

Academic Integrity Task Force

Final Report and Recommendations

July 27, 2018

In April 2017, the Academic Integrity Task Force was charged by Provost Jones to:

- Assess the University's current process and structure and suggest revisions to our current Academic Integrity policies and procedures
- Identify potential gaps in our approach to academic integrity, including identity-verification problems and online sources that support academic dishonesty
- Review best practices and tools currently utilized at other universities and colleges
- Provide recommendations to achieve best practice status and to build a culture of academic honesty
- Identify staff, IT, and other infrastructure resources that will be needed to achieve cultural goals

An exploration of the processes, procedures, policies and educational initiatives used by academic institutions of comparable size and of members of the Big Ten Academic Alliance revealed a variety of ideals that are reflected in our current set of practices, and considerable variability across institutions with respect to: 1) the role and control of the faculty member in the determination and implementation of penalties for academic misconduct, 2) the uniqueness of academic-integrity processes across academic units within an institution, and 3) the extent to which institutions considered and responded to repeat and egregious violations.

An attempt to find and compare the best practices endorsed by these institutions resulted in a surprising lack of information. What we found generally targeted the importance of prevention through assignment and exam construction and proctoring. Alternatively, we found that the International Center for Academic Integrity recommends the following practices (for details, see <https://academicintegrity.org/fundamental-values/>)

- The development and publication of policies and procedures that can be both easily understood and applied consistently and fairly
- The promotion of integrity as a shared value generally and throughout the university community
- The integration of expectations and standards for practicing academic integrity into the university culture and support for those who act accordingly
- The education of the university community about the processes used for adjudicating violations fairly
- The ongoing commitment to maintaining a contemporary understanding of technological and pedagogical advances and how they create and provide opportunities for academic misconduct
- The regular consideration and revision of academic integrity policies and procedures.

Academic Integrity and Misconduct at Penn State

Penn State's current University Faculty Senate 49-20 policy on academic integrity and the ACUE G-9 implementation procedure were developed in 2001 and are included in [Appendix A](#) (Note:

minor revisions have been written since the original legislation and implementation.) As currently written, this policy and process provides faculty an important voice in the process, provides the student with an opportunity to share their perspective prior to final determinations and provides the opportunity for a second review by a college/campus committee composed of both students and faculty. The policy and procedure provide a general framework, however the specific ways the colleges and campuses implement the process are not pre-determined and there is considerable variation in these specifics across the university. This inconsistency has become even more apparent with the increase in students taking courses at multiple locations and the enrollment growth of World Campus. On multiple occasions, the task force found that the outcome for a student with multiple violations depended on which faculty member and college or campus managed the case.

While the system was adequate for responding to typical academic integrity misconduct and mode of course delivery to resident students in 2001, the system is now antiquated. Our instructor-initiated approach is ill-equipped to handle the increasing technological complexity of academic integrity violations and the number of integrity concerns brought to the University by people other than our faculty. Previously, violations of academic integrity most often involved a student copying from another student on an exam or a student submitting another person's work as their own. The dramatic rise of online sites, companies, and resources that promote fake "tutoring" services and imposter ("ghost") students, exam-sharing applications, and other technology-driven mechanisms that strike at the heart of our educational processes and values, have changed the educational landscape and further highlighted the inadequacies of our current system to respond successfully.

There is also an awareness that although the number of incidents being reported has grown steadily over the past 10 years (see [Appendix B](#)), it is naive to think that this number is an accurate characterization of the scope of academic integrity misconduct. This recently was confirmed by students who completed the University Values and Culture Survey (see [Appendix C](#)). Thirty-three percent (33%) of students reported observing academic misconduct by other students. If these results are generalized to the student body, then academic misconduct is happening well over 16,000 times per year. Similarly, thirty-six percent (36%) of educators who responded to the same survey reported observing academic misconduct. Unfortunately, twenty-seven percent (27%) of those people chose not to report the misconduct, preventing the University from holding the students accountable and missing the opportunity for additional education.

To gain additional insight into ways we can better facilitate academic integrity within our community, members of the Task Force solicited information from a variety of stakeholders, including staff, faculty members, and College administrators from across Penn State who have academic-integrity related responsibilities. [Appendix D](#) provides a summary of the comments received.

Recommendations for Change

We offer the recommendations below to address the most significant issues that the Task Force identified, and we suggest the development of a system that will be able to evolve and respond to unknown future issues with a reasonable amount of flexibility.

1. Establish a University Academic Integrity Office with consideration of the following parameters:

- The office will provide oversight for the university-wide Academic Integrity process using one set of consistent guidelines and procedures,
- The office will provide a stronger mechanism to support colleges and campuses, faculty, staff, and students engaging in the academic integrity process,
- The office will develop and oversee university-wide initiatives to foster a culture of integrity through educational efforts (See [Appendix E](#) for possible initiatives in this area),
- The office will work with the Office of Student Code of Conduct to maintain similar mechanisms for due process and record keeping,
- The office should be led by a director who has a strong academic foundation, a terminal degree in their discipline, who is teaching-engaged, and who has had an opportunity to develop an appreciation for the sensitivities surrounding allegations of academic misconduct for both graduate and undergraduate students, and previous experience with issues in face-to-face and online instruction. We recommend that the director of the office report to the Provost,
- The office will include individuals who can address the needs of Commonwealth Campuses and University Park colleges, manage cases, initiate and facilitate educational initiatives, and help address technology-related issues.

2. Create a University adjudication committee composed of faculty and students from all college and campus academic integrity committees, the University Faculty Senate, and other interested faculty and students. *Educators would continue to have primary responsibility for initiating allegations for students in their courses and proposing appropriate academic sanctions.* However, when students contest responsibility or the proposed academic sanctions (or both), the University adjudication committee would determine responsibility and assign sanctions. When students do not contest, this committee would review the academic sanctions that students have accepted and ensure their consistency with guidelines.

Colleges and campuses should retain their existing academic integrity committees to focus on educational and advisory efforts and to provide membership for the University Adjudication Committee.

3. Identify an individual with sufficient academic experience within each college, campus and DUS to serve as the Academic Integrity Liaison, who will:

- Serve as a communication conduit with the Academic Integrity office,
- Provide leadership for proactive and educational efforts in their unit,
- Assist students, staff, and faculty with understanding the academic integrity process,

- Serve as the point person for the support of faculty and students throughout the academic integrity process,
- Submit allegations of academic misconduct for students majoring in their academic area who may have facilitated academic misconduct in a course in which they are not enrolled.

A unit's Liaison could be the person currently serving as the college/campus individual who provides oversight for academic integrity.

4. Move to a universal online case management system with consideration of the following effective practices:

- The academic integrity form should ask faculty for detailed information when they are submitting the allegations. This will give students and administrators a clear indication of the faculty member's reasons for bringing the allegation(s) and for the proposed sanction(s). (See [Appendix F](#) for the current academic integrity form),
- The new system should require faculty to submit a copy of the course syllabus that was active when the alleged misconduct occurred along with other information showing that students were instructed on course and discipline-specific academic integrity expectations,
- The new system should provide "just-in-time" information to help faculty and students understand their options (e.g., sanctioning guidelines),
- The new system will ensure that all relevant materials are reviewed by both the faculty member and student participating in the process. Protected and confidential information can be reviewed by the University Academic Integrity Office.

Under the current system, this collection of information and communication to/from student/instructor is happening in many of the cases. However, it happens in bits and pieces over several meetings and/or email exchanges and often not until after the student has decided to contest. The proposed on-line system would significantly streamline the process and ensure that all parties have much more information on which to base their decisions. (See [Appendix G](#) for proposed case management flow charts.)

5. Create a system that can manage allegations of academic misconduct that do not originate with a faculty member (e.g., when someone reports academic misconduct to the hotline, when a ghostwriter or paid course imposter contacts the University to report academic misconduct).

6. Create and maintain an online repository of contemporary educational materials that faculty and students can use to learn about preventing academic integrity misconduct.

