).

Faculty members are encouraged to include academic integrity statements of expectation in their course syllabi and to discuss this information and these expectations with students during the introduction to each class. Sample statements which may be used in a syllabus are found in Appendix IV.

Should You Encounter a Violation:

- Secure all pertinent evidence.
- Inform your department chairperson.
- Arrange a meeting with the student to discuss your suspicions and hear their response.
- Based on this discussion (assuming a violation is confirmed) determine an appropriate penalty (see page 3).
- Complete a **Notification of Academic Integrity Violation** form (see Appendix II, page 10).
- Provide a copy of the completed **Notification of Academic Integrity Violation** form to the student.
- Consult department chairperson and/or associate dean as needed.
- Participate in formal adjudication through the Office of Student Conduct and Integrity when appropriate (page 4).

A Faculty Guide to *Academic Integrity*



Introduction

The national Center for Academic Integrity defines academic integrity as commitment to five fundamental values: honesty, trust, fairness, respect, and responsibility.¹ Indiana State University is a learning community committed to the highest ethical principles in academic life. The Policy on Academic Integrity, developed by faculty, students, and administrators, outlines the expectations for ethical conduct in all academic endeavors. It is critical that faculty share these expectations with students, and that all members of the community affirm ethical conduct. A copy of the policy appears in Appendix I and also is posted at the Cunningham Memorial Library academic integrity Web site and in the **Code of Student Conduct**, posted at the Office of Student Conduct and Integrity Web site. Failure to assert this core value diminishes the reputation of an institution and lessens the value of the degrees earned by its graduates.

Special thanks to Charles Hoffman, associate professor, Department of English.

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A Definition of Academic Integrity

Lipson (2004) summarizes the core principles of academic honesty:

Academic honesty boils down to three simple but powerful principles: [1] When you say you did the work yourself, you actually did it. [2] When you rely on someone else's work, you cite it. When you use their words, you quote them openly and accurately, and you cite them too. [3] When you present research materials, you present them fairly and truthfully. That's true whether the research involves data, documents, or the writings of other scholars.

These are bedrock principles . . . They apply to everyone in the university, from freshmen to professors. They're not just principles for students. They're principles for academic honesty across the entire university.²

Promoting Academic Integrity

Academic integrity is the responsibility of all members of the ISU community, and all must affirm integrity in the academic experience. As educators, we are obligated to demonstrate by word and action the importance of this core value. Faculty should be especially attentive to integrity as they interact with freshmen, transfer students, and new graduate students. Because new students may not have been held to the rigorous standard demanded at Indiana State University, special attention to this institutional value is necessary. It is important to emphasize the community value of honesty. This emphasis not only teaches the importance of ethical conduct, but should help students understand the impact that unethical conduct has on the reputation of the University and on the degree they will earn.

The following ideas may be appropriate for inclusion in course materials:

- The course syllabus should include a statement of expectation regarding the academic integrity policy. This statement should direct students to the **Policy on Academic Integrity** which is available in the **Code of Student Conduct**. URLs for sample statements appear in Appendix IV. Faculty should also check to determine whether their syllabi adhere to departmental policies, standards, or expectations.
- Web based courses present special academic integrity challenges. Faculty teaching these courses can seek assistance in preventive web course design from consultants in the Center for Instruction, Research, and Technology (extension 2676 or e-mail cirt@indstate.edu).
- Instructors should use some portion of the course introduction to clarify expectations involving academic integrity questions. For example, "What will be the expectations regarding collaboration?" (Some courses encourage it, some forbid it. Students need clarification to avoid confusion.) Follow-up clarification may be appropriate on subsequent examinations, papers, etc.
- A statement may be included on examinations and other academic exercises in which the student acknowledges,

through signature, the **Policy on Academic Integrity** and affirms that their work on a given academic exercise complies with the policy.

- Academic integrity expectations are included in the regulations for student behavior contained in the **Code of Student Conduct**. Students need to know that the University evaluates students on scholarship and citizenship as defined by University regulations.
- The ethical standards of the specific discipline should be discussed with students and clearly identified as criteria for determination of academic integrity. These standards (codes of ethics) should be available to students either in written form or by reference to a source (such as a Web site).
- Additional resources may be found on the *academic integrity* link in the A-Z listing of the ISU home page.

