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## Academic Integrity & Student Conduct Procedures (3/3/20)

CSUSB Faculty Senate

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# Academic Integrity & Student Conduct Procedures

Presentation to Faculty Senate, March 3, 2020

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# Academic Integrity & Student Conduct Procedures

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## Session Points

- Introduction to the Office
- Scope of the issue: Contextual framework about cheating; Annual data
- Communicating the importance of integrity – how is this accomplished; What can faculty do to deter cheating/plagiarism? What does the research say?
- Resources for faculty and resources to share with students
- Identifying cheating as it relates to technology
- Overview of Student Discipline Process (reviewed in previous report)

University Hall 346 • (909) 537-7172 • [student-conduct@csusb.edu](mailto:student-conduct@csusb.edu)





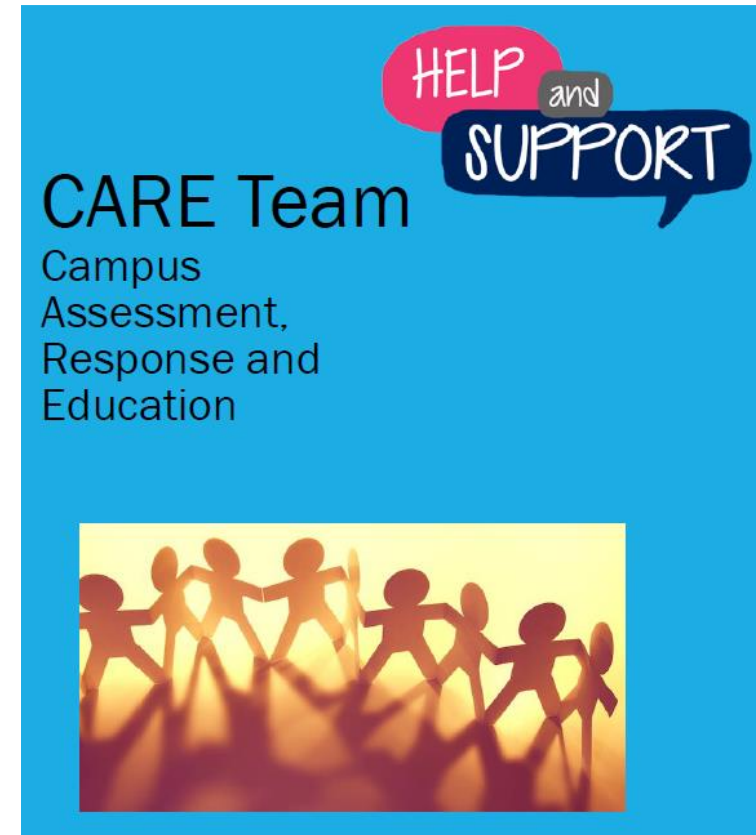
# Office of Student Conduct & Ethical Development

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## SCED & CARE Team Office Suite

- Lisa Root, Associate Dean/Director SCED & CARE Co-Chair
- Jason Wimbley, Assistant Director, SCED
- Jesse Juarez, CARE Case Management Specialist
- Martha Martinez-Espinoza, Liaison, San Bernardino County Department of Behavioral Health (CARE Team)
- Liz Arvizu, Administrative Support Coordinator

University Hall 346 • (909) 537-7172 (909) • 537-CARE



# Referrals for Student Behavior

## Classroom management

- Distracting/mildly disruptive behavior (phones, side talking)
- Dominating discussion
- Rudeness, disrespect, inappropriate comments
- Violation of general expectations

## Student Discipline

- Academic Dishonesty
- Disruptive behavior
- Threats
- Other dishonesty
- Alcohol, drugs, etc.
- Title IX
- Violation of campus policy

## CARE Team Referral

- Student in crisis (self care, family)
- Disruptive behavior
- Odd behavior, incoherence
- Aggression, threats
- Fear of harm to self or others
- Basic Needs





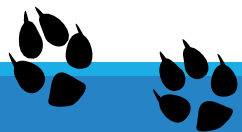
# Community Values



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CSUSB is committed to maintaining a safe and healthy environment for students to engage in campus life, interact with diverse individuals and participate in activities that encourages growth, curiosity, and scholarly fulfillment.

