

## INTEGRITY - ACADEMIC

Personal integrity is a behavioral expectation for all members of the Malone College community: faculty, staff and students. We are called to personal integrity by the desire and obligation to model our lives after that of Jesus Christ. As noted in the Biblical Principles underlying the statement of Malone College Community Responsibilities, “Love for and accountability to God are the primary motivation for Christian conduct.” Christ calls us in John 14:15 to keep his commandments and in Ephesians 5:8-9 we are reminded to walk as children of the light showing truth as a fruit of the Spirit. Academic integrity is that part of personal integrity which encompasses all activities in the learning process. It is the consistent demonstration of honorable behavior in all academic endeavors.

There are times, for example, when pressure to minimize work load, increase academic standing or assist other students may lead to actions that breach academic integrity, and thereby personal integrity as well. Participation in academic activities and/or submission of academic work that includes any form of deception is an inappropriate response to that pressure. Appropriate resources for responding to this pressure are available by consulting with faculty.

Collaborative study endeavors are both permitted and encouraged under certain circumstances. However, it is essential for faculty, staff and students to have a common understanding of the factors that distinguish acceptable and unacceptable academic behaviors. The list of examples given below describes situations in which academic integrity is not being maintained. It is provided to help clarify academic behaviors that must be avoided. While it does not constitute an exhaustive list, it is sufficiently comprehensive to inform even those students who might otherwise compromise academic integrity unintentionally, unconsciously or as a result of lack of knowledge.

### I. Exemplary, Non-Comprehensive Definitions and Explanations Regarding Unacceptable Academic Conduct

#### A. Plagiarism<sup>1</sup>

1. submitting as one’s own work, part or all of an oral or written assignment which is copied, paraphrased or purchased from another source, including world wide web and other online sources, without proper acknowledgement of that source. In written assignments, using three or more words in succession from a source without quotation marks and proper acknowledgement can be considered plagiarism.
2. submitting as one’s own course work which has been prepared or extensively revised by someone else

#### B. Accomplice in Plagiarism

1. allowing one’s work to be copied
2. doing work for another student
3. maintaining a file of papers with the intent that others may review them or use them for submission
4. offering aid that differs from or exceeds that which is expressly approved by the instructor for any exam or course activity

5. disseminating confidential information

### C. Disruption of Learning

1. destroying educational resources and materials
2. removing, destroying or otherwise compromising the academic work of another student

### D. Academic or Scientific Misconduct

1. misrepresenting attendance or reason for absence
2. using information or accepting aid which is not approved by the instructor; this may include but is not limited to
  - (a) using notes during a closed-book test
  - (b) soliciting information about the contents of an assignment or test
  - (c) looking at another student's test paper during testing
3. accessing and/or disseminating unauthorized material
4. falsifying data or information for a course activity
5. submitting work that was already done for a previous course without prior approval of the instructor of the current course
6. submitting the same work for two concurrent courses without prior approval of both instructors

## II. Faculty Responsibility in Upholding Malone College's Academic Integrity Policy

### A. Responsibility to Inform Students

1. Faculty members are responsible for clearly communicating the Academic Integrity Policy to students. This is accomplished through two primary methods:
  - (a) providing information about the policy, and about the importance of reading and understanding the policy, at the beginning of each course
  - (b) informing all incoming students of the policy through such vehicles as the Humanities 100 course, freshman orientation, and orientation meetings for graduate and other non-traditional programs.
2. In order to clearly communicate expectations regarding academic integrity for each individual course, faculty members' syllabi should contain at least the following information:
  - (a) Definition of Academic Integrity and/or reference to definition and explanation in the Catalog or Student Handbook. NOTE: If a faculty member's definition of academic

integrity differs in any way from that published in the Catalog or Student Handbook, the difference(s) must be clearly articulated in the syllabus.