Recommended Steps to Prevent Academic Integrity Violations During Examinations

- Monitor examinations either by the instructor's presence and/or the use of proctors.
- Prohibit talking during examinations. All questions should be referred to the instructor or to the proctor(s).
- Seat students in every other chair or row.
- Number examinations and display that number at the top of each page.
- Have students remove all items from the writing surface (bags, books, coats, etc. should be stored under chairs or desks).
- Do not allow students to leave the room during an examination.
- Require written requests for make-up examinations or extensions, including written, verifiable excuses (from physicians, etc.). Faculty need to verify these requests or this will be ineffective. It is also helpful to announce this requirement before examinations and to assure students that verification will occur.
- Encourage students to conceal their work from others during examinations.

Technology and Cheating

Few students come to class without a cellular telephone/camera, a PDA, or a laptop, any of which can transmit information during an examination. Unless the device is authorized for use during the academic exercise, instructors would be wise to ban the presence of all devices from the room during examinations or other forms of evaluation. This ban should be communicated in the syllabus and introduction to the class. Therefore, the student will know to leave all devices in a secure place before coming to examinations or evaluations.

Specific assistance in addressing technology issues is available through the Center for Instruction, Research, and Technology.

The Extent of Academic Dishonesty

Unfortunately, students often have not learned or practiced responsible behavior related to academic integrity. Longitudinal studies of faculty and students in high schools and numerous colleges and universities reveal the following:

- Most campuses report that 70 percent of students surveyed admit to some form of cheating
- Approximately 25 percent of student respondents admit cheating on tests
- Fifty percent of these respondents admit to serious cheating on written assignments
- Nearly 77 percent of the respondents acknowledge Internet plagiarism is a growing problem but do not consider it a serious concern
- Almost 50 percent of faculty report never responding to or reporting students they discover cheating
- Students indicate that cheating is common in courses with instructors known to ignore cheaters
- Surveys of high school students indicate similar or higher instances of the type of cheating reported in college surveys

(Research conducted by Dr. Don McCabe for the Center for Academic Integrity, Duke University, June 2005.)

Indiana State University has an obligation to hold students to high standards and assure that they learn about academic integrity.

Due Process

Courts have been reluctant to review academic decisions. Courts have, however, responded to any appearance suggesting an institution (or instructor) has acted in an arbitrary or capricious manner. The courts have established a procedural expectation for colleges and universities. Simply stated, due process in a collegiate setting should afford an accused student:

- Notice of the alleged offense and the evidence supporting that allegation
- An opportunity to review the evidence and to prepare a response
- An opportunity to meet with a decision-maker and present a response
- An opportunity to request a review (appeal) of the decision

Even in instances where academic integrity violations are resolved by an instructor, these procedures should be used.

In cases referred to the Office of Student Conduct and Integrity for formal adjudication, the due process established by the Board of Trustees applies (see *Confronting Academic Dishonesty*). The process used to determine responsibility should be non-adversarial and administrative in nature. Determining student responsibility is based on clear and convincing facts to sustain any finding. Whether informally or formally addressed, it is critical that the University follow established procedures in addressing alleged violations.

Confronting Academic Dishonesty

This procedure is predicated on the right of faculty to make academic decisions in the courses they teach while affirming the core value of academic integrity. By following these procedures, the University community promotes consistency, fairness, and mutual support for the principle of academic integrity.

When a situation arises that appears to be in violation of the policy, faculty should proceed as follows:

1. If the faculty member's initial review of the facts leads to a conclusion that the allegation was unfounded, documents associated with the incident will be destroyed and no further action taken.
2. If the initial facts merit further review and possible action, the faculty member should report the alleged violation to the department chairperson.
3. The faculty member should arrange a meeting (individually) with the students involved. At this meeting the faculty member presents the facts supporting the allegation and offers the student an opportunity to provide an explanation or additional information.
4. If the student offers a satisfactory explanation, the matter is dropped and all documents associated with the inquiry are destroyed (e-mails, memos, etc).

5. If the faculty/student discussion causes the faculty member to conclude that a violation has in fact occurred, the faculty member decides what action(s) to take. Possible actions include:
 - a. Assign a grade penalty for the specific academic exercise.
 - b. Assign a grade penalty for the course.
 - c. Assign additional work to replace the academic exercise and for which a different grade may be assigned. (The student may appeal the faculty member's decision through the grade appeal process. The student cannot drop a course with an academic integrity issue unresolved. The appropriate associate dean will have the dropped student's name restored to the course at the end of the term when an academic penalty is to be imposed.)
 - d. Refer matter to the Office of Student Conduct and Integrity. (Students found in violation may be suspended or expelled and can have a permanent notation affixed to the official transcript indicating that an academic integrity violation occurred.)

