academic integrity
TOOL KIT
for faculty & instructors

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General Statement on Academic Integrity

High standards of academic integrity are crucial for the University to fulfill its educational mission. To uphold these standards, procedures have been established to address Academic Misconduct. LSU Students are responsible for submitting work for evaluation that reflects their performance. If the Student has a question regarding the instructor's expectations for assignments, projects, tests, or other items submitted for a grade, it is the Student's responsibility to seek clarification from the instructor. All students are expected to read and be familiar with the LSU Code of Student Conduct, found online at www.lsu.edu/saa. It is your responsibility as a student at LSU to know and understand the academic standards for our community.

Plagiarism & Citation Method

As a student at LSU, it is your responsibility to refrain from plagiarizing the academic property of another person and to utilize appropriate citation method for all coursework. In this class, it is recommended that you use _____ (please add the citation method appropriate for the course here). Ignorance of the citation method is not an excuse. Please see https://owl.english.purdue.edu for assistance.

One tool available to assist you in correct in-text citations is the "References" function in Microsoft Word. This program automatically formats the information you input according to the citation method you select for the document. This program also has the ability to generate a reference or works cited page for your document. The version of Microsoft Word with the "References" function is available through LSU Tigerware.

Group Work & Collaboration on Assignments

All work must be completed without assistance unless explicit permission for group or partner work is given by the faculty member. This is critical so that your performance on each assignment can be evaluated. If a group/partner project is assigned, the student may still have individual work to complete. Seeking clarification is your responsibility as a student.

Students may work together on homework assignments to learn the material but may not copy and may not divide the work amongst group members to be completed.

Use of Internet Sources

Use of internet sources to complete homework assignments is prohibited. You may use your textbook, notes and in-person tutors to understand the material. Consultation of internet tutors, answer keys, websites showing how to complete certain problems, Googling for answers to questions or to check your answers, and other use of the internet in this course is prohibited.

Artifial Intelligence (AI)

Please see page 6 for AI related statements.

These statements are meant to be helpful, but you may need to adapt the language for your course.

LSU Resources to Include

Consider adding information about supplemental instruction, tutoring through Center for Academic Success, Disability Services, Library assistance and/or Writing Lab that you feel might be helpful for your students. When listing references, provide the web address and physical location on campus.

Classroom Disruption Procedures

Share what you will do if the class is disrupted by a student. This may include asking a student to leave if they come in late to class or answer a phone call. Additionally, you may want to put a statement about healthy challenging of the instructor or course material and how you expect students to do this in your course. Some courses have especially controversial topics and it would be a good idea to address resources for students in considering the material in your syllabus; in addition to how to respond to material and classmates in respectful manners.

Group Messaging Applications & Class Emailing

Students are increasingly dependent on technology to communicate with each other and with you. Consider addressing the use of GroupMe, What's App, and other group text applications, along with sending class email messages, for your course. It is not your responsibility to patrol student communication, but if you are clear in your stance in how information from class is to be shared, it can cut down on issues with group communication technology.

Verifying Absences

Per LSU PS -22, the instructor has the final authority on accepting documentation for absences. If you require a doctor's excuse or other documentation, be prepared to check the authenticity or to submit any suspicious documents to SAA. You may want to include this in the syllabus or discuss it with the class early in the semester.

