

Managing Academic Misconduct: What Faculty Need to Know About New Revisions to the Code of Student Academic Integrity

Legal Training Session, August 27, 2025

Kaela Lindquist, Associate Dean of Students and Director of
Student Accountability & Conflict Resolution
Terry Shirley, Chair, Academic Integrity Board
Amy Kelso, Senior Associate General Counsel

WHAT'S NEW?

Revised effective July 7, 2025

University
Policy 407

Code of Student
Academic Integrity



- Updated terminology
- Added and updated definitions (**Artificial Intelligence, Cheating, Plagiarism**)
- Added a new category of prohibited behavior (**Failure to Comply**)
- Added an **Outcome-Only Hearing** option
- Added outcome of **Remediation**
- Added a new **Graduate Students** chapter
- Changed the **Informal Resolution form** from paper to electronic routing
- Updated *Procedures for Adjudication of Academic Misconduct Cases*

Purpose of Revisions

- To **align with the strategic plan** of the office of Student Accountability & Conflict Resolution
- To make the language more **understandable and functional** for our students, faculty members, and community
- To **address gaps in accountability measures**, including adding language related to Artificial Intelligence



Updated Terminology

To be consistent with the terminology used in the Code of Student Responsibility:

- Replaced the term “conduct” with the term “accountability” or “behavior.”
- Replaced the term “sanctions” with “outcomes.”

Reflective of a **spectrum approach** to addressing problematic behavior.

For **non-academic** behavior concerns, refer to:

University
Policy 406

Code of Student
Responsibility




NEW

Artificial Intelligence Definition

New definition (broad, to capture quickly-evolving technology):

Artificial Intelligence (AI) is technology that allows machines to do tasks that normally require human thinking, such as learning, solving problems, or understanding language, content creation, and/or decision making.

Included in
definitions of
**Cheating &
Plagiarism**





Updated Definition: Cheating

- Updated the definition of “**Cheating: Unauthorized Collaboration**” to include:
 - “**communicating about** and/or sharing the work or effort in an academic exercise with another individual or individuals without Authorization.”
- Updated the definition of “**Cheating: Use of Unauthorized Materials**” to include AI:
 - *Use of Unauthorized Materials* - using materials or equipment in connection with an assignment, examination, or other academic exercise which have not been authorized by the faculty member, including but not limited to, notes, calculator, websites, **Artificial Intelligence** and/or other technology.

NEW

Plagiarism Subcategories

Updated definition to break down into subcategories and to include “Artificial Intelligence”:

- ***Verbatim Plagiarism*** - Copying word-for-word a section of someone else’s work, without attribution and without quotation marks.
- ***Inadequate/Uncited Paraphrasing*** - Failure to cite the rewording of another person’s original text, and/or presenting another person’s concepts or ideas as one’s own without proper attribution. This can include, but is not limited to, changing only a few words or altering the sentence structure from the original source and/or using **Artificial Intelligence** without citation.

Definition of Plagiarism, contd.

- ***Failing to properly acknowledge a source*** - Giving incorrect and/or not including information about a source in accordance with the citation style. This may include, but is not limited to, missing in-text citations, missing or omitted sources, and/or using text generated by **Artificial Intelligence** without attribution.
- ***Self-plagiarism*** - The use of one's own previous work in another context without indicating that it was used previously.
- ***Mosaic Plagiarism*** - Patchwriting, and/or reusing a mix of words, phrases, and ideas from one or more source(s) (a) without indicating which words and ideas have been borrowed, and/or (b) without properly citing the source(s).

NEW

Prohibited Behavior: Failure to Comply

Defined as “Failing to comply with a specific instruction related to a condition of protecting academic integrity that has been clearly communicated in a particular course, syllabus, test, assessment, assignment, or other academic exercise.”

Examples include, but are not limited to:

- Student was instructed to do an environmental scan prior to starting an exam using Respondus, but fails to do the scan.
- Student was instructed to remove all items from their desk, including their cell phone, prior to starting a quiz. However, you catch a student with their phone out *before* they submit their quiz for grading.
- Student was instructed to complete the test in the classroom, but IP address shows student was at home.