- (b) Examples of academic dishonesty specific to the course.
  - (c) Explanations of the specific sanctions to be imposed. Sanctions could include a required rewrite of a plagiarized paper with a reduction of grade or failure of a test where cheating occurred. The maximum sanction available to be imposed by a faculty member is failure of the course. All incidents of infringements of academic integrity by an undergraduate student (including degree-completion students) are to be reported to the Provost or his designate who may take further action in the case of multiple infractions (section III. A.1. b.) and may consult with and advise the faculty member throughout the process.
  - (d) Reference to appeal process in Catalog.
  - (e) Faculty should clearly and completely discuss the above information and encourage students to seek clarification concerning the policy on the first day of class and throughout the course.
- B. Responsibility to Be Aware of Violations - Malone College faculty members are responsible for encouraging academic integrity, while simultaneously being vigilant in observation and intervention when academic integrity may be compromised. Possible actions include remaining in the classroom to monitor student behavior during examinations, arranging classroom seating to avoid crowded conditions during examinations, providing cover sheets for students to use during examinations, actively investigating suspected cases of plagiarism, etc.
- C. Responsibility to Address Suspected Violations
1. Malone College faculty members are responsible for taking steps to investigate suspected violations, and discussing the incident with the student(s) involved. Though this process may result in the decision to impose sanctions, faculty should approach it with the intent to manifest Christian love, seeking a balance of justice and grace, and demonstrating concern for the moral and intellectual development of the student(s).
  2. If a violation of the Academic Integrity Policy is suspected, the faculty member must meet with the student(s) to discuss the incident and determine to the faculty member's satisfaction whether or not a violation of the Academic Integrity Policy has occurred.
  3. If a student is accused of violating academic integrity, but subsequently the faculty member determines that the student is innocent, or if insufficient evidence exists to justify further action, the student should be informed of this determination in writing. Appropriate confidentiality will be maintained with respect to documents and information related to the accusation.
  4. If the faculty member determines that a violation of academic integrity has occurred, a report should be filed with the Provost's Office and a duplicate of the report provided to the student and the appropriate Dean/Department Chair. The report should contain the following information:
    - (a) Complete description of incident

- (b) Date of meeting with the student
  - (c) Conclusions reached as a result of the meeting
  - (d) Sanctions imposed
  - (e) Recommendations to the Provost regarding whether or not additional action should be taken
  - (f) Description of the appeals process available to the student or reference to this process as published in the Catalog/Student Handbook
  - (g) Student and faculty signatures and date indicating that the report has been delivered to the student
5. The faculty member should keep originals of tests, papers, etc. that provide evidence of the violation.
  6. The student, after meeting with the faculty member, may respond to this report if he or she desires. The student may initiate an appeal by submitting in writing his or her response to the situation to the appropriate Dean/Department Chair with a duplicate of this letter to the Provost and faculty member. The student and department should proceed with the grievance procedure, formal process, as outlined in the Catalog.

### III. Continuation of the Process in Upholding the Academic Integrity Policy

#### A. Initial Involvement of the Provost

1. After the submission of a faculty report in the Provost's Office, the Provost may take either of the following actions:
  - (a) If no other reports exist, no appeal has been made, and the Provost deems that the faculty member's corrective action was appropriate, the report will be filed within the office. If future reports are received pertaining to the same student, the Provost will then have access to previous reports and may choose to proceed to the step described in Subsection (b) below. The contents of this file will be purged based upon the established retention of records policy governing such reports<sup>2</sup>.
  - (b) If the Provost's file indicates that the student has committed a serious violation of the Academic Integrity Policy, or that there have been multiple violations by said student, the Provost may submit a request for a hearing before the Deans Council concerning such violation(s).

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<sup>1</sup>Confusion can arise in distinguishing between collaborative work and plagiarism. The following excerpt from The Writer's Community (by David J. Klooster and Patricia L. Bloem, Martin's Press, 1995) is intended to help resolve any potential misunderstandings:

“All good writing builds on the work of previous writers, but the best writing enriches that work, departs from it, transcends it, or even changes it, helping readers to see what came before in new ways. Writers on any subject need to know what others have said about the topic, and if they are to contribute to that conversation, they need to say something new...An original thinker moves the conversation forward by helping the participants see something new. A plagiarist pretends to be original and thereby risks holding the conversation back or even halting it altogether. For any conversation to become a true discussion, the speakers and listeners must be able to trust one another. Plagiarism breaks that trust...What is finally at stake, it seems to us, is that a relationship of trust exists between the reader and writer, and any deception or misrepresentation or dishonesty on the writer's part--or the writers' parts--violates that trust. Plagiarism, one form of this violation, is a serious offense, not first of all because it is stealing, but because it is dishonesty. Integrity is at stake.”

<sup>2</sup>Files/reports will be maintained by the Provost for a period of at least five (5) years after the last date of the student's enrollment or at least one (1) year after the student's actual graduation, whichever last occurs.