6. The faculty member and the department chairperson complete a Notification of Academic Integrity Violation Form (Appendix II). **The faculty member provides a copy of the completed notification to the student.** The original is retained in the Office of Student Conduct and Integrity with a copy forwarded to the academic dean for both the department involved and the major of the accused student.
(Only the Notification of Academic Integrity Violation Form is forwarded to the Office of Student Conduct and Integrity. Documents used in reviewing the allegation should be maintained in the academic department.)
7. This form is an informal record. The University will not release this document to any external party unless compelled by subpoena or statute. Absent a repeat violation of the Academic Integrity Policy, the form will be destroyed when the student completes a degree or does not re-enroll within two years of last attendance.
8. If the Office of Student Conduct and Integrity receives a second notification form on the same student, the faculty member filing the second form and the appropriate associate dean(s) will be notified.
9. The associate dean in the specific college/school will advise the faculty member as to the procedures for filing formal conduct charges in addressing the second violation.
10. The faculty member cannot be required to file a formal complaint or to participate in a formal complaint.
11. Formal adjudication is processed through the Office of Student Conduct and Integrity. The appropriate chairperson will review the allegation and assist the faculty member with the preparation of the complaint and supporting documents.
12. Formal adjudication is recommended when the student has a prior academic integrity violation and/or when the student has engaged in "considerable advanced planning, group coordination, or other serious acts of fraud or deception" (Pavela, "Applying the Power of Association on Campus: A Model Code of Academic Integrity," *Journal of College and University Law*, Summer 1997).
13. The case will be assigned to an All-University Court hearing panel. The three member panel includes a faculty; an executive, administrative, and professional staff; and a student justice. The faculty member will serve as the presiding justice. If the complaint involves a graduate student, the presiding justice will be a member of the graduate faculty and the student justice will be a graduate student (when possible). The faculty members who elect to participate in formal adjudication will be asked to present the findings to the hearing panel and be expected to answer questions or clarify information.
14. The Court must find a preponderance of evidence to assign responsibility.
15. If the student is found responsible for the violation the Court may impose sanctions up to and including suspension or expulsion. All documents associated with the process become part of the record held by the Office of Student Conduct and Integrity and are managed under the records policy outlined in the **Code of Student Conduct**.
16. The Court may order that the official transcript include the comment "Due to a violation of the Policy on Academic Integrity" to the grade(s) assigned as a result of the violation.
17. The student, in accordance with procedures outlined in the **Code of Student Conduct**, may file an appeal of the All-University Court decision with the dean of students. The appeal must be based on one or more of the following grounds:
 - a. To determine whether the original hearing was conducted fairly and in conformity with the prescribed procedures giving the accused party a reasonable opportunity to prepare and to present a rebuttal of the allegations.
 - b. To determine whether the sanction(s) imposed is appropriate for the violation that the student is found to have committed, and/or
 - c. To consider new evidence that is sufficient to alter a decision, or to offer relevant facts not brought out in the original hearing because such evidence and/or facts were not known to the appealing party at the time of the original hearing.

Civility in the Classroom

As is the case with academic integrity, expectations for decorum and civility in the classroom must be clearly established on the first day of class. The **Policy on Academic Integrity** includes a section (Section C, 5) defining disruptive behavior. The following may be considered in establishing an appropriate classroom environment:

- The faculty member may wish to include a statement regarding expectations for classroom decorum. This statement should clearly indicate that the faculty member will determine when a student activity is inappropriate or disruptive.
- Expectations regarding the presence and use of electronic and communication devices need to be established at the first class meeting.
- Without prior approval from the instructor, tardiness (especially chronic) should not be allowed and leaving class sessions early or leaving and returning during the session should be prohibited.

Faculty Authority

Faculty exercise authority over the courses they teach and the classrooms in which instruction occurs. Having said that, it is important to understand the realities of asserting this authority when confronting disruptive students.

Establishing expectations at the beginning of a term will do much to deter disruptive classroom conduct. Unfortunately, there is no guarantee that students will behave appropriately. Faculty members need to be prepared to effectively manage a disruptive student/situation.