7. Create new academic sanctions, which could be applied concurrently with other academic sanctions, including Academic Integrity Warning, Academic Integrity Probation, Academic Integrity Suspension, Indefinite Academic Integrity Expulsion, and Permanent Academic Integrity Expulsion. In addition to the current sanctions the task force recommends the

development of these new academic integrity sanctions. The addition of these sanctions would achieve two important goals. First, these sanctions will replace the XF grade that currently is assigned through the Office of Student Conduct. The XF grade is the only transcript notation that appears that is related to academic integrity. Adding specific academic integrity sanctions to the transcript clearly demonstrates the seriousness with which the university takes this issue. Second, the creation of new academic integrity sanctions will give us the ability to apply an academic integrity sanction in a situation in which a student is committing an academic integrity violation but is not enrolled in the course. All of the current academic integrity sanctions only can be applied to students enrolled in the course in which the violation occurred. Students who are not enrolled in the course in which the violation occurred do not receive an academic integrity sanction but instead receive a conduct sanction. (See [Appendix H](#) for current Sanctioning Guidelines and [Appendix I](#) for descriptions of proposed new academic sanctions.)

8. Continue exploration into cost effective tools to detect academic integrity misconduct, authentication and proctoring tools and invest in tools for creating assessments that are not easily compromised when they are shared.

9. Establish an implementation team to assist the new office staff with critical procedural and logistical decisions that will emerge during implementation.

- We recommend the inclusion of some task force members and at least one representative from a Commonwealth Campus location.
- We recommend that this team evolve into a standing Academic Integrity Advisory Committee.

10. Review the Office of Academic Integrity after five years to determine the effectiveness of the office, the new educational efforts and process changes.

Appendix A: Current Policies and Procedures Governing Academic Integrity Cases

The information below is taken from <http://senate.psu.edu/policies-and-rules-for-undergraduate-students/47-00-48-00-and-49-00-grades/#49-20> and <http://undergrad.psu.edu/aappm/G-9-academic-integrity.html>

University Faculty Senate Policy 49-20 Academic Integrity

Definition and expectations: Academic integrity is the pursuit of scholarly activity in an open, honest and responsible manner. Academic integrity is a basic guiding principle for all academic activity at The Pennsylvania State University, and all members of the University community are expected to act in accordance with this principle. Consistent with this expectation, the University's Code of Conduct states that all students should act with personal integrity, respect other students' dignity, rights and property, and help create and maintain an environment in which all can succeed through the fruits of their efforts.

Academic integrity includes a commitment by all members of the University community not to engage in or tolerate acts of falsification, misrepresentation or deception. Such acts of dishonesty violate the fundamental ethical principles of the University community and compromise the worth of work completed by others.

To protect the rights and maintain the trust of honest students and support appropriate behavior, faculty and administrators should regularly communicate high standards of integrity and reinforce them by taking reasonable steps to anticipate and deter acts of dishonesty in all assignments (Senate Policy 44-40: Proctoring of Examinations). At the beginning of each course, it is the responsibility of the instructor to provide students with a statement clarifying the application of University and College academic integrity policies to that course.

Committee on Academic Integrity: Each College Dean (or Chancellor as determined by College policy) shall appoint a Committee on Academic Integrity made up of faculty, students, and academic administrators with faculty being the majority. This committee shall:

Promote expectations for academic integrity consistent with the definition in this policy.

Ensure fairness and consistency in processes and outcomes. To ensure University-wide consistency, College Committees will work with the Office of Student Conduct and the Office of the Provost of the University to develop procedures for handling and sanctioning dishonesty infractions.

Review and settle all contested cases in which academic sanctions are applied. If necessary, further disciplinary action will be taken by the Office of Student Conduct.

Record all cases of academic dishonesty within a college and report them to the Office of Student Conduct.

ACUE Academic Integrity Implementation Procedure AAPP M G-9

Introduction:

Recognizing the importance of academic integrity to the Penn State community, the University Faculty Senate adopted a new Academic Integrity policy, Spring 2000. The shared conviction, represented in the procedures that follow, is that academic integrity is best taught and reinforced by faculty as an element of the teaching and learning process. Only in the limited instances in which faculty believe that disciplinary, as well as academic, sanctions are called for should the process move to the Office of Student Conduct.

Each campus or academic college at University Park, shall interpret and apply Academic Integrity Procedures consistent with University policy.

Campus or college Academic Integrity Committees shall maintain guidelines on ranges of appropriate sanctions for given types of infractions. Academic sanctions range from a warning to removal from the academic program.

Procedures:

A. When Academic Misconduct is Suspected:

1. The faculty member informs the student of the allegation while taking into account the confidential nature of the information and the goal of maintaining an environment that supports teaching and learning.
2. When evidence suggests that academic misconduct has occurred, the faculty member will enter the charge and the academic sanction on the campus or college's Academic Integrity Form, will sign the form, and then convey the charge and sanction to the student for his or her signature (in person or through other methods if necessary).
[Note: If the student is a member of the Schreyer Honors College, please refer to [Section E](#) for additional clarification.]
3. After reviewing the allegation of academic misconduct with the student, the faculty member may provide the student with an additional period of time (determined by the campus or college procedures) before the student has to make a decision and sign the Academic Integrity Form as to whether or not to accept the academic sanction. A student's failure to sign and return the Academic Integrity Form, by the specified deadline, consistent with campus or college procedures, will be construed as not contesting the charge or sanction and the adjudication process will go forward as defined by campus or college procedures.
4. Normally, it is preferable to pursue academic sanctions with the campus or college, relying on the assignment of grades and course or program-related sanctions to support the learning process, rather than requesting additional University-level *disciplinary* sanctions. However, where integrity violations are considered to be extreme, the faculty member may also opt to pursue a disciplinary action in conjunction with both the

campus or college Academic Integrity Committee and the Office of Student Conduct. A more detailed and comprehensive listing of the types of academic sanctions faculty may assign to students on the Academic Integrity Form can be found in [Sanctioning Guidelines for Academic Integrity Violations](#).

5. Throughout the academic integrity process, the authority to administer academic sanctions remains the responsibility of the instructor and the campus or college AI Committee, as appropriate. In situations where a disciplinary sanction is requested and referred to the Office of Student Conduct, the application of academic sanctions will be carried out by the campus or college, while the application of any disciplinary sanctions will be carried out by the Office of Student Conduct or the Student Conduct designee, in consultation with the Academic Integrity Committee of the campus or college.
6. Once a student has been informed that academic misconduct is suspected, the student may not drop the course during the adjudication process. The Dean of the College (UP) and/or the Chancellor (campuses) or his or her representative is responsible for notifying the Office of the University Registrar when academic misconduct is suspected in a course. Any drop or withdrawal from the course during this time will be reversed. A student who has received an academic sanction as a result of a violation of academic integrity may not drop or withdraw from the course at any time. These drop actions include regular drop, late drop, withdrawal, retroactive late drop and retroactive withdrawal. Any such drop action of the course will be reversed. This drop policy may be superseded in exceptional circumstances (i.e. trauma drop). In these cases, the Office of Student Conduct or the Student Conduct designee will confer with the Dean of the College (UP) or the Chancellor (campuses) or his or her representative to determine if the drop is warranted.

In the case of a student who has dropped or withdrawn from a course before notification of an alleged academic integrity violation, the adjudication process can still go forward and a record of violation created, if appropriate. In such a case, the Dean of the College (UP) or the Chancellor (campuses) or his or her representative, in consultation with the instructor of the course, will confirm that the student is notified of the alleged violation and proceed in accordance with the campus or college procedure.

NOTE: The following statement shall appear on all campus and college Academic Integrity Forms:

"You may not drop or withdraw from this course until this academic integrity case is resolved and you are not found responsible. Any such drop action of the course will be reversed. If, after notification of a violation of academic integrity, you fail to sign this form, the academic integrity adjudication process will go forward as defined by campus or college procedures."