**We expect** – academic integrity, honesty, and that students will uphold the Standards for Student Conduct.



# Making a Discipline Referral

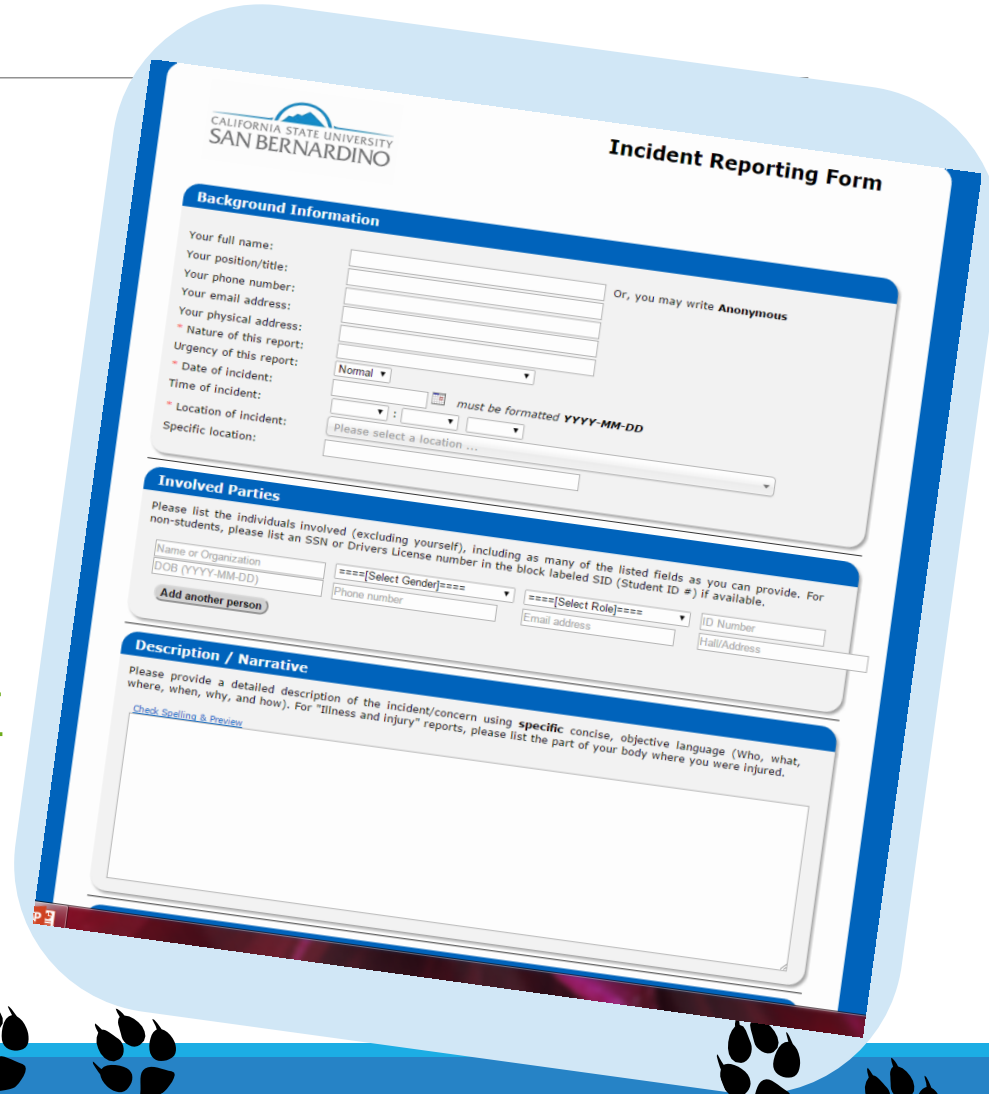
## Reporting misconduct:

- Academic Dishonesty report form
- Non-Academic Incident report Form

<https://www.csusb.edu/student-conduct>

## CARE Team referral:

<https://www.csusb.edu/care-team>



The image shows a digital representation of the 'Incident Reporting Form' from California State University San Bernardino. The form is titled 'Incident Reporting Form' and features the university's logo. It is divided into three main sections: 'Background Information', 'Involved Parties', and 'Description / Narrative'. The 'Background Information' section includes fields for 'Your full name:', 'Your position/title:', 'Your phone number:', 'Your email address:', 'Your physical address:', 'Nature of this report:', 'Urgency of this report:', 'Date of incident:', 'Time of incident:', 'Location of incident:', and 'Specific location:'. There is also a checkbox for 'Or, you may write Anonymous'. The 'Involved Parties' section includes fields for 'Name or Organization', 'DOB (YYYY-MM-DD)', 'Phone number', 'Email address', 'ID Number', and 'Hall/Address'. It also has a dropdown for 'Select Gender' and a dropdown for 'Select Role'. The 'Description / Narrative' section includes a large text area for 'Please provide a detailed description of the incident/concern using specific concise, objective language (Who, what, where, when, why, and how). For "Illness and Injury" reports, please list the part of your body where you were injured.' and a 'Check Spelling & Punctuation' button.

# Scope of the Issue: Contextual Framework

## Cheating & Plagiarism: *Who Cheats and Why?*

“As many as 20% of college students will cheat no matter what we do. And as many as 20% will never cheat no matter what we do – perhaps due to religious convictions, or the fear of getting caught. We’re fighting for that 60% in between.” (Donald J. McCabe)





# Scope of the Issue: Contextual Framework

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## Academic Dishonesty Case Data

- *Annual Case Data by AY*
- *How cases were resolved (outcomes/consequences)*
- *Suspensions/Expulsions by AY*
- *Addressing repeat offenders*



<http://www.nytimes.com/2012/08/31/education/harvard-says-125-students-may-have-cheated-on-exam.html>



# Academic Integrity

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## **Cheating & Plagiarism: *How Does SCED Promote Importance of Integrity?***

***Student Conduct Administrators give presentations to all incoming students:***

First Year Orientation  
Transfer Orientation  
Coyote First Step  
International Student Orientation  
International Student “Integrity Courses”  
Graduate Student Orientation

***And to many other audiences:***

New Faculty Orientation  
Faculty Mentor Network session  
ASI Student Leader Training  
Student Affairs Para-Professional Staff  
Development



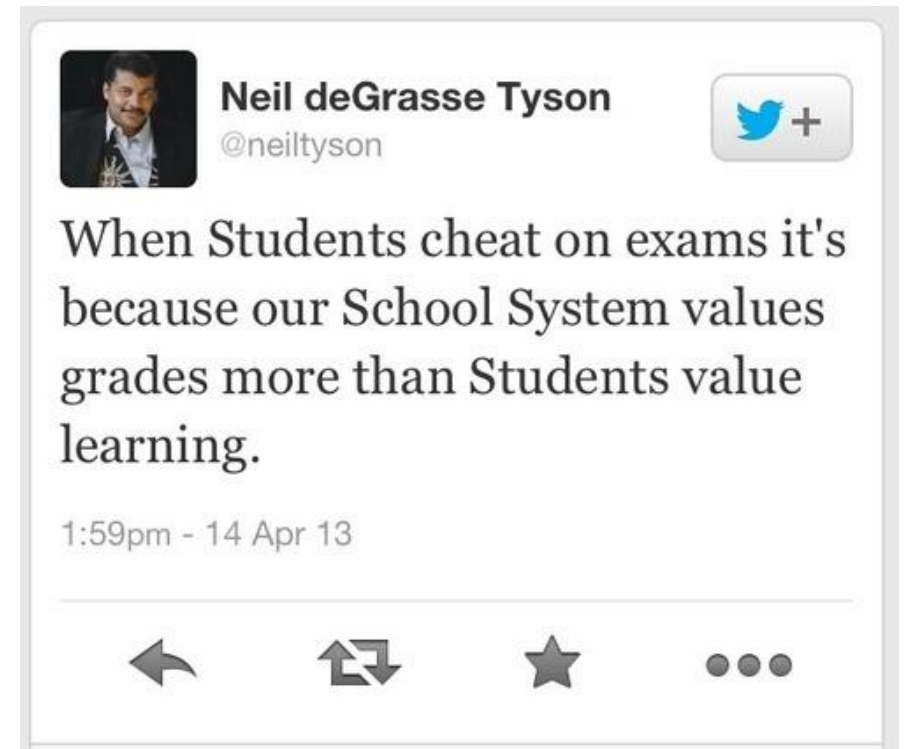
# Academic Integrity

## What Faculty Can do to Address Academic Dishonesty

### *What the Research Says:*

- ❖ Reduce “high stakes” situations by offering multiple opportunities for grading, reducing weight of individual assignments or exams.