Approaches to consider may include the following:

- It may be counter-productive to single a student out publicly. If the situation allows, arrange a private conversation to discuss the behavior.
- If a student's actions are so disruptive that the class or academic activity cannot proceed, instruct the student to cease the disruption or leave the class.
- If the student refuses, the instructor may need to dismiss the class. Absent assistance from a colleague or an officer from Public Safety, this may be the only option. This should occur only as a last resort.
- Faculty should report any disruptive situation to the department chairperson as soon as possible, especially instances causing the class to be dismissed or the student to be asked to leave.
- Serious circumstances may necessitate filing a written report with Public Safety or the Office of Student Conduct and Integrity. If threats, coercion, or the fear of retaliation are issues, Public Safety should be asked to take a report. Public Safety can also provide classroom security for the next lecture.
- Faculty can exclude a student from the class for up to two lectures. Faculty do not, however, have the authority to exclude the student from the rest of the course. The student's contract with the University cannot be terminated without adherence to proper procedures. Referring these matters to Public Safety and/or the Office of Student Conduct and Integrity assures an "external review" and frees the faculty member from charges of bias.
- Removing a student from a course section prior to the completion of the student judicial process can be considered. The department chairperson and associate dean should be engaged to consider that action.

Endnotes

¹ Center for Academic Integrity (1999). The fundamental values of academic integrity. [Brochure]. Durham, NC: Author.

² Quoted with permission from:
Doing Honest Work in College
(The University of Chicago Press, Chicago 60637
The University of Chicago Press, Ltd., London
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Printed in the United States of America)

Reference

Pavela, G. (1997, Summer). Applying the Power of Association on Campus: A Model Code of Academic Integrity. *Journal of College and University Law*.

Policy on Academic Integrity

Special acknowledgement is given to Central Michigan University for allowing Indiana State University to utilize its Policy on Academic Integrity for Off-Campus Students as a model in developing this document.

This policy applies to all student experiences involving academic credit (e.g., on-campus and distance education courses, internships, practica, theses) and is one of the regulations for student ethical behavior referenced in the **Indiana State University Code of Student Conduct**.

I. Academic Integrity

Because academic integrity is a cornerstone of the University's commitment to the principles of free inquiry, students are responsible for learning and upholding professional standards in research, writing, assessment, and ethics. In the academic community the high value of honesty mandates a corresponding intolerance of dishonesty. Written or other work which students submit must be the product of their own efforts and must be consistent with appropriate standards of professional ethics. Academic dishonesty, which includes cheating, plagiarism, and other forms of dishonest or unethical behavior, is prohibited.

A summary of behaviors that constitute academic dishonesty appears below. The definitions and clarifications provide additional information and examples of prohibited behaviors. They are not all-inclusive. Questions regarding this policy or requests for additional clarification should be directed to the Offices of the Provost, the Vice President for Student Affairs, or the Office of Student Conduct and Integrity. The types of academic dishonesty described include:

- Cheating on examinations
- Plagiarism
- Falsification, forgery, and obstruction
- Multiple submission
- Facilitating academic dishonesty
- Misconduct in research and creative endeavors
- Misuse of academic resources
- Misuse of intellectual property
- Violation of ethical and professional standards

II. Academic Dishonesty

A. Cheating on Examinations

Definition

Cheating is using or attempting to use materials, information, notes, study aids, or other assistance not authorized by the instructor during an examination or evaluation.

Clarification

1. While taking an examination or being evaluated, students are prohibited from looking at other students' materials and from using external aids (e.g., books, notes, computers, calculators, electronic devices, and conversation with others) unless the instructor has specifically indicated in advance that this will be allowed.
2. Students are prohibited from taking examinations, undergoing evaluations, or completing any assignments for others. Students shall not allow other persons to take examinations or participate in evaluations or complete any assignments for them.
3. Students shall not acquire unauthorized information about an examination or evaluation and shall not use such information acquired by others.

B. Plagiarism

Definition

Plagiarism is intentionally or carelessly presenting the work of another as one's own. It includes submitting an assignment purporting to be the student's original work which has wholly or in part been created by another. It also includes the presentation of the work, ideas, representations, or words of another without customary and proper acknowledgement of sources. Students must consult instructors for clarification in any situation in which documentation is an issue. Students will be considered to have plagiarized whenever their work is not properly documented.