7. If, after notification of a violation of academic integrity, a student fails to sign the Academic Integrity Form by the specified deadline, the adjudication process will go forward as defined by campus or college procedures.
8. Depending on the campus or college procedures, the final decision on a sanction may differ from the sanction recommended by the faculty member regardless of whether or not the student accepts responsibility for the violation. For this reason, a student who has been notified of an alleged academic integrity violation should continue to attend classes and meet course requirements during the adjudication process. If the student chooses not to attend class or fulfill course expectations while the College completes its review of the academic integrity case, he or she agrees implicitly with the sanctions recommended by the faculty member and will receive their grade as appropriate. The imposed sanction will be communicated in writing to the student by the Dean of the College (UP) and/or the Chancellor (campuses) or his or her representative upon conclusion of the review.
9. The Dean of the College (UP) and/or the Chancellor (campuses) or his or her representative is responsible for ensuring that the process outlined in this document and the specific campus or college procedures are followed. If either the student or the faculty member involved in the instance of alleged academic misconduct thinks that there has been a procedural problem, then he/she should bring that concern to the Dean of the College (UP) and/or the Chancellor (campuses) or his or her representative for resolution.

B. If the Student Accepts Responsibility for the Violation and the Proposed Academic Sanction:

1. The faculty member asks the student to sign the campus or college's Academic Integrity Form, then forwards the form to the campus or college Academic Integrity Committee Chair or Coordinator (at University Park) or to the appropriate designee at other campuses or colleges.
2. In all cases, before submitting the Academic Integrity Form to the Office of Student Conduct for recording, it is the responsibility of the campus or college to determine through consultation with Student Conduct if the student has prior academic integrity violation(s).
3. If a prior recorded violation is discovered after the student has admitted responsibility and accepted the academic sanction(s), this additional information should be reviewed and a new academic sanction may be considered by the campus or college Academic Integrity Committee or Coordinator (at University Park) or the appropriate designee at other campuses or colleges in consultation with the faculty member. Information concerning prior academic misconduct may not be used as a basis for judging a student's guilt, but it may be used as a basis for imposing additional *academic* sanctions. If the sanction is to be changed, a new form should be provided to the student and he/she should have the opportunity to accept or contest the charge given the increase

in sanction. If the student accepts, the academic sanction will be assigned and the case will be closed and sent to the Office of Student Conduct or the Student Conduct designee. If the student is a member of the Schreyer Honors College, the Schreyer Honors College will be notified of the outcome of the case by the appropriate Dean of the College (UP) and/or the Chancellor (campuses) or his or her representative. [Note: Please refer to Section E for additional clarification.] If the student chooses to contest, refer to section C. If the campus or college Academic Integrity Committee Chair or Coordinator (at University Park) or the appropriate designee at other campuses or colleges, in consultation with the faculty member, wishes to maintain the original sanction, the case will be closed and sent on to the Office of Student Conduct or the Student Conduct designee for record keeping. If the student is a member of the Schreyer Honors College, the Schreyer Honors College will be notified of the outcome of the case by the appropriate Dean of the College (UP) and/or the Chancellor (campuses) or his or her representative. [Note: Please refer to [Section E](#) for additional clarification.]

If the campus or college Academic Integrity Committee Chair or Coordinator (at University Park) or the appropriate designee at other campuses or colleges, in consultation with the faculty member, wishes to *maintain the originally assigned academic sanction but now add disciplinary sanction(s)* the College will assign the academic sanction and send a recommended disciplinary sanction to the Office of Student Conduct or the Student Conduct designee along with the Academic Integrity Form and other relevant documentation. The Office of Student Conduct or the Student Conduct designee will meet with the student and review the recommendation, as well as precedent guidelines in determining the appropriate disciplinary sanction to assign. If the Student Conduct designee desires to reject the disciplinary recommendation, he/she must consult with the Dean of the College (UP) or the Chancellor (campuses) or his or her representative, which may include the chair of the Academic Integrity Committee.

If the campus or college Academic Integrity Committee Chair or Coordinator (at University Park) or the appropriate designee at other campuses or colleges, in consultation with the faculty member, wishes to *modify the originally assigned academic sanction to a more serious academic sanction, as well as add a disciplinary sanction*, a new form should be provided to the student and he/she should have the opportunity to accept or contest the charge given the increase in sanction. If the student accepts, the academic sanction will be assigned and a recommended disciplinary sanction will be sent to the Office of Student Conduct or the Student Conduct designee along with the Academic Integrity Form and other relevant documentation. The Office of Student Conduct or the Student Conduct designee will review the recommendation, as well as precedent guidelines in determining the appropriate disciplinary sanction to assign. If the Office of Student Conduct or the Student Conduct designee desires to reject the disciplinary recommendation, they must consult with the Dean of the College (UP) and/or the Chancellor (campuses) or his or her representative, which may include the chair of the Academic Integrity Committee.

4. Upon final disposition of the case, the Office of Student Conduct or the Student Conduct designee will communicate the outcome to the campus or college Academic Integrity Chair and/or appropriate Dean of the College (UP) and/or the Chancellor (campuses) or his or her representative. If the student is a member of the Schreyer Honors College, the Schreyer Honors College will be notified of the final disposition by the appropriate Dean of the College (UP) and/or the Chancellor (campuses) or his or her representative.
[Note: Please refer to [Section E](#) for additional clarification.]

C. If the Student Does Not Admit Responsibility for an Academic Integrity Violation:

1. The faculty member asks the student to sign the campus or college's Academic Integrity Form indicating that the charge or sanction(s) is being contested and then forwards the form to the Academic Integrity Committee Chair or Coordinator (at University Park) or to the appropriate designee at other campuses or colleges.
2. The campus or college Academic Integrity Committee will conduct a review in accordance with their respective procedures.
3. If the student is found responsible for the alleged misconduct by the Academic Integrity committee, the committee will then be informed if the student has prior Academic Integrity violations. This information will be obtained from Student Conduct by the Dean of the College (UP) and/or the Chancellor (campuses) or his or her representative but not made available to the Academic Integrity Committee until the determination of responsibility occurs. With this information, the AI Committee will determine the sanction to be assigned. If the sanction is only an academic sanction, the Academic Integrity Committee will assign the final charge and sanction and close the case. The Office of Student Conduct or the Student Conduct designee will be notified of the outcome for record-keeping. If the student is a member of the Schreyer Honors College, the Schreyer Honors College will be notified of the final disposition by the appropriate Dean of the College (UP) and/or the Chancellor (campuses) or his or her representative.
[Note: Please refer to [Section E](#) for additional clarification.] If the Academic Integrity committee determines that disciplinary sanctions should be considered, the student is notified by the College that he/she has been found responsible for the charge, and that the academic sanction will be put into place. In addition, the student's case will be referred to the Office of Student Conduct or the Student Conduct designee for consideration of a disciplinary sanction. The Academic Integrity committee will also send their recommendation for a disciplinary sanction.
4. When communicating with a student who has been found responsible by an Academic Integrity Committee and has been recommended for disciplinary sanctions, the Office of Student Conduct or the Student Conduct designee will review precedent guidelines, as well as the Academic Integrity Committee's recommendation, in determining the appropriate disciplinary sanction to assign. If the Office of Student Conduct or the Student Conduct designee desires to reject the disciplinary recommendation, they must

consult with the Dean of the College (UP) and/or the Chancellor (campuses) or his or her representative, which may include the chair of the Academic Integrity Committee.

5. If the student is found not responsible for the alleged misconduct by the Academic Integrity committee, the Dean of the College (UP) and/or the Chancellor (campuses) or his or her representative is responsible for notifying the Office of the University Registrar that academic misconduct has not occurred in the course. The student may drop or withdraw from the course at any time.