Must be related to protecting academic integrity!

Visit accountability.charlotte.edu for more **examples** 🔍

NEW

Adjudication Pathway: Outcome-Only Hearing

- Resolution pathway for a when a Student **takes responsibility** for their behavior, but **disagrees** with the **proposed outcomes** offered during an Informal Resolution and/or Facilitated Resolution.
 - Student must **opt-in** to this resolution pathway.
 - Hearing Panel will still have access to evidence and can still ask questions in order to determine appropriate outcomes.



Student and Instructor/Referring Party can still make a **recommendation on outcome(s)**.

NEW

Outcome Option: Remediation

With the recognition that students can learn and grow from their mistakes, remediation may be offered for some first offenses. Remediation is designed as an **educational intervention** to prevent repeat offenses.

- Upon **successful completion** of the Remediation Workshop and associated assignment(s), the Student is eligible to have the record converted to an **internal record** that is not disclosed as part of a disciplinary record, unless otherwise required.
- Successful completion of remediation **will not** impact or change a grade penalty imposed.
- Some violations (significant and/or severe, second/subsequent violations, and **graduate courses**) are **not eligible** for remediation.

Outcome Option - Remediation, contd.

- **FERPA still applies;** Common exceptions to disclosure include:
 - Student grants someone a full release of their records (e.g., if they are applying to work for government or law enforcement), or
 - An entity has a legal right to see the complete record (e.g., for a legal proceeding).
- Remediation education & deadlines are managed by Student Accountability & Conflict Resolution.



**Student Meets with SACR Staff
Member**

Discuss behavior/concerns,
Remediation Expectations Explained



**Student Completes Assigned
Canvas Modules**

Info on Code/Expectations, Avoiding
Violations, Academic Resources



**Student Meets with SACR Staff
Member**

Discuss what Student learned;
Campus Resource Referral

NEW

Chapter 11: Graduate Students

Added a new “**Graduate Students**” chapter (Chapter 11)

- Highlights the **heightened academic integrity responsibilities and expectations** of those engaging in graduate coursework
- Applies to **all forms of academic work** including course work, lab work, thesis or dissertation work, research, teaching, and extension performed by any graduate Student enrolled on a part-time or full-time basis

Chapter 11: Graduate Students, contd.

- Outcomes imposed under the Code may have an impact on a Graduate Student's continuation in the graduate program
- Clarifies that academic work submitted in a grant application or for publication, or in the case of a thesis or dissertation, submitted to ProQuest, falls under the jurisdiction of the Research Misconduct process instead of the Code

Have questions about
Research Misconduct?

Division of
Research

Research Misconduct 

NEW

DocuSign Form

To improve the efficiency of the Informal Resolution Process, the Informal Resolution form was converted to DocuSign PowerForm.

- Reduces back and forth between Instructor and Student
- Finalized forms route to Student Accountability for processing

Learn More!

Student
Accountability

Informal Resolution
Process



PowerForm Signer Information

UNC Charlotte Code of Student Academic Integrity
(UP 407) Informal Resolution Form

For alleged violation(s) of the Code of Student Academic Integrity, some first time offenses can be appropriately addressed through an Informal Resolution. To offer an Informal Resolution, please complete the following form. Electronic signature will be required to finalize submission. Upon final submission, the form will route to the appropriate UNC Charlotte Student Accountability & Conflict Resolution (SACR) personnel for processing. If you have any questions, would like to discuss resolution options, and/or need to determine if a student is eligible for an Informal Resolution, please contact our office at 704-687-0336 or accountability@charlotte.edu.

IMPORTANT: Please use the [NinerNet@charlotte.edu](mailto:jsmith@charlotte.edu) address.

For example: jsmith@charlotte.edu (CORRECT) NOT John.Smith@charlotte.edu (INCORRECT).

PLEASE NOTE: Attachments can be viewed by all signing parties. Any attached evidence containing personal identifying information (PII) must be provided in a redacted form prior to submission. Please contact SACR if you have any questions.

Referring Instructor/Designee: Please enter your name and email to begin the signing process. If you are also the person that will acknowledge and finalize the form prior to submission, you will enter your information in two places below. Signers should be the Instructor on Record and the alleged student. If Instructor on Record is not available, please enter a Designee (i.e. Department Chair) to sign and finalize the form.