Clarification

1. Information, quoted or paraphrased, gained in reading or research that is not common professional knowledge must be acknowledged in a footnote, endnote, or by parenthetical citation in the text.
2. Every direct quotation must be identified by quotation marks or appropriate indentation and must be properly acknowledged in a footnote, endnote, or by parenthetical citation in the text.
3. When source material is paraphrased or summarized in whole or in part in one's own words, that source must be

acknowledged in a footnote, endnote, or by parenthetical citation in the text.

4. The prohibition of plagiarism applies, but is not limited to, papers, reports, projects, and other work submitted to fulfill course requirements.
5. "Turnitin" is a plagiarism prevention program which analyzes papers, reports, and other documents for indications of plagiarism. Questions should be directed to the Turnitin coordinator at extension 7685.

C. Falsification, Forgery, and Obstruction

Definition

Falsification is the intentional and unauthorized fabrication or invention of any information or citation in an academic exercise. Falsification includes knowingly reporting data, research, or reports so that the resulting process or product is different from what actually occurred.

Forgery is the imitating or counterfeiting of images, documents, signatures, and the like.

Obstruction is any behavior that limits the academic opportunities of other students by:

- improperly impeding their work or their access to educational resources
- disrupting instruction.

Clarification

1. Fabricated or forged information shall not be used in any laboratory experiment, report of research, research paper, or academic exercise. Invention for artistic or creative purposes is legitimate under circumstances explicitly authorized by an instructor.
2. Students shall not furnish or attempt to furnish fabricated, forged, or misleading information to University officials on University records, or on records of agencies in which students are fulfilling academic assignments.
3. Students shall not steal, change, or destroy other students' work. Students shall not impede the work of others by theft, defacement, or mutilation of resources so as to deprive others of their use.
4. Students shall not falsely report meeting responsibilities of attendance or participation in classes, practica, internships, or other field work experiences, or submit falsified excuses for attendance or participation in such experiences.
5. Students shall not engage in conduct that obstructs or disrupts any instructional activity. Prohibited conduct includes, but is not limited to:
 - Conversation with others during lectures or instructional exercises
 - Unauthorized or inappropriate use of computing resources

- Operating electrical or communication devices in a disruptive manner
- Engaging in verbal or physical conflict
- Failing to enter class on time and remain during the entire scheduled period
- Failing to comply with directions from an instructor to cease disrupting any instructional activity

D. Multiple Submission

Definition

Multiple submissions are the submission of all or part of the same or substantially the same work for credit in two or more courses.

Multiple submissions include the use of any academic work previously submitted for academic credit at this or another institution, including high school work.

Multiple submissions shall not include those academic exercises when written approval by the current course instructor authorizes use of prior academic work.

When multiple submissions are allowed, instructors will specify the expected academic effort applicable to their courses.

Clarification

1. Students may not normally submit any work for academic credit in more than one course. This will apply to submissions of the same or substantially the same work whether in the same or in different semesters.
2. Students may not normally submit all or part of the same or substantially the same work for academic credit in two different courses even if the work is being graded on different bases in the separate courses (e.g., graded for research effort and content versus grammar and spelling).
3. Students may resubmit a prior academic endeavor if there is substantial new work, research, or other appropriate additional effort. The student shall disclose the use of the prior work to the instructor and receive the instructor's permission to use it **prior** to the submission of the current endeavor.
4. Students may submit the same or substantially the same work in two or more courses with the prior written permission of all faculty involved. Failure by the student to obtain the written permission of each instructor shall be considered a multiple submission. This authorization is required whether the courses occur in the same or in different terms.
5. Collaboration on any academic exercise is forbidden unless specifically authorized by the instructor for a specific exercise. Students should not assume that collaboration is authorized unless the course instructor gives approval. Students authorized to engage in collaboration shall be required to demonstrate that the work submitted reflects an appropriate level of the student's individual work.

E. Facilitating Academic Dishonesty

Definition

Intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty. Facilitating academic dishonesty includes behavior that may not directly benefit the accused but assists another student in violating the policy.