D. Sanctions:

1. Faculty may assign a wide range of sanctions to a student found responsible for violating academic integrity. Most faculty may choose to utilize *academic* sanctions (the modification of grades due to misconduct), but when referring cases to Student Conduct, faculty have the option to also recommend a full range of *disciplinary* sanctions available to Student Conduct such as: Disciplinary Warning; Disciplinary Probation; Suspension, Indefinite Expulsion or Expulsion; or the "XF" transcript notation (see: [Sanctioning Guidelines for Academic Integrity Violations and Explanations for Disciplinary Sanctions](#)).
2. "XF" sanctions are assigned only after consultation with the instructor, the campus or college Academic Integrity Committee, and Student Conduct. Assigning an "XF" notation to a student's transcript should be a rare occurrence and is reserved for the most serious breaches of academic integrity, which may include repeat misconduct.
3. With any recommendation to Student Conduct for an XF grade, the campus or college Academic Integrity Committee must include those conditions (if any) under which it would approve the removal of the "XF" sanction from the transcript. Student Conduct will consider this recommendation when deciding upon the length of time that the "XF" notation will remain on the student's transcript. When the conditions (if any) are met for removal of the "XF", an academic "F" will remain on the transcript. Such conditions must reflect both the circumstances of the individual case and consultation among the instructor, the campus or college Academic Integrity Committee, and the Office of Student Conduct.
4. Through the Student Conduct process the student will be able to request a sanction review for the disciplinary sanction assigned, but not for the academic sanction assigned. Once the student is found responsible in the process, the academic sanction recommended by the faculty and/or the Academic Integrity Committee will be put into place. The only exception occurs when the academic sanction assigned by the faculty member or the Academic Integrity Committee is a dismissal from the academic program. On those occasions, students may request a sanction review from the Dean of the College (UP) and/or the Chancellor (campuses) or his or her representative. A student assigned any level of disciplinary sanction will have the right to request a sanction review from the Office of Student Conduct or the Student Conduct designee.

E. Schreyer Honors College Students:

1. For honors courses, as with all other courses, the campus or academic college delivering the course maintains responsibility for reviewing and issuing academic sanctions and/or referring cases to the Office of Student Conduct.
2. When a campus or college finds a Schreyer Scholar has committed, or has not contested, academic misconduct, the Schreyer Honors College is notified and will respond through an internal process that may lead to dismissal from the Schreyer Honors College.
3. The Schreyer Honors College maintains authority over alleged breaches of academic integrity for its students in all cases in which the violation concerns Schreyer Honors College work, such as thesis research, but in which the student is not enrolled in a course.

F. Students Enrolled in Intercollege Majors or Minors:

For intercollege programs, the Dean of the College (UP), the Chancellor (campuses), or the Vice President for Commonwealth Campuses or his or her designee responsible for approving the course instructor for the course in which the alleged violation occurred will determine and manage the appropriate Academic Integrity procedures. These responsibilities will include communicating with the Office of Student Conduct or Student Conduct designee and the sanction review process, when applicable.

G. Students Enrolled in Other Credit-bearing Activities or Programs:

Students enrolled in other Penn State credit-bearing academic activities or programs (e.g. World Campus, Continuing Education, Cooperative Education, internships, study abroad programs, etc.) are subject to the University Academic Integrity Policy as implemented by the appropriate Dean of the College (UP), Chancellor (campuses), or the Vice President for Commonwealth Campuses or his or her designee who has academic responsibility for the program, course or activity.

H. Record Keeping:

1. The appropriate Dean of the College (UP), Chancellor (campuses), or the Vice President for Commonwealth Campuses or his or her designee is responsible for forming Academic Integrity Committees and seeing that students and faculty have ready access to such bodies. They are also responsible for seeing that all cases are reported to Student Conduct. The specific information reported to Student Conduct should include:
a) a copy of the signed Academic Integrity Form, and b) other supporting documents that were established or reviewed while managing the case.
2. Student Conduct alone is responsible for the central record keeping and disclosing of student disciplinary records at the University, including academic dishonesty cases. Student Conduct will disclose student disciplinary records of academic dishonesty to

third parties when those records include University-level disciplinary sanctions assigned by the Office of Student Conduct or Student Conduct designee. The Office of Student Conduct will disclose student discipline record information to third parties in accordance with federal law (FERPA) and the University policy on managing Student Discipline Records (<https://studentaffairs.psu.edu/support-safety-conduct/student-conduct/students-and-organizations/conduct-records>)

[Appendix B: Increases in the Number of Academic Integrity Cases Recorded](#)

Academic Dishonesty Violations Across Penn State Comparison Data June 1 through May 31

	2014-15	2015-16	2016-17	2017-18
Abington	27	39	40	31
Altoona	19	16	31	39
Berks	33	25	38	25
Behrend (Penn State Erie)	51	62	129	85
Capital (Penn State Harrisburg)	47	54	59	31
Beaver	11	13	13	10
Brandywine	7	11	10	29
DuBois	10	8	2	5
Fayette, The Eberly Campus	4	0	0	0
Great Valley	3	1	0	6
Hazleton	9	1	19	10
Hershey	0	8	2	0
Lehigh Valley	3	12	1	0
Mont Alto	9	19	5	8
New Kensington	7	0	10	4
Schuylkill	0	0	0	0
Shenango	2	1	0	2
Wilkes-Barre	2	3	16	0
Scranton	0	8	7	18
York	57	53	46	40
Agricultural Science	16	6	5	4
Arts & Architecture	5	4	1	15
Smeal College of Business	82	103	57	121
Communications	6	15	14	23
Earth & Mineral Sciences	63	67	84	52
Education	7	3	10	6
Engineering	262	140	180	164
H & H Development	16	18	4	39
IST	27	32	43	94
Liberal Arts	163	251	250	377
Eberly College of Science	80	127	113	114
Nursing	NA	4	5	2
TOTAL	1,040	1,110	1,209	1,355

[Appendix C: Values and Culture Survey Results Related to Academic Integrity](#)

Values & Culture Survey Participation Rates					
Participant Type	2013		2017		
	Responses		Responses		Margin of Error
Faculty	2,299	31.0%	1,901	26.3%	+/- 1.9%
Staff	5,233	39.7%	5,244	36.7%	+/- 1.1%
Undergrads	5,689	7.3%	4,119	5.2%	+/- 1.3%
Grad Students	1,434	11.3%	1,422	10.0%	+/- 2.4%
TOTAL	14,655	13.2%	12,686	11.1%	+/- 0.8%

Academic Integrity Misconduct: Observed and Reported						
Participant Type	Observed Violation		Reported Violation		Total Population: Observed & Did NOT Report	
	2013	2017	2013	2017	2013	2017
Faculty	38%	36%	66%	73%	13%	10%
Staff	5%	5%	61%	63%	2%	2%
Undergrad	37%	33%	12%	20%	33%	26%
Grad Student	18%	17%	46%	60%	10%	7%

Where First Reported Academic Integrity Misconduct						
Location	Faculty		Grad Students		Undergrads	
	2013	2017	2013	2017	2013	2017
Academic Integrity Committee	n/a	42%	n/a	1%	n/a	2%
Student Conduct	n/a	4%	n/a	0%	n/a	1%
Faculty member or instructor	n/a	n/a	45%	34%	75%	67%
Person I report to	n/a	31%	37%	34%	n/a	6%
My adviser	n/a	n/a	n/a	12%	n/a	n/a
Other Responsible Person	42%	n/a	4%	n/a	8%	n/a
Research Protections	n/a	0%	n/a	0%	n/a	0%
Dept. Head, Dean	39%	n/a	n/a	4%	n/a	2%
Compliance Officer	5%	n/a	3%	n/a	0%	n/a
Leader of student group	n/a	0%	8%	0%	3%	2%
Residence Assistant	n/a	n/a	n/a	n/a	4%	6%
Ethics & Compliance	0%	2%	0%	0%	0%	0%
Hotline	0%	0%	0%	0%	1%	1%
External Authority	0%	0%	1%	0%	1%	0%
Police (Univ., campus, local)	0%	0%	0%	0%	1%	0%
Other	14%	20%	2%	14%	6%	9%

