

Guidelines for Faculty Response to Student Academic Integrity Problems

1. Establish your own integrity expectations clearly and positively as part of the intellectual process and content of each course. See *The Ethics of Scholarship* for suggestions.
2. Explicitly address grade penalties for violations of the academic Honor Code on your syllabus, especially if these penalties lie outside the *Definitions and Guidelines* document. For example, some faculty adhere to a “zero tolerance” policy on plagiarism that results in a failing grade regardless of the severity of the offense. Students should be alerted to the existence of such a policy before it is applied.
3. If you believe you are facing a case of student academic dishonesty, consult the *Definitions and Guidelines* document, gather the evidence carefully, and then consult with the Associate Dean of the Faculty with responsibility for student academic affairs.

If you would like to use the Turnitin tool to compare your students’ work against other sources, go to Teaching Resources / Miscellaneous Tasks of Interest / [Turnitin® Integration](#) to enable Turnitin. You can also consult the Turnitin website on [assignment settings](#).

4. Talk privately with the student about your suspicions or certainty, trying to treat the issue in a relatively dispassionate and objective manner. Try not to be impressed or swayed by initial student anger, denial, tears, or special pleading; rather, address the evidence, the problem, and the expectations of the Honor Code (this advice stems from backlash problems encountered when a faculty member becomes too personally and morally connected to the student’s integrity violation). Keep a written record of your interactions with the student.
5. If you decide to respond directly to the infraction, please work within Skidmore’s integrity definitions and guidelines or adhere to the guidelines you establish on your syllabus when assigning a grade. Note that violations of the academic honor code may also impact the student’s eligibility for academic honors and distinctions, study abroad, etc., and will be reported to external agencies as appropriate. These consequences of an infraction are described in the *Sanctions and Further Impact* document.
6. Report all academic integrity infractions to the Associate Dean of the Faculty with responsibility for student academic affairs, including minor violations and violations committed by first-year students. After submitting the initial report, please send a copy of your syllabus, the assignment, the student’s work, and, for a case of plagiarism, a copy of the source material. Failure to report an infraction may help hide a recurrent pattern and also results in unequal justice.
7. Once you have reported the infraction and submitted the materials, the Associate Dean will suggest that you speak with the student (if you have not already done so); subsequently, the Associate Dean will meet with the student. You may choose to direct all further queries from the student to the Associate Dean. Regardless of whether you continue to discuss the charges with the student, do not address the academic integrity violation with the student’s parents. The infraction is protected under FERPA, and any discussion with the student’s parents not only violates the student’s FERPA rights, but risks complicating the case with incomplete or inaccurate information on the college’s judicial process. Direct parents to the Associate Dean.

8. You may prefer to request an Administrative Hearing Board review of the case. Note that a student who denies their guilt may also request a hearing. No action of the Board may set aside or modify a grade penalty that you have assigned. Further, if the integrity charge is sustained, the Integrity Board may not set aside the reporting and eligibility consequences of an infraction described in the *Sanctions and Further Impact* document.

9. If the reported infraction turns out to be a second offense, the Associate Dean is likely to call an Administrative Hearing to consider the larger picture, in which case the faculty involved in each infraction will be asked to participate, in effect, as a “witness” – either in person or in writing. Note that 95% of reported infractions are single offenses and are resolved as the individual faculty member intended and without a hearing being requested or required.