(Lang, 2013)



# Academic Integrity

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## What Faculty Can do to Address Academic Dishonesty

### *What the Research Says:*

- ❖ Recognize and affirm academic integrity as a core institutional value
  - ❖ Foster a lifelong commitment to learning
  - ❖ Affirm the role of teacher as guide and mentor
  - ❖ Help students understand the power of the internet –  
and how that power is abused when online resources are used  
for fraud, theft, and deception
- (McCabe & Pavela, 2004)





# Academic Integrity

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## What Faculty Can do to Address Academic Dishonesty

### *What the Research Says:*

- ❖ Encourage student responsibility for academic integrity
- ❖ Clarify expectations for students
- ❖ Develop fair and creative forms of assessment
- ❖ Reduce opportunities to engage in academic integrity
- ❖ Respond to academic dishonesty when it occurs
- ❖ Help define and support campus-wide academic integrity standards

(McCabe & Pavela, 2004)

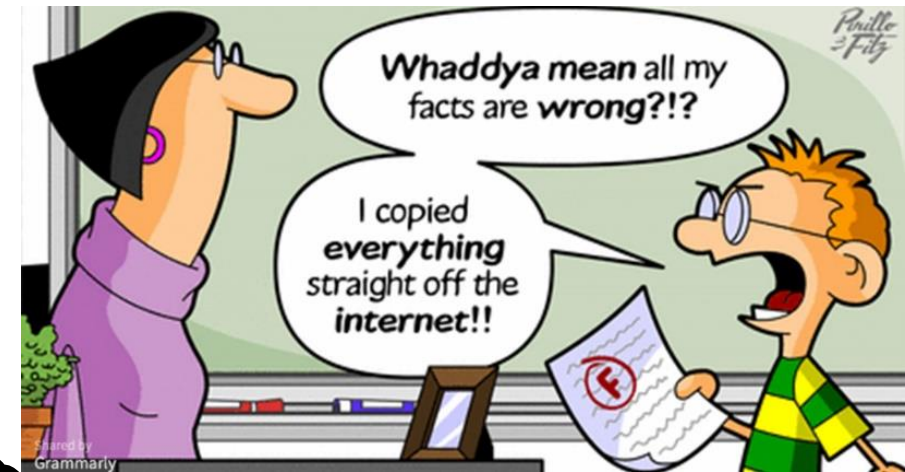


# Academic Integrity

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## Cheating and Technology

- ❖ Cheating trends using technology
  - Use of devices for cheating/attendance
  - Sharing applications (GroupMe, Quizzlet)
  - “Article spinners” and translators
- ❖ Contract cheating, essay generators
- ❖ Class notes for profit
- ❖ Other



# Resources for Faculty

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CSUSB Writing Center <https://www.csusb.edu/writing-center/resources>

CSUSB Graduate Writing Center  
<https://www.csusb.edu/writing-center/graduate-writing-center>

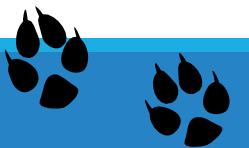
Academic Technologies & Innovation: Blackboard SafeAssign, TurnItIn, online teaching resources <https://www.csusb.edu/academic-technology-innovation>

John M. Pfau Library: Faculty Guides: Plagiarism & the Research Paper  
<https://libguides.csusb.edu/plagiarism2?hs=a>

International Center for Academic Integrity  
<https://academicintegrity.org/educational-resources/>

Health & Human Services Office of Research Integrity <https://ori.hhs.gov/>

National Science Foundation – Ethics Networks <https://www.nsf.gov/bfa/dias/policy/rcr.jsp>



# Resources for Faculty

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Bain, K. (2004). *What the best college teachers do*. Harvard University Press.

Blum, S. B. (2009). *My word! Plagiarism and college culture*. Ithaca: Cornell University Press.