Academic Integrity Misconduct: Other Places Reported			
Other Places Reported	Faculty	Grad Student	Undergrads
Academic Integrity Committee	30%	15%	6%
Student Conduct	7%	2%	11%
Faculty member or instructor	n/a	41%	17%
Person I report to	37%	10%	16%
My adviser	n/a	17%	n/a
Other Responsible Person	n/a	n/a	n/a
Research Protections	0%	0%	0%
Dept. Head, Dean	n/a	8%	12%
Compliance Officer	n/a	n/a	n/a
Leader of student group	n/a	2%	5%
Residence Assistant	n/a	n/a	9%
Ethics & Compliance	2%	2%	2%
Hotline	0%	0%	4%
External Authority	0%	0%	2%
Police (Univ., campus, local)	1%	0%	4%
Other	17%	5%	5%

Key Takeaways

- Faculty
 - 36% observed it, of which 73% reported it
 - 10% of faculty observed academic integrity violations but did not report them
 - Of those faculty who did report, 72% eventually reported it to an academic integrity committee.
- Undergraduates
 - 33% observed an academic integrity violation, of which 20% reported it
 - 26% of undergraduates observed a violation but did not report
 - Of those reporting, 84% did so to a faculty member or instructor

Appendix D: Select comments from academic integrity engaged stakeholders

- Members of some academic units do not believe they have the resources for proactive or educational efforts. Some do not believe they have resources for appropriate reactive efforts. This contributes to inconsistencies in processing and delays that impact both students and faculty negatively.
- Although some units are doing an outstanding job, overall, our students and faculty need stronger support to better understand the role of academic integrity in academic and educational processes, as well as the processes themselves and the possible outcomes of integrity violations.
- Some faculty do not report academic misconduct because they fear participation in the formal process could have a negative impact on their career trajectory.
- Some faculty do not participate because they do not want to put students at risk for non-academic/disciplinary sanctions. Conversely, some faculty do not participate because they want to make sure offenders receives a strong set of consequences. Some administrators believe the system could be improved by more frequent use of educational sanctions.
- Colleges interpret/implement some of the current policies differently. There is marked variability in the responses of academic integrity committees to egregious offenses and repeat offenders.
- Technological advances have introduced new forms of academic misconduct that appear to be wide-spread and beyond the scope of the current academic-integrity system and the understanding of the typical faculty member. Our faculty need an advanced level of support to respond to technology-enabled misconduct appropriately. Additionally, information-sharing technologies are reducing the effectiveness of objective assessments, greatly increasing the ease with which a student can engage in plagiarism, and undermining the educational processes required for learning.
- The current academic integrity system is ill-equipped to respond to egregious violations in courses that are cross-listed or that involve stakeholders from multiple-campus (e.g., an Altoona student violates in a World Campus course owned by the College of the Liberal Arts).
- The current system results in situations in which students accept severe penalties for minor violations or receive minor penalties despite multiple prior violations without mechanisms for oversight or adjustment by system administrators.

Appendix E: Possible Educational Initiatives and Approaches

1. University-wide commitment and “tone from the top” that AI is important and essential expectations and component of the Penn State culture

- University-wide initiative
- Not only classroom based
- Consistent and intentional element or reference to acting with integrity in mind (Values) – and when relevant, speak specifically of AI
- Examples
 - o Staff committee reports – authorships, citations
 - o Integrity statement on top of exams
 - o Faculty providing citations on PowerPoint class slides (images, videos)
 - o RA’s – citation integrated in communications/displays

2. Required online tutorial prior to Spring registration for Undergraduates

- Requirement prior to access to registration in LionPath
- Undergraduate content differs based on semester standing
 - o First module is introduction to the culture of academic integrity at Penn State
 - o If starting career at Penn State with more than 18 credits, the first module will be the same as for first semester standing.
 - Afterwards, take the one relevant to semester standing next Spring registration. Those skipped are optional
- May be utilized for AI violations – educational assignment as part of sanction
 - o Once an allegation is made, option to take a model on how the process works

3. Required online module(s) for Graduate students

- Required of all graduate students, include professional degrees
 - o Different content from required SARI training
- Taken during first semester at PSU
- T.A.’s have an additional one-time module on AI violation prevention and best practices

4. Required separate online module for international students on AI culture and expectations

5. Orientation

- NSO: brief discussion embedded with Penn State Values reference
- Student Affairs – student organizations, residential student
- Student handbooks
- Provide materials for international students in prevalent native languages

6. Required topic within First Year Seminar

- Create materials for faculty with some degree of choice, but communicates level of importance
- Student Volunteers possibly lead the conversation/activities (see below)

7. Faculty development

- Required part of any new Faculty orientation
- Recommended required online module on PSU culture of academic integrity
- Repository of resources
- Regular communication each semester of resources
- More awareness on how to have AI conversations
 - o Why of the assignment – ties to what's expected
- Possibly in conjunction with Schreyer Teaching Institute and new central office

8. Engagement of Faculty Senate on the efforts

- Need for faculty to be explicit on what constitutes it in their courses/assignments
- Need for students to be aware that they can ask questions of what constitutes AI in each course
- Revision of AI statement on syllabus

9. Creation of student volunteers group

- Events, social media, peer-to-peer outreach
- Partner with Student Governments and Student Ambassadors in each college/campus
- Required for student volunteer training

10. Other miscellaneous initiatives

- Integration into Admissions process (via statement prior to final signature)
- Plagiarism detection on applications
- Integration into Gen Ed ethics/social responsibility courses or requirements
- AI Week focusing on a particular theme each year for entire University (e.g., speaking up, plagiarism)
- Awards program for individuals and colleges/campuses/units
- Integration into existing university surveys

11. Charge the Director of the Academic Integrity Office with managing the above initiatives

- Principle touch point for communications, resources, websites, training, etc.
- Centralized website
- Possible university committee on training, communication, outreach
- Help coordinate, provide support at all campuses

[Appendix F: Current Academic Integrity Form](#)

Academic Integrity Form and Information for Students The Pennsylvania State University

The Penn State student code of conduct includes a section entitled Violations of Academic Integrity. When a faculty member believes that a student has engaged in behavior included in this code, they are both required to participate in the academic integrity process as outlined in the G-9 procedures designed by the Faculty Senate. The code of conduct may be found at studentaffairs.psu.edu/conduct. G-9 Procedures are located at www.psu.edu/dept/oue/aappm/G-9.html.

Information for Student: (please note that this is a two page document)

A faculty member/instructor has made an allegation that you have participated in behavior which violates Code #10 Violations of Academic Integrity of the University's code of conduct. Following these instructions is a form where the faculty has identified the concerning behavior. They will also share with you any supportive documentation which led to the allegation. Also listed on the form is an academic sanction that the faculty member believes appropriate for the behavior. An academic sanction is a penalty that could affect either a specific assignment, test, or project or may affect the overall final grade for the course.

It is important that throughout this process you continue to participate in the class until your case is closed. Students are not permitted to drop a course once an allegation has been made that an academic integrity violation occurred. If you are a student in the Schreyer Honors College, you should consult the College guidelines concerning academic integrity violations. The Schreyer Honors College may impose additional sanctions on its students. The Schreyer Honors College policies concerning academic integrity can be found at www.shc.psu.edu/students/advising/ai.

As a participant in the academic integrity process you have the right to:

- Discuss your view of the incident with the faculty member
- Review all evidence and documentation which supports the allegation
- Seek advice from an advisor chosen by you who is an administrative, faculty or student member of the University community
- Receive a completed copy of the Academic Integrity Form that indicates both the alleged violation(s) and the recommended sanction(s)
- *Not* sign the Academic Integrity Form by the deadline below; however, if you do not sign and return the form, the adjudication process will go forward following campus or college procedures

Upon receipt of the form you have five (5) business days to:

1. Accept the allegation(s) and academic sanction(s), or
2. Contest the allegation(s) and/or academic sanction(s)

If you accept the allegation(s) and academic sanction(s), your case is closed **unless** you have previous academic integrity violations, in which case the sanction(s) that you received may increase after the campus or college Academic Integrity Committee reviews the case. If a sanction is changed due to a prior academic integrity violation you will be issued a new Academic Integrity Form and you will have the opportunity again to accept or contest the allegation(s) as well as the increase in sanction(s). If you choose again to accept, your case will be closed.