Grading Rubric/Grade Appeal

Including a detailed rubric for how you grade each assignment is helpful for students, especially the high achieving students. Be transparent for items you will take points off for and for your expectations on the grammar and use of in-text citation needed. If this is not included in your syllabus, creating individual assignment sheets and adding them to Moodle is also a good practice. Adding your College or the general LSU grade appeal policy to your syllabus can set a tone in your course where dialogue about the grade is welcomed throughout the semester. Including this information also shows the student that you take grading seriously and want it to the fair and consistent. If you need to change the student's grade back from an "I" grade, you can do so by going to myLSU, Instructional Support, then Grade Correction.
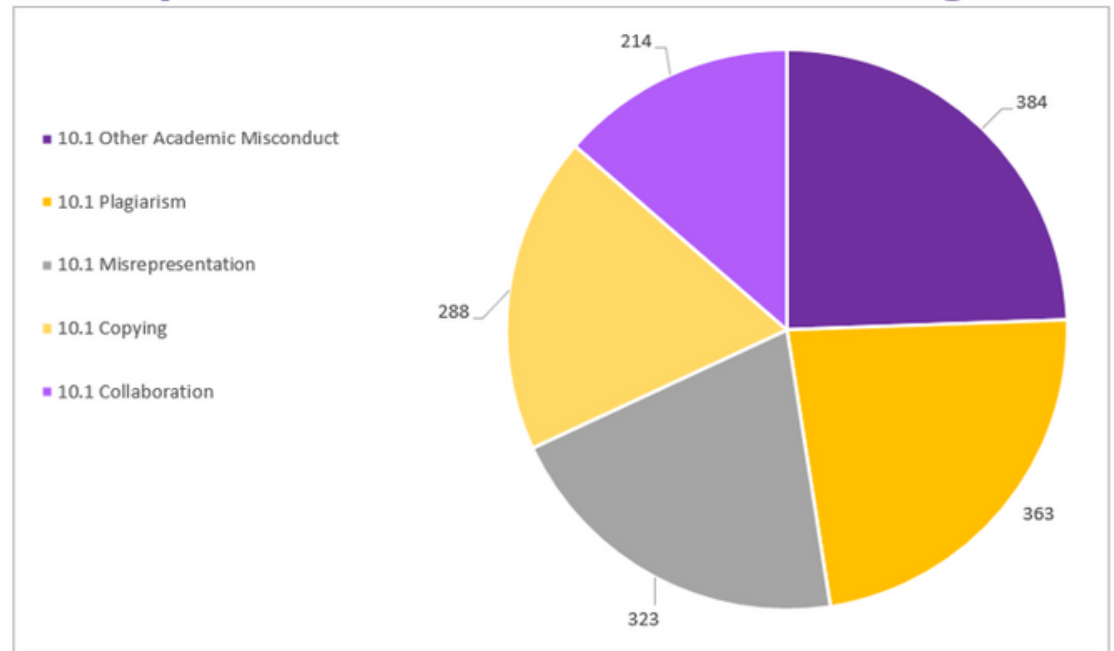
In 2022-2023, Other Academic Misconduct was the most common academic misconduct charge at LSU

Top 5 Academic Misconduct Charges

- 10.1 Other Academic Misconduct
- 10.1 Plagiarism
- 10.1 Misrepresentation
- 10.1 Copying
- 10.1 Collaboration

214, 384, 288, 363, 323

*Data is from August 1, 2022 through July 31, 2023

How do I report academic misconduct in my classroom?

1. Go to the LSU Cares page: https://www.lsu.edu/lsucares
2. Under "Academic Misconduct (For Faculty)" click "Submit an academic misconduct concern."
3. Complete the form.
4. Attach course syllabus and all relevant documentation.
5. Submit report.

Next Steps

- After an academic misconduct report is submitted, it comes to Student Advocacy & Accountability. A case is created and assigned to a hearing officer.
- The student will be sent an accountability meeting letter from the hearing officer, and the instructor will receive a Faculty Memo Letter.
- The student will meet with the hearing officer to share any information they have regarding the reported incident.
- Following the meeting, the hearing officer *may* contact the faculty member for additional information and/or to discuss outcomes for the case.
- The hearing officer will make a decision on the case and send an outcome letter to the student. The hearing officer will also send a Faculty Memo to the instructor for the outcome of the case. If the student's outcome involves a grade change, the instructor should update the grade as soon as possible.

The faculty member must adhere to the grade impact imposed by SAA.

best practices

for promoting academic integrity

1 Articulate Expectations for Online Resources

Explain to students your expectations when it comes to using the internet to complete their assignments. Compile a list of preferred online sources where students can learn more about the topics in your course.

2 INCORPORATE SYLLABUS STATEMENTS

Setting course-specific, clear expectations for students via the syllabus is important. Share your obligation to report to SAA and potential grade impacts for academic misconduct from the Code.

3 ALWAYS USE TURNITIN ASSIGNMENTS IN MOODLE

Turnitin is a plagiarism detection software that can be used through Moodle. This is a great resource that generates an originality report by matching student papers with other submitted papers and internet sources. This resource can also assist in AI detection.

4 Report ASAP

If you observe or have reasonable suspicion that academic misconduct has occurred, document the incident with as much detail as possible and include pertinent documentation. For the best educational and developmental outcomes for students, incidents should be reported immediately.

5 Create Multiple Versions of the Exam

It is best practice to have 2 or more versions of the exam in multiple choice, math-based and diagram-based exams. You may opt to have the same questions in different order or to use slightly different numbers in math-based problems. Beyond this, it is not a good idea to recycle exam questions from semester to semester -- if you do this, do not return the exam to the students once graded.

6 Do Not Disrupt the Student(s) If You Suspect Academic Misconduct During an Exam/Test

Once reported, the student will be notified of the potential violation of the Code. Allow the student to continue working on the assignment without distraction, and simply submit an academic misconduct report. If the student reaches out to you regarding the report, you can advise them that a report has been submitted, but refrain from discussing potential outcomes of their case or refer them to SAA for additional information. You may continue to communicate with the student regarding other course material.

resources & reminders

Student Advocacy & Accountability
lsu.edu/saa | 225-578-4307

for faculty & instructors

◆ Repetitively Articulate Clear Expectations

Exam and quiz instructions, expectations and procedures should be clearly stated in the syllabus and in an email sent 24 hours prior to each exam. Additionally, the lead proctor should read the same instructions to the group at the start of the exam and allow for questions prior to distributing the exam or quiz. Some instructors print the same instructions on the front of the exam.