Clarification

1. Students shall not allow others to copy from their papers during any examination, or on any paper or other assignment.
2. Students shall not assist other students in acts of academic dishonesty by providing material of any kind that one may have reason to believe will be misrepresented to an instructor or other University official.
3. Students shall not provide information about test questions or the material to be tested before a scheduled examination unless they have been specifically authorized to do so by the course instructor.
4. Students shall not appropriate or release the ideas or data of others when such data have been shared in the expectation of confidentiality.
5. Students shall not publish, exhibit, or perform work in circumstances that will mislead others. They shall not misrepresent the nature of material or its origin, and they shall not add or delete names of authors without permission. Student artists produce works under artistic license and have great liberty in artistic expression; however, they are still accountable for inappropriate practices that are not within the professional norm of a given discipline.
6. Students shall adhere to all federal, state, municipal, and University regulations as outlined in the policies of the Institutional Review Board (www.indstate.edu/osp/irb/home.html) for the protection of human subjects, and the Institutional Animal Care and Use Committee (www.indstate.edu/osp/iacuc) for studies involving animals.
7. Students authorized to access the institutional record system (BANNER) shall utilize the system in accord with University policy and any other pertinent regulations (for example the Family Education Rights and Privacy Act/ FERPA).

F. Violation of Professional Standards in Research and Creative Endeavors

Definition

Misconduct in research is serious deviation from accepted professional practice within a discipline or from the policies of the University in carrying out, reporting, or exhibiting the results of research or in publishing, exhibiting, or performing creative endeavors. It includes:

- Plagiarism
- Fabrication or falsification of data
- Misrepresentation of scientific or creative works

Misconduct in research does not include honest error or honest disagreement about interpretation of data.

Clarification

1. Students shall not invent or counterfeit information.
2. Students shall not report results dishonestly, whether by dishonest or selective reporting of data, altering or improperly revising data, selective reporting or analysis of data, or negligence in the collection or analysis of data.
3. Students shall not represent another person's ideas, writing, or data as their own.

G. Misuse of Academic Resources

Definition

Misuse of academic resources involves the intentional use, misuse, or alteration of University materials or resources to make them inaccessible to others. Such misuse includes the unauthorized or inappropriate use of computer accounts, alteration of passwords, violation of library procedures, or other intentional misuse or destruction of educational materials.

Clarification

1. Students shall not use the University computer system to support plagiarism
2. Students shall not monitor or tamper with another person's electronic communications
3. Students shall not use University computer resources to engage in illegal activity, including but not limited to, illegally accessing other computer systems, exchanging stolen information, or violating copyright agreements.
4. The ISU computing policies are at the following Web address: http://www.indstate.edu/oit/official_docs/computing_policy_procedures.html

H. Misuse of Intellectual Property

Definition

Misuse of intellectual property is the improper use of copyright materials, trademarks, trade secrets, or intellectual property.

Clarification

Students shall not violate University policy concerning fair use. This policy appears in Appendix J of the **Indiana State University Handbook** and at <http://web.indstate.edu/adminaff/handbook/AppendixJ.pdf>

I. Violation of Ethical and Professional Standards

Definition

Students shall adhere to the standards, guidelines, and/or codes associated with the ethics and conduct established for academic programs and courses.

Clarification

Such standards generally are communicated by instructors and are available in professional publications. Assistance in accessing these standards is available through the appropriate academic department. Unethical or unprofessional behavior is a violation of the Policy on Academic Integrity.

Indiana State University: Student Judicial Programs

http://www.indstate.edu/academicintegrity/ai-form/index.htm

Indiana State University: Student ...

Notification of Academic Integrity Violation

Appendix II

Office of Student Conduct and Integrity
Indiana State University

☐

Date of Meeting with Student **Department**

Course Number and Name

Student's Name **Student's ID Number**

This report is an informal record. The report may become part of a formal record in the event of a egregious violation of the Academic Integrity Policy or there is an additional violation. The report will not be used in a civil or criminal court order.

1. Brief description of the violation:

Date of Occurrence:

2. The academic sanction to be assigned by the instructor (check all that apply):

☐ Grade penalty for the test or assignment

☐ Grade penalty for the course

☐ Additional course assignment to replace the academic exercise and allow a new grade to be assigned. (A Change of Grade Form must be processed to amend the original grade, if appropriate.)

☐ Referral to the Office of Student Conduct and Integrity. (Students found in violation may be suspended or expelled and can have a permanent notation affixed to the official transcript indicating that an academic integrity violation occurred.)

☐

Instructor **Date** **Phone**

☐

Department Chairperson **Date** **Phone**

Note: The student cannot drop a course with an academic integrity issue unresolved. The appropriate associate dean will have a dropped student's name restored to the course at the end of the term when an academic penalty is to be imposed.