Please enter your name and email to begin the signing process.

Instructor/Designee Initiator (Email must be username@charlotte.edu)

Your Name: *

Full Name

Your Email: *

Email Address

Please provide information for any other signers needed for this document.

Student Signer (Email must be username@charlotte.edu)

Name: *

Full Name

Email: *

Email Address

Instructor/Designee Signer (Email must be username@charlotte.edu)

Name: *

Full Name

Email: *

Email Address

Begin Signing

PROCESS REFRESHER

Resolution Pathways

● Informal Resolution

- Between Student & Instructor
- DocuSign Form
- Only get one (1) during time at UNC Charlotte

● Facilitated Resolution

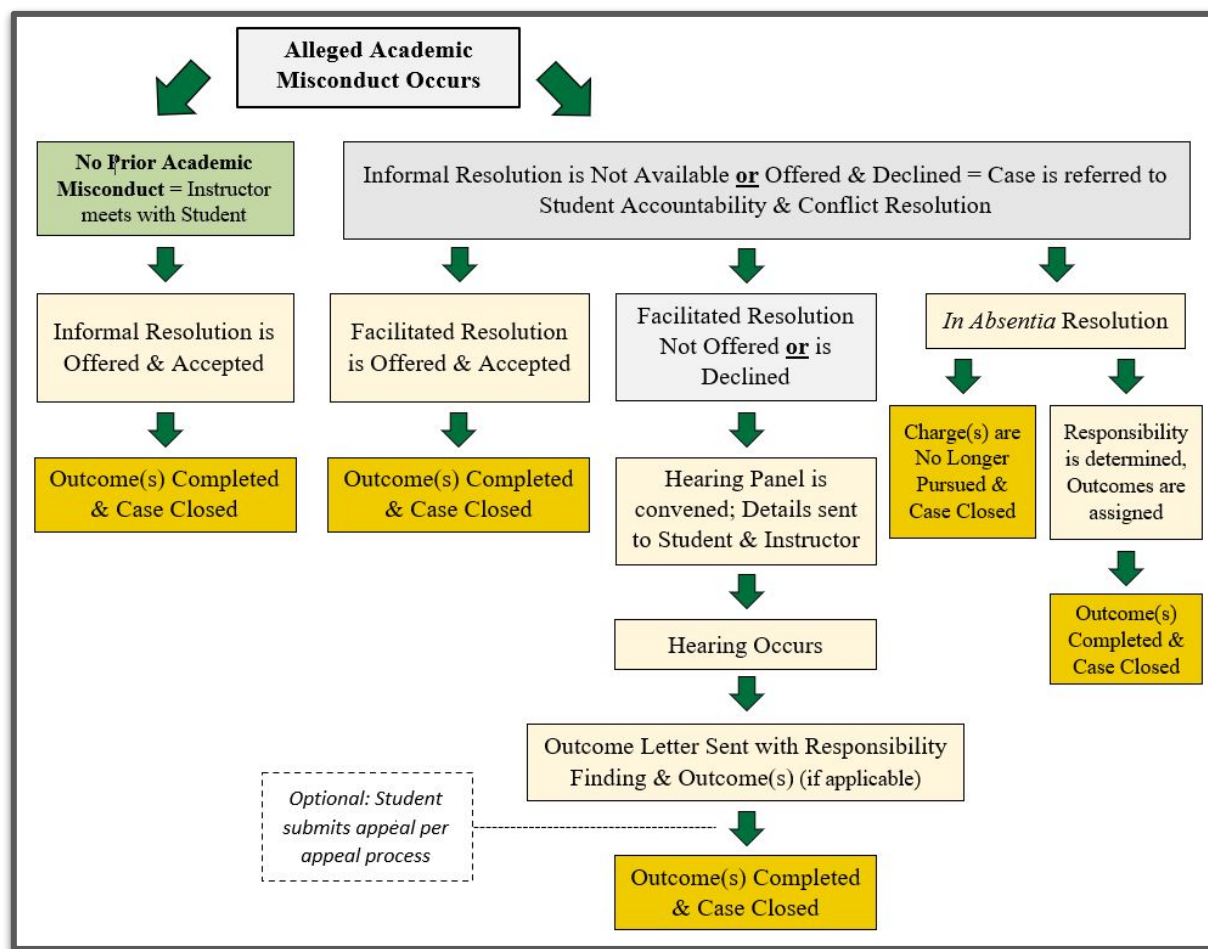
- SACR staff facilitates a resolution between Student & Instructor