If you contest the allegation(s) and/or academic sanction(s), your case will be reviewed by the campus or college Academic Integrity Committee in accordance with its specific procedures. You will be able to provide to the campus or college committee your view of what occurred, as well as question and respond to all information provided in support of the allegation. If this review finds you responsible for committing an academic integrity violation, the academic sanction recommended by the Academic Integrity Committee will be imposed. You can appeal the sanction **only** when the academic sanction assigned is a dismissal from your academic program.

Disciplinary sanction(s):

On occasion, due to the seriousness of the alleged violation, a faculty member may recommend and/or an Academic Integrity Committee may determine that, in addition to any academic sanction(s), *disciplinary* sanction(s) should be assigned. At the conclusion of the college or campus committee process, the case will be referred to the Office of Student Conduct or OSC designee. Disciplinary sanctions include: Disciplinary Warning, Disciplinary Probation, Disciplinary Suspension, Indefinite Expulsion or Expulsion; or the "XF" transcript notation. Disciplinary sanction(s) are assigned by the Office of Student Conduct. You may review its process at studentaffairs.psu.edu/conduct.

To be completed by the academic college:

Your completed form should be returned to Christi McClellan (cym8@psu.edu), 274 Chambers Bldg. If you have questions about this process, please contact Associate Dean, Rayne Sperling (RSD7@psu.edu). In addition, you are encouraged to read Faculty Senate policy 49-20: Academic Integrity (<http://senate.psu.edu/policies/47-00.html#49-20>), the G-9 Academic Integrity procedure (<http://www.psu.edu/dept/oue/aappm/G-9.html>), and the college/campus academic integrity website at <http://www.ed.psu.edu/internal/associate-dean-undergrad>.

**Academic Integrity Form
The Pennsylvania State University**

To be completed by instructor:

- | | |
|--|--|
| 1. Student name and email address: | 2. Student ID number: |
| 3. Instructor name and email address: | 4. Course number and semester of incident: |
| 5. Description of alleged violation(s) (please attach supporting documentation): | |

6. Proposed academic sanction(s):

7. Recommend disciplinary sanction(s): Yes No. If yes, indicate suggested disciplinary sanction:

8. Read and sign.

I have discussed, either orally or in writing, the allegations(s), sanction(s) and all related evidence with the student.

Instructor signature

Date

To be completed by the student:

► PLEASE READ THE FOLLOWING STATEMENTS:

I understand my rights and responsibilities as described on Page 1, the Student Information page.

I understand that once I have been notified of allegation(s) of a violation of academic integrity, I cannot withdraw from this course unless I am found not responsible in this process.

I understand that I have the right to accept or contest the allegation(s) and sanction(s) assigned by the instructor.

I understand that if I choose to contest the allegation(s) or sanction(s), the outcome of the process will be decided by an Academic Integrity Committee that will determine the final sanction(s) if I am found responsible.

I understand that if I am a member of the Schreyer Honors College, the College will be notified if I am found responsible for an academic integrity violation.

I understand that I have five (5) business days to decide if I wish to accept or contest the allegation(s) and/or sanction(s) by returning a completed Academic Integrity Form to my instructor. If I do not respond within that period, the case will continue as if I chose not to contest the allegation(s) and sanction(s).

I understand that I may be subject to additional sanctions not identified on this form if it is determined that I have prior academic integrity violations.

► PLEASE CHOOSE AND INITIAL ONE OF THE FOLLOWING STATEMENTS:

_____ I ACCEPT the allegation(s) and sanction(s).

_____ I CONTEST the allegation(s) and/or sanction(s) and wish to exercise my right to a review.

► PLEASE SIGN:

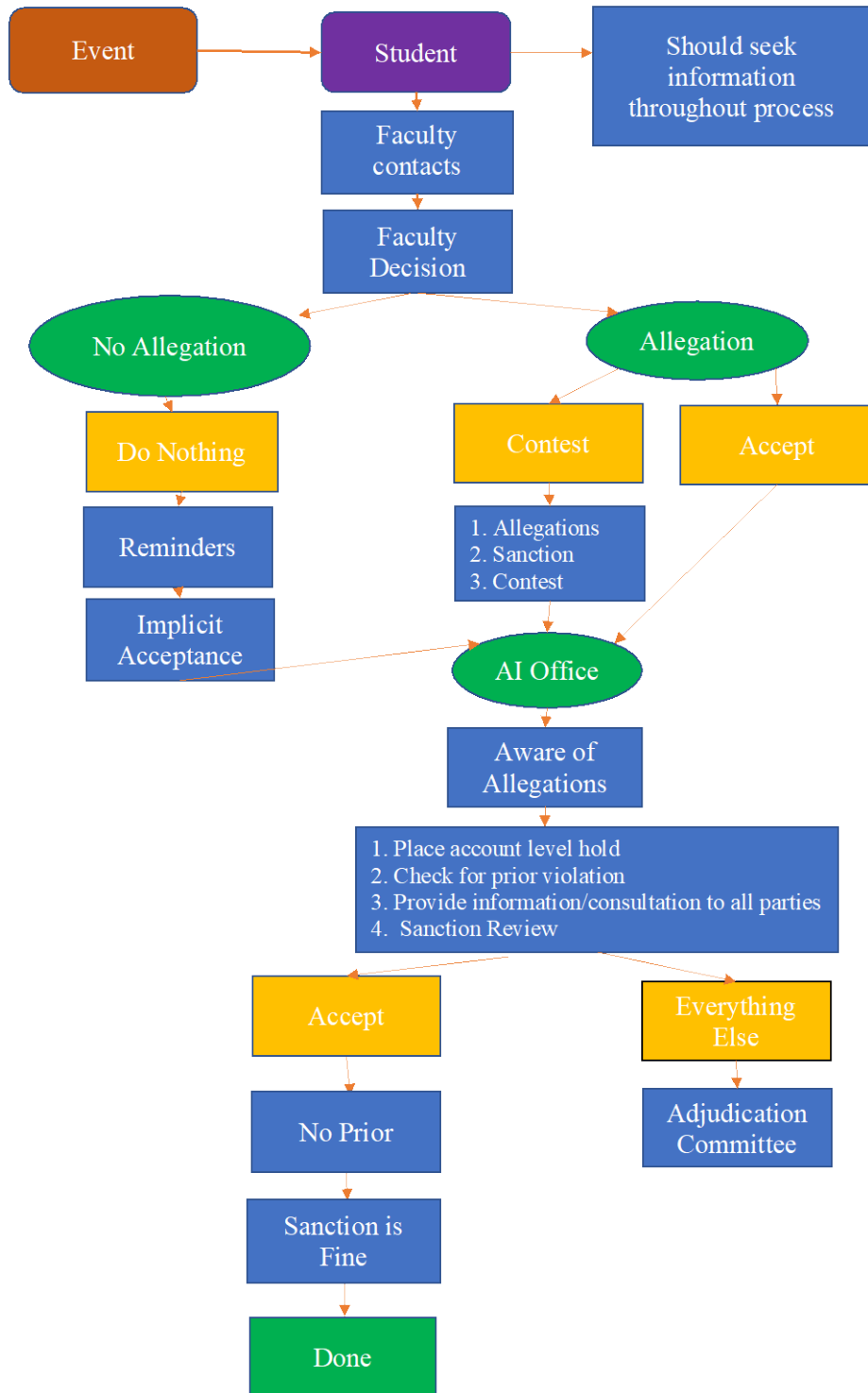
Student signature

Date

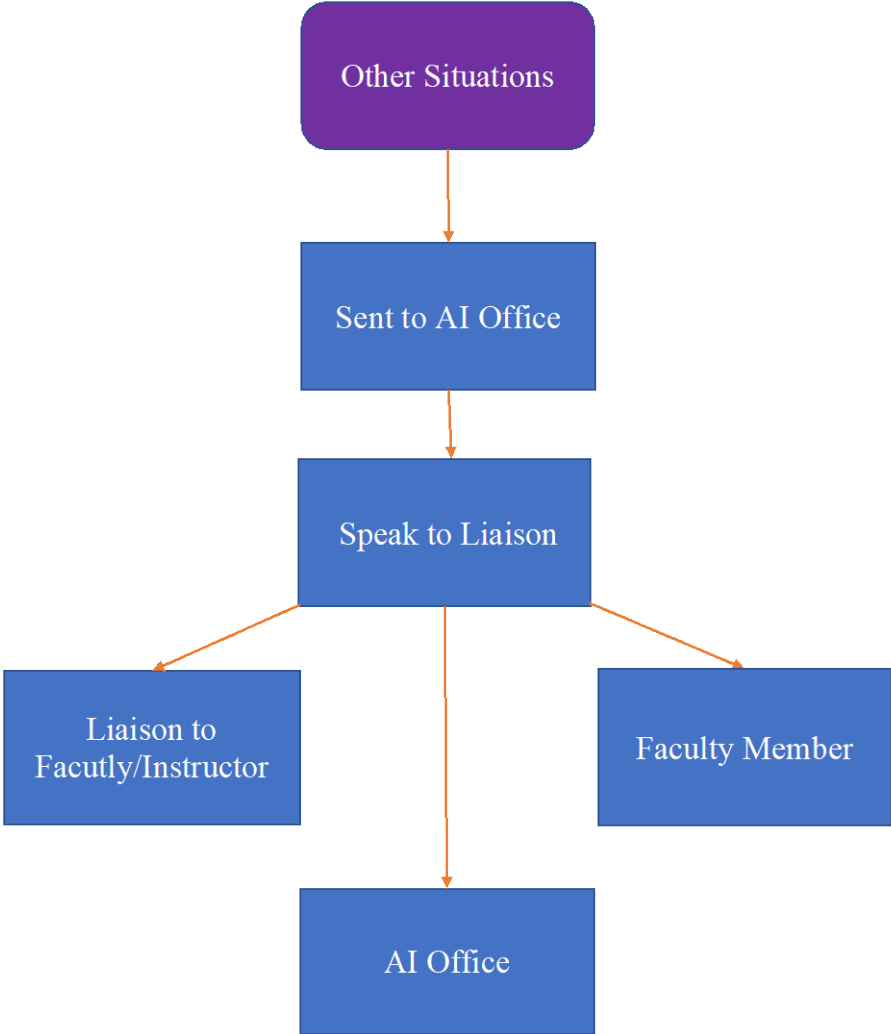
Appendix G: Potential Case Management Flow Charts Faculty Perspective



Student Perspective



Other Situations (Third-Party Reports, etc.)



[Appendix H – Current Sanctioning Guidelines](#)

The information below is from <http://undergrad.psu.edu/aappm/sanctioning-guidelines.html>

Sanctioning Guidelines for Violations of Academic Integrity

This document is designed to aid faculty members in their consideration of sanctions for violations of academic integrity. These are intended to be considered as guidelines. There may be some mitigating factors that will influence the sanction that the faculty member chooses to assign. The University's academic integrity policy provides for two types of sanctions: academic and disciplinary. All violations will result in an academic sanction but only those that are most severe will be considered for a disciplinary sanction.

Academic sanctions included in these guidelines range from a warning or reduced grade on a single assignment to failure for the course. **In all instances, a faculty member should submit an Academic Integrity Form.** When a faculty member believes that the student's behavior raises questions about the student's continued involvement in the academic department, consultation should occur with the academic college's associate dean for undergraduate education or graduate education as appropriate. Removal from the academic program may be used as a sanction when appropriate. Instructors may wish to consult with the college/campus Academic Integrity Committee to determine the appropriateness of an academic sanction.

In recommending a proposed sanction for an academic integrity violation, the faculty member should take into account the severity of the infraction. The chart below contains guidelines that instructors may find useful as they recommend sanctions. The chart describes "minor," "moderate," and "major" offenses. The definitions listed below for these terms were originally developed by Behrend College, and are used here with the College's permission. The sanctions recommended are based on the assumption that the violation is the student's first offense.

Another consideration would be the student's level of study. A first-year student may not be expected to have the same depth of understanding as a student preparing to graduate. In addition, when a graduate student is involved in an alleged violation, consideration may also be given to the Graduate School guidelines expressed in Appendix III and Appendix IV of the Graduate Degree Programs University Bulletin to determine if additional actions should be considered. For reference, please see:

<http://bulletins.psu.edu/graduate/appendices/appendix4>

On rare occasions a faculty member may feel that the student's behavior is so egregious that an academic sanction is not sufficient. In these cases, the faculty member should consult with the college/campus associate dean for undergraduate education or graduate education, as appropriate, and the unit's Academic Integrity Committee to discuss the merit of recommending a disciplinary sanction. Disciplinary sanctions are ultimately reviewed and assigned by the Office of Student Conduct or Student Conduct designee. However, the recommendation for the sanction comes to the Office of Student Conduct via the unit's Academic Integrity Committee. Disciplinary sanctions range from a disciplinary warning to disciplinary probation to expulsion. For more information, visit the website of the [Office of Student Conduct](#).

Type of offense

- **MINOR OFFENSES:** In general, minor offenses involve errors in judgment without a clear intent by the student to violate academic integrity.
- **MODERATE OFFENSES:** In general, moderate offenses are unpremeditated dishonest acts that directly affect only one student.
- **MAJOR OFFENSES:** In general, major offenses are premeditated dishonest acts or dishonest acts that directly affect the grade of other students.

Violation	Considerations	Offense: Academic Sanction Range
<p>Copying: examples include a student looking at another student's work during an exam, a student copying an assignment from another student, students exchanging color-coded exams for the purpose of copying.</p>	<p>In determining severity, consider the weight of the exam or the assignment as related to total percentage of course grade, the frequency of copied answers or amount of copied material, whether or not it was premeditated or spontaneous, and any other significant factors.</p>	<p>Minor: Reduced exam or assignment grade to 0 for assignment or exam</p> <p>Moderate: 0 for assignment or exam to reduced course grade</p> <p>Major: F for course</p>
<p>Submitting Another Person's Work As Your Own or Submitting Another Person's Work Without Proper Citation: for example, a student submits work created by another person as his/her own; a student presents information indicating it is not the student's own work, but fails to properly cite the source. These are commonly referred to as plagiarism.</p>	<p>In determining severity, consider the weight of the assignment as related to the total percentage of course grade, whether or not the fabrication or plagiarism was a substantive portion of the assignment, and attempt to determine whether this was a clear case of intentional dishonesty or careless scholarship.</p>	<p>Minor: Redo the assignment with reduction in grade to 0 for assignment with or without redo of assignment</p> <p>Moderate: Reduction in final course grade in addition to 0 for assignment</p> <p>Major: F for course</p>

<p>Unauthorized Test Possession, Purchase, or Supplying: for example, when a student possesses an exam without the instructor’s permission; a student purchases or steals an exam; a student fails to return an exam which was requested to be returned; a student makes a copy of an exam; or sells an exam.</p>	<p>With rare exception, this form of misconduct is premeditated and deceptive with the intent to defraud. The manner in which the exam was obtained is critical in determining appropriate action. A student may access old exams and not be aware viewing the exam is a violation. In other instances, a student may have stolen an exam or is found in possession of an exam knowing it is not permitted.</p>	<p>Minor: 0 for exam</p> <p>Moderate: Reduction in course grade to F for course</p> <p>Major: F for course</p>
<p>Ghosting: for example, a student takes a quiz or exam or completes an exercise or assignment on behalf of another student.</p> <p>NOTE: it is possible that students involved in such violations may not be enrolled in the instructor's class and there is not an option to assign an academic sanction. In such instances the instructor should notify the Office of Student Conduct or Student Conduct Designee.</p>	<p>Although this form of misconduct is inherently premeditated and deceptive, severity should be assessed based on the percentage of course grade the violation entails.</p> <p>Faculty may also consider the nature of the deception - for example, signing in for another student in order to gain class participation points vs. having another student complete an assignment or take an exam for a student</p>	<p>Minor (primarily used when ghosting was for participation points or in-class low credit assignment): 0 for participation points; 0 for assignment to reduced grade for course participation credit</p> <p>Moderate: 0 for quiz or exam and reduction in course grade</p> <p>Major: F for course</p>

