

## Faculty Resources

### Promoting Academic Integrity

Talk about academic integrity and why it is important as well as what constitutes academic misconduct, and why it is detrimental for students – do this early and often

- Provide clear academic integrity guidelines and policy information in the syllabus and/or in your canvas site
- Give clear and specific guidelines about what constitutes acceptable collaboration and sharing of / using others' work
- Provide clear and specific guidelines and resources for source use and citation expectations
- Assess students' knowledge of academic integrity expectations for your course
- Hold students accountable for their actions in accordance with University policy

For more ideas about promoting academic integrity, check out these resources: <https://www.virtualsalt.com/antiplag.htm> and <https://academicintegrity.org/links/>

### Sample Notice to Student about Suspected Academic Misconduct

Dear Student,

I teach your [name and course number] course. After reviewing your [assignment or exam name], I have discovered a potential incident of academic misconduct, as defined in the UO Student Conduct Code. Please contact me at [contact info] so we can discuss this concern in-person, by phone, or by email. I want to provide you an opportunity to view the information I have and to respond to the concern. After our conversation, I may refer this case directly to the Office of Student Conduct and Community Standards for adjudication and/or record keeping.

If you choose not to schedule a meeting by [date, typically 7 days from this letter], I will be forwarding this issue directly to the Office of Student Conduct and Community Standards for investigation and adjudication.

**IMPORTANT:** At this time, you may not attempt to drop or withdraw from this course, or change the grading option, to avoid addressing suspected academic misconduct. If you attempt a drop, withdrawal, or grade option change, and are found responsible for academic misconduct, this will be reversed. For more information about academic misconduct, please read the University of Oregon's Student Conduct Code: <http://policies.uoregon.edu/vol-3-administration-student-affairs/ch-1-conduct/student-conduct-code> (Section 4).

I look forward to speaking with you and hope we can resolve this matter together.

Sincerely,

[Instructor of Record]

### Suggested Statement for Syllabus regarding Academic Misconduct

SCCS highly recommends including a statement regarding Academic Misconduct in all course syllabi.

*Academic Misconduct: The University Student Conduct Code (available at [conduct.uoregon.edu](http://conduct.uoregon.edu)) defines academic misconduct. Students are prohibited from committing or attempting to commit any act that constitutes academic misconduct. By way of example, students should not give or receive (or attempt to give or receive) unauthorized help on assignments or examinations without express permission from the instructor. Students should properly acknowledge and document all sources of information (e.g. quotations, paraphrases, ideas) and use only the sources and resources authorized by the instructor. If there is any question about whether an act constitutes academic misconduct, it is the students' obligation to clarify the question with the instructor before committing or attempting to commit the act. Additional information about a common form of academic misconduct, plagiarism, is available at <https://researchguides.uoregon.edu/citing-plagiarism>.*

## Frequently Asked Questions

### **Do I have to forward allegations of academic misconduct to SCCS?**

Yes. If you believe academic misconduct has occurred at any level, and regardless of the method of resolution, you must notify the SCCS. If after meeting with the student you dismiss the allegations, you do not need to forward any information to SCCS.

### **I do not feel comfortable confronting students; can I just forward the information onto SCCS?**

The procedures for handling allegations of academic misconduct are meant to allow an educational dialogue between faculty and student; a discussion about specific offense, academic integrity and how it relates to professional codes of conduct. Faculty should make every attempt to offer this opportunity to the student, but may forward the alleged academic misconduct report form when compelling circumstances exist (e.g. end of the term, unable to make contact with student, student has missed multiple scheduled appointments, additional allegations of the Student Conduct Code violations accompany the allegation of academic misconduct).

### **I suspect a group of students are involved in the same act of academic misconduct. Do I meet with them all individually or as a group?**

In accordance with Family Educational Rights and Privacy Act (FERPA), instructors should meet with students individually to maintain privacy.

### **Once I forward the information to SCCS, is my involvement in reviewing the misconduct complete?**

In most cases, yes. SCCS may ask you to provide additional information if any is needed. You will be notified upon resolution of the case and if the student files an appeal. If the student is responsible for misconduct, you are also likely to be involved in applying penalties and finalizing the grade, which may involve working with the Office of the Registrar.

### **Why are the outlined steps of the academic misconduct process necessary?**

You may wonder why attention to the outlined procedures is necessary, particularly when it is obvious (or at least appears to be obvious) that a student has cheated.

One reason is rooted in the consistent judicial interpretation of the guaranteed due process of law under the Fourteenth Amendment of the U.S. Constitution. Unlike the highly subjective process of evaluating the quality of a student's performance on assignments, which has been afforded considerable judicial deference, an allegation of academic misconduct is an assertion that a person has violated a University rule. Whether or not that assertion is true is a fact to be established, not assumed, even when such an assumption seems quite reasonable.

Confronting what appears to be impermissible behavior is certainly appropriate, but keep in mind that many students have difficulty acknowledging their involvement in academic dishonesty and may deny any wrongdoing, even when reportedly "caught in the act." Some students, in fact, are incredibly contentious despite compelling evidence against them. And students facing probable suspension (likely for repeated and / or egregious violations) may feel that they have nothing to lose in challenging allegations, notwithstanding the evidence. Students may also be inclined to shift the focus from the evidence of their misconduct to any possible missteps by the University in the conduct process.

Not surprisingly, courts have remained insistent that colleges and universities, at a minimum, follow their own procedures. Those in effect at UO have been designed to protect the interests of students, faculty members, administrators, and the institution. Evidence so convincing as to substantiate an on-the-spot determination that a student is cheating should remain sufficiently compelling after the incident if the accused student disputes the allegation.

In short, observing the established procedures for student conduct matters is essential, even if the outlined steps appear to be unnecessary and burdensome requirements for reaching a conclusion. Such legalities may at times cause understandable frustrations, but they are realities under which we are obliged to function. Following the proper steps rarely prevents us from arriving at an appropriate outcome. Our goal is to do so in a manner that is beyond reproach. This, of course, requires a collaborative effort by all of us at the University who place a high value on academic integrity.