Complete, print, sign, and deliver this form to the Office of Student Conduct and Integrity, Hulman Memorial Student Union, room 821. The instructor provides a copy to the student. The Office of Student Conduct and Integrity will forward a copy of the form to the appropriate academic dean.

Assistance with academic integrity questions may be referred to the appropriate associate dean at the Office of Student Conduct and Integrity (extension 3800.)

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Ten Principles of Academic Integrity for Faculty

(McCabe and Pavela, *Change Magazine*, May/June 2004)

- 1. Affirm the importance of academic integrity.**
Institutions of higher education are dedicated to the pursuit of truth. Faculty members need to affirm that the pursuit of truth is grounded in certain core values, including diligence, civility, and honesty.
- 2. Foster a love of learning.**
A commitment to academic integrity is reinforced by high academic standards. Most students will thrive in an atmosphere where academic work is seen as challenging, relevant, useful, and fair.
- 3. Treat students as ends in themselves.**
Faculty members should treat their students as ends in themselves—deserving individual attention and consideration. Students will generally reciprocate by respecting the best values of their teachers, including a commitment to academic integrity.
- 4. Foster an environment of trust in the classroom.**
Most students are mature adults, and value an environment free of arbitrary rules and trivial assignments, where trust is earned, and given.
- 5. Encourage student responsibility for academic integrity.**
With proper guidance, students can be given significant responsibility to help promote and protect the highest standards of academic integrity. Students want to work in communities where competition is fair, integrity is respected, and cheating is punished. They understand that one of the greatest inducements to engaging in academic dishonesty is the perception that academic dishonesty is rampant.
- 6. Clarify expectations for students.**
Faculty members have primary responsibility for designing and cultivating the educational environment and experience. They must clarify their expectations in advance regarding honesty in academic work, including the nature and scope of student collaboration. Most students want such guidance, and welcome it in course syllabi, carefully reviewed by their teachers in class.
- 7. Develop fair and relevant forms of assessment.**
Students expect their academic work to be fairly and fully assessed. Faculty members should use—and continuously evaluate and revise—forms of assessment that require active and creative thought, and promote learning opportunities for students.
- 8. Reduce opportunities to engage in academic dishonesty.**
Prevention is a critical line of defense against academic dishonesty. Students should not be tempted or induced to engage in acts of academic dishonesty by ambiguous policies, undefined or unrealistic standards for collaboration, inadequate classroom management, or poor examination security.
- 9. Challenge academic dishonesty when it occurs.**
Students observe how faculty members behave, and what values they embrace. Faculty members who ignore or trivialize academic dishonesty send the message that the core values of academic life, and community life in general, are not worth any significant effort to enforce.
- 10. Help define and support campus-wide academic integrity standards.**
Acts of academic dishonesty by individual students can occur across artificial divisions of departments and schools. Although faculty members should be the primary role models for academic integrity, responsibility for defining, promoting, and protecting academic integrity must be a community-wide concern—not only to identify repeat offenders and apply consistent due process procedures but also to affirm the shared values that make colleges and universities true communities.

Appendix IV

Sample Syllabus Statements

California State University, Fresno

Department of Counseling and Special Education
http://smith.soehd.csufresno.edu/syllabus_check.pdf

California State University, Northridge

<http://www.csun.edu/~newfac/Syllabus.html>

DePaul University

<http://condor.depaul.edu/~tla/html/documents/Sample%20academic%20integrity%20statements.doc>

Florida State University

<http://dof.fsu.edu/ahpandada.html>

Kansas State University

<http://www.k-state.edu/honor/faculty/syllabusstate.htm>

North Carolina State University

http://www.ncsu.edu/stud_affairs/osc/academic_integrity/syllabi.php

Syracuse University

http://provost.syr.edu/documents/2007/9/7/sample_statement.doc

University of Minnesota

<http://www1.umn.edu/oscai/integrity/faculty/syllabus.html>

University of Missouri—Columbia

<http://provost.missouri.edu/faculty/syllabus.html>

University of North Carolina at Charlotte

<http://www.legal.uncc.edu/syllabus.html>

West Virginia University

<http://www.facultysenate.wvu.edu/08Files/AcademicIntegrityStatement.pdf>

York University

(This syllabus template also includes information about research on human subjects.)

<http://www.yorku.ca/cst/ideas/resources/syllabustemplate.doc>



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