Dannells, M. D. (1997). *From discipline to development: Rethinking student conduct in higher education*. Washington, D. C.: Association for the Study of Higher Education.

Drinan, P. & Gallant, T. B. (2008) *Academic integrity: Models, case studies & strategies*. In *Student Conduct Practice*, Stylus Publishing, Sterling, VA.

Lang, J. (2013). *Cheating Lessons*. Harvard University Press.

McCabe, D. & Pavela, G. (1996) Donald McCabe's research and commentary on academic integrity. Reprinted in *The Pavela Report*, October 27, 2016. Law and Policy in Higher Education, ASCA.

McCabe, D. & Pavela, G. (2016/2004). *Ten (updated) principles of Academic Integrity for faculty*. In *The Pavela Report*, October 27, 2016. ASCA.

McKeachie, W. (2006). *McKeachie's Teaching Tips: Strategies, Research, and Theory for College and University Teachers*. Houghton Mifflin Co, Boston.





# Introduction to the Student Conduct Process

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## *Goals of Discipline:*

- Decrease high-risk behaviors through intervention and appropriate sanctions and referrals
- Provide learning opportunities for students to reflect on their values, ethics, and choices
- Increase retention by encouraging students to make appropriate and ethical decisions
- Address campus safety concerns
- Provide risk management for students, the Division of Student Affairs and the University



# Introduction to the Student Conduct Process

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## *Two basic principles:*

- ❖ Students are afforded reasonable **rights** as productive individuals of the campus community to function in an environment conducive to learning and personal growth.
- ❖ It is the **responsibility** of every student to ensure that their actions do not interfere with someone else's right to be a productive individual on campus.



# Campus Policies

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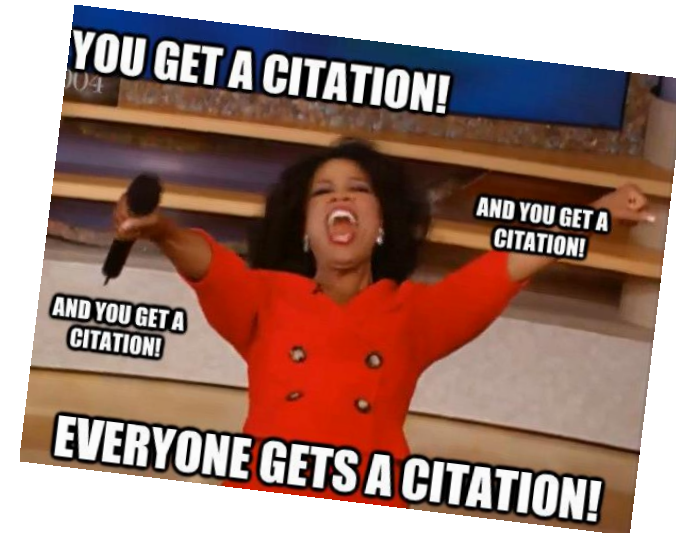
- ❖ California Code of Regulations  
(Title 5, §41301, *Standards for Student Conduct*)
- ❖ CSU Systemwide Policies  
(Executive Order 1098, *Student Conduct Procedures*)
- ❖ Campus policies:
  - Academic Dishonesty (FAM 803.5)
  - Course Syllabus Policy & Guidelines (FAM 820.9)
  - Grade Grievance Procedures (FAM 803.65)



# Academic Integrity

## Forms of Academic Dishonesty...

- ❖ Cheating or copying
- ❖ Plagiarism / failure to cite sources
- ❖ Unauthorized collaboration
- ❖ Copies of exams
- ❖ Submitting someone else's paper
- ❖ "Tutoring"
- ❖ Falsification of data or records





# CSUSB Standards

## **Campus expectations of instructor** (FAM 803.5):

- Academic dishonesty shall initially be addressed by the instructor, who may employ any of the sanctions listed below:
  - Verbal or written reprimand
  - Assignment or appropriate task or examination
  - Change of grade, including assigning a punitive grade to work involving dishonesty, or for the course, project, thesis, or other summary evaluation of the student's academic work
- IF any of these actions are taken, the instructor then has the following responsibilities:
  - To preserve the evidence in support of the allegation
  - To notify the student of the allegation and of the evidence on which it is based
  - To provide the student a reasonable opportunity to challenge or rebut the allegations
  - To notify the student of the action being taken



# CSUSB Standards

## Campus expectations of instructor (FAM 803.5):

- ❖ The instructor shall then complete & submit a reporting form identifying the student who was found responsible, the general nature of the offense, the action taken (if any), and a recommendation whether further action should be considered by the Student Conduct Administrator.
- ❖ The instructor shall send the completed reporting form, along with any supporting documentation, to the Student Conduct Administrator.