<p>Altering Exams or Assignments: for example, a student changes incorrect answers and requests a favorable grade adjustment when instructor returns graded assignments/exams for review; a student changes the letter and/or numerical grade on an exam/assignment after the instructor has assigned the final grade.</p>	<p>This form of misconduct is deceptive with the intent to defraud, and may also affect the credibility of an instructor. Consideration should be given to whether the act was premeditated or spontaneously committed out of panic. In determining severity, consider the extent to which the exam or assignment was altered, the weight of the exam as related to total percentage of course grade, and other significant factors.</p>	<p>Minor: 0 for exam or assignment</p> <p>Moderate: Reduced course grade to F in course</p> <p>Major: F for course</p>
<p>Improper Use of Technology: for example, a student possesses and/or uses a cell phone when one is not permitted; a student uses software or electronic aides such as calculators, computers, handheld devices, etc. when not permitted by the instructor.</p>	<p>When sanctioning, consider if the technology was used for misconduct.</p> <p>Also consider whether the misconduct was premeditated, the impact it potentially had on student's course grade, and the level of dishonest activity in which the student engaged.</p>	<p>Minor: Warning to Reduction in assignment or exam grade</p> <p>Note: When students possess an unauthorized electronic device but there appears no evidence of intended use, a faculty may issue a warning and not reduce the student's course grade</p> <p>Moderate: Reduced course grade</p> <p>Major: F for course</p>

<p>Facilitating Academic Dishonesty by Others: for example, a student permits another student to copy an exam or assignment; a student provides a completed assignment to another student and allows the student to submit it as his or her own; a student writes another student's paper or completes another student's assignment and then provides it to the student so they may receive credit; a student shares information about an exam with another student who has not taken the exam.</p> <p>NOTE: it is possible that students involved in such violations may not be enrolled in an instructor's class and the instructor may not have the option to assign an academic sanction. In such instances the instructor should notify the Office of Student Conduct or Student Conduct Designee.</p>	<p>For students who are enrolled in the class, consider the impact their actions had on the grade of the student they were assisting in measuring the severity of the violation.</p>	<p>Minor: Reduced assignment grade for what the student submitted</p> <p>Moderate: 0 for assignment student submitted</p> <p>Major: Reduced grade in course</p>
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<p>Submitting Work Previously Used Without Permission: for example, a student submits work completed previously for another course or assignment without the instructor's permission.</p> <p>*This violation assumes that the work submitted is the student's own work, submitted on more than one previous occasion.</p>	<p>Students appear to be less informed regarding this form of academic dishonesty, and in some cases you may find that this breach occurs to some degree in an inadvertent manner as compared to other forms of academic dishonesty.</p>	<p>Minor: Warning and Redo assignment to Redo Assignment and reduced grade for assignment</p> <p>Moderate: Redo assignment with reduced grade to 0 for assignment</p> <p>Major: 0 for assignment to F in the course</p>
<p>Unauthorized Collaboration: for example, working with another student on an assignment or exam.</p>	<p>When sanctioning, consider whether or not the misconduct was premeditated, the impact it potentially had on the student's course grade, and the level of dishonest activity in which the student engaged.</p> <p>Faculty may wish to consider a more serious sanction when students were explicitly instructed not to collaborate</p>	<p>Minor: Redo assignment.</p> <p>Reduced assignment or exam grade</p> <p>Moderate: 0 for assignment or exam</p> <p>Major: 0 for assignment or exam and reduction in course grade</p>
<p>Unauthorized Use of Study Aids: for example, using or possessing crib sheets; pre-programming an electronic device to provide solutions; using notes, texts, etc. without the permission of the instructor.</p>	<p>When sanctioning, consider whether or not the misconduct was premeditated, the impact it potentially had on student's course grade, and the level of dishonest activity in which the student engaged.</p>	<p>Minor: Reduced exam grade if determined use is limited to failure of exam</p> <p>Moderate: Failure of exam to reduced course grade</p> <p>Major: F for course</p>

[Appendix I](#) – **Proposed New Academic Integrity Sanctions with Draft Example Descriptions**

In addition to the current sanctions listed in the table in Appendix G, the task force recommends the development of several new academic integrity sanctions. The addition of these sanctions would achieve two important goals. First, these sanctions will replace the XF grade that currently is assigned through the Office of Student Conduct. The XF grade is the only transcript notation that appears that is related to academic integrity. Adding specific academic integrity sanctions to the transcript clearly demonstrates the seriousness with which the university takes this issue. Second, the creation of new academic integrity sanctions will give us the ability to apply an academic integrity sanction in a situation in which a student is committing an academic integrity violation but is not enrolled in the course. All of the current academic integrity sanctions only can be applied to students enrolled in the course in which the violation occurred. Students who are not enrolled in the course in which the violation occurred do not receive an academic integrity sanction but instead receive a conduct sanction.

Academic Integrity Warning: An indication to a student that academic integrity misconduct is serious enough that further academic integrity misconduct will result in a more severe academic integrity sanction and could jeopardize the student's opportunity to complete a Penn State degree. The student is required to discuss the situation with a member of the Academic Integrity Office and complete any assigned educational programs.

Academic Integrity Probation: An indication that the academic integrity misconduct is serious enough that the University will report it to outside organizations. Any future academic misconduct is likely to jeopardize the student's opportunity to complete a Penn State degree. The student is prohibited from representing the University in external academic programs (e.g., education abroad) without the approval of the Academic Integrity Office and the completion of any assigned educational programs. Academic Integrity Probation may be recorded on the official University Transcript until graduation if the student's academic integrity misconduct is severe or if the Academic Integrity Office determines a notation is merited.

Academic Integrity Suspension: The student is precluded from participating in any University course, activity, or program and from residence on campus during the specified suspension period. During the period of the suspension, a notation will appear on the student's official University transcript. Additional conditions and/or educational programs may be assigned as a component of the suspension.

Indefinite Academic Integrity Expulsion: Expulsion for a period of not less than one academic year. The student is precluded from participating in any University course, activity, or program and from residence on campus during the expulsion period. If a student wishes to return to the University after the period of expulsion, the student must request re-enrollment (in writing) to the Director of the Academic Integrity Office. Re-enrollment must be approved by the Provost or designee. During the period of the expulsion, a notation will appear on the student's official University transcript.

Permanent Academic Integrity Expulsion: Expulsion of a student from the University is permanent. The student is precluded permanently from participating in any University course, activity, or program and from residence on campus. Expulsion requires administrative review and approval by the President. The sanction of expulsion is permanently noted on a student's official University transcript.

Appendix J: Task Force Members

Karen Feldbaum Task Force Co-Chair, Interim Director, Office of Student Conduct	Russ Mushinsky Director, Morgan Academic Center
Yvonne Gaudelius Task Force Co-Chair, Associate Vice President and Senior Associate Dean, Office of Undergraduate Education	Andrew Peck Associate Teaching Professor, College of the Liberal Arts
Omid Ansary Senior Associate Dean for Academic Affairs, Penn State Harrisburg	Andrew Sears Dean, College of Information Sciences and Technology
Tim Balliett University Ethics Officer, Office of Ethics and Compliance	Andrew Schulz Associate Dean for Research, College of Arts & Architecture
Bill Clark Associate Dean of The Graduate School	Dennis Shea Associate Dean for Undergraduate Studies and Outreach, College of Health and Human Development
Kayla King Undergraduate Student Representative	Jennifer Sparrow Senior Director, Teaching and Learning with Technology
Christine Masters Assistant Dean for Academic Support and Global Programs, College of Engineering	Don Welch Chief Information Security Officer, Office of Information Security
Keefe Manning Associate Dean for Academic Affairs, Schreyer Honors College	Elizabeth Wright Director of Academic Affairs, Penn State Hazleton