◆ Be Consistent

Treating all students similarly is critical to protecting the testing integrity. Set rules and share consequences -- then follow them every time without exception. Be prepared that if an error is made by a proctor that the student may need to retake an exam or quiz. Ultimately, handle issues quickly and quietly during the exam or quiz.

◆ Turnitin Feedback Studio

Turnitin is a plagiarism detection software that can be used through Moodle. This is a great resource that also allows the grader to provide feedback using the Feedback Studio. Students will be able to see both comments and the similarity report in one screen, along with the grade. Use this turnitin link to view the tutorial. Other helpful information can be found at Turnitin.com. This resource can also assist in AI detection.

◆ Owl By Pudue

The Online Writing Lab sponsored by Purdue University is one of the best resources for citation, reference pages and questions about paraphrasing. Share the link with students in your Moodle course and syllabus. Here is the link to "Should I Cite This?"

◆ Know the Technology

Communication technology is always changing. Studying apps are launching everyday and cheating is becoming a big business. Stay up to date on the latest technology used by your students.

◆ LSU Center of Academic Success

The LSU Center for Academic Success offers many excellent resources for students including Tutoring, Academic Coaching, and Supplemental Instruction. The Center can be found in Coates Hall on campus and more information can be found online at https://lsu.edu/cas/.

◆ "I" Grades

Once a student has been reported for academic misconduct, please do not issue the student a grade for the work in question. If we are nearing the end of the semester, you are approved to issue an incomplete "I" grade until the matter is resolved. Once a decision has been made, you will receive an email that will inform you of the decision. You can then go in and adjust the student's grade appropriately. If you need to change the student's grade back from an "I" grade, you can do so by going to myLSU, Instructional Support, then Grade Correction.

◆ LSU Overview Academic Integrity Moodle

The LSU Overview Academic Integrity Moodle is a great resource to help students understand academic misconduct and to identify resources that they can use. Faculty can choose to have students complete this at the beginning of the semester. This course includes a review of the Code, how to avoid academic misconduct, and resources that students can access.

This can be done for extra credit or as a requirement for your course. Students can only complete this once.

Whether you permit or prohibit the use of generative AI in your course, you should review your pedagogical approach for assignments to ensure that the assignments promote your course outcomes. When determining the best approach for your course expectations, it is important to familiarize yourself with the benefits and risks of generative AI use in your subject matter. Considerations when setting course expectations:

Pros:
- Enhanced Creativity
- Time Efficiency
- Assistance for Learning Difficult Concepts
- Personalized Learning
- Accessibility
- Exploration of New Fields

Cons:
- Academic Integrity Concerns
- Dependence on Technology
- Bias and Unreliable Information
- Limited Understanding of Subject Matter
- Inhibiting Cognitive Development
- Privacy and Data Security

AI SYLLABUS STATEMENTS

Permissible Use of Generative AI:

As a partner in your learning, it is important to both of us that any assignment submission is a reflection of your work and understanding. In this course, using AI programs such as ChatGPT is permitted for the purposes of enhancing your understanding of course materials, encouraging creative exploration and supporting academic growth. These programs should not be used to produce work that misrepresents your abilities or deceives as to the conditions under which the work was completed.

If you choose to utilize AI programs to generate content, you must clearly acknowledge the use of AI generated material. Proper attribution of AI program use should include an explanation of how the program contributed to the assignment and/or your academic growth. Failing to give proper attribution to the use of AI programs in academic work will be reported to Student Advocacy & Accountability for review under the Code of Student Conduct and may result in impacts to your assignment and/or course grades.

Prohibited Use of Generative AI:

As a partner in your learning, it is important to both of us that any assignment submission is a pure reflection of your work and understanding. The introduction of artificial intelligence options to complete academic work jeopardizes my ability to evaluate your understanding of our course content and robs you of the ability to master the subject matter. Therefore, the use of generative AI programs for the purpose of completing course work is prohibited. This includes, but is not limited to, using AI-generated essays, reports, code, or any other submissions as a substitute for your own original work. If you have questions about the use of specific tools or technologies in relation to course work, seek guidance from your instructor beforehand.

Suspicions of the use of AI programs in academic work will be reported to Student Advocacy & Accountability for review under the Code of Student Conduct and may result in impacts to your assignment and/or course grades.

These statements are meant to be helpful, but you may need to adapt the language for your course.