# What Happens After the Referral?

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## Overview of Student Discipline Process

- Process is intended to be educational and promotes personal responsibility and integrity
- If Student Conduct Administrator finds the student responsible, a sanction resolution is proposed
- If no resolution is reached, a hearing is convened
- Hearing Officers are appointed by the President. After conducting the hearing, they make a recommendation on the outcome to the Vice President for Student Affairs, who issues the Hearing Decision



# Student Conduct Procedures

Student Rights (Due Process) – Executive Order 1098-Revised

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Students have a right to:

- Written notification of misconduct allegations
- Opportunity to resolve the matter administratively or to request a hearing
- Opportunity to review all relevant evidence
- May choose not to attend a hearing, without implying guilt
- May have an Advisor present (including an attorney)
- Opportunity for Student to present witnesses, evidence and testimony
- Entitled to a fair process





# Possible Outcomes

## Range of Disciplinary Sanctions – Executive Order 1098-Revised

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- Restitution
- Loss of Financial Aid
- Educational & Remedial Sanctions
- Denial of Access to Campus or Persons
- Disciplinary Probation
- Suspension from CSUSB or CSUSB and CSU System
- Permanent Expulsion from CSUSB and CSU System
- Revocation of Admission
- Dismissal from Academic Program
- Notation on Student Transcript



# Student Conduct Procedures

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**In accordance with FAM 803.5, Faculty member may assign:**

- Verbal or written reprimand
- Assignment or appropriate task or examination
- Change of grade, including assigning a punitive grade to work involving dishonesty, or for the course, project, thesis, or other summary evaluation of the student's academic work

## ❖ **Change of Grade (Academic Dishonesty)**

- If Change of Grade is assigned as a result of academic dishonesty, the Student is Ineligible to Apply for Grade Forgiveness

## ❖ **Transcript Notations**

- Sanctions of Probation and Suspension are noted on the student's transcript for the period of Probation or Suspension
- Sanctions of Suspension for more than one year, and Expulsion, appear on the transcript permanently




# Witness a concern?

Submit an online Incident  
Report (open 24 hours!)

[care@csusb.edu](mailto:care@csusb.edu)

[Student-Conduct@csusb.edu](mailto:Student-Conduct@csusb.edu)



## Incident Reporting Form

### Background Information

Your full name:  Or, you may write **Anonymous**

Your position/title:

Your phone number:

Your email address:

Your physical address:

\* Nature of this report:

Urgency of this report:  Normal

\* Date of incident:  must be formatted **YYYY-MM-DD**

Time of incident:  :  :

\* Location of incident:  Please select a location ...

Specific location:

### Involved Parties

Please list the individuals involved (excluding yourself), including as many of the listed fields as you can provide. For non-students, please list an SSN or Drivers License number in the block labeled SID (Student ID #) if available.

<input type="text"/> Name or Organization	<input type="text"/> [Select Gender]	<input type="text"/> [Select Role]	<input type="text"/> ID Number
<input type="text"/> DOB (YYYY-MM-DD)	<input type="text"/> Phone number	<input type="text"/> Email address	<input type="text"/> Hall/Address

### Description / Narrative

Please provide a detailed description of the incident/concern using **specific** concise, objective language (Who, what, where, when, why, and how). For "Illness and injury" reports, please list the part of your body where you were injured.

[Check Spelling & Preview](#)

# Contact Information

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## CARE Team

University Hall, room 346  
(909) 537-2273 (C-A-R-E)

[care@csusb.edu](mailto:care@csusb.edu)

## Office of Student Conduct & Ethical Development

University Hall, room 346  
(909) 537-7172

[student-conduct@csusb.edu](mailto:student-conduct@csusb.edu)