● Hearing

- Panel determines 1) if a Student violated policy, and if so, 2) Outcomes assigned
- Student can request Outcomes-Only Hearing

● *In Absentia* Resolution

- If Student fails to engage with process, a decision on the case will be made based on the information available



FAQ: When should I report academic misconduct?

A common question from faculty is “should I report this?” Faculty have some discretion when it comes to enforcing policies in their classrooms. Some things to consider:

- What was the learning objective?
 - Example: If the assignment includes teaching students how to cite appropriately, then you can just deduct points (per your rubric) instead of pursuing a plagiarism charge
- Was there an academic advantage gained?
- What is the impact of not reporting?
 - Example: Two students work together on something small, but it was supposed to be an individual assignment. Instructor gives both students a zero (0) on the assignment. Both students submit a Final Grade Appeal and state due process was not followed

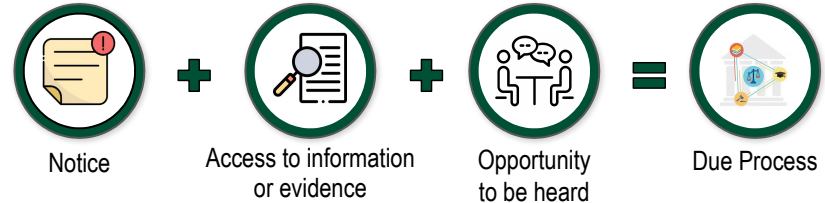
Have questions?
**Schedule a
Consultation**



or email accountability@charlotte.edu

Due Process

- The 14th Amendment affirms that students may not be deprived of the right to a public education without proper due process.
 - That means the Student needs to be told ***what you think they did wrong***, and needs to be given a chance to explain their side, share their information, and refute any evidence that they have engaged in a violation of policy.
 - A student must have notice of both the expected behavior and any proposed outcomes for that behavior.
- If you suspect an academic integrity issue, refer to the Code **before** issuing a reduced or failing grade on an assignment or in the course.
 - Issuing a student a grade related outcome for cheating or another academic integrity issue **must always** be accompanied with the offer of due process because a failing grade constitutes a threat to their enrollment.
- As a general rule, the **more serious** the consequence, the **more stringent** the due process requirements






Faculty Obligations

Faculty Members are responsible for the academic instruction and evaluation methods for all academic exercises. As such, Faculty Members should ensure, to the best of their ability, that all work submitted by Students is consistent with academic standards, including being free from the adverse impacts of Academic Misconduct. To that end, Faculty Members are obligated to:

1. **Publish, review, and enforce their expectations for academic conduct in course work, including written syllabus policy notices and/or written notices on exams and assignments.**
2. If the Faculty Member suspects that Academic Misconduct has occurred and determines that the information is sufficient to warrant an adjudication, report all such cases of suspected Academic Misconduct using the appropriate method outlined in the Code of Student Academic Integrity so a central record may be kept.
3. Faculty are expected to participate as needed in the adjudication of the suspected Academic Misconduct.
4. Engage mechanisms that discourage Academic Misconduct, such as exam monitoring, online submission of materials, etc.

Visit accountability.charlotte.edu for more **examples** 

Setting Expectations: Focus on Problematic Behaviors (not problematic tools)

 Example (Tool-Based)	 More Effective Example (Behavior-Based)	 Why This Is Better
You are not allowed to use Grammarly for writing assignments.	You should not rely on AI tools to improve your grammar, sentence structure, or tone. Developing your own writing and editing skills is a key outcome of this course. Tools like Grammarly and other AI tools are prohibited, unless you obtain written permission prior to use.	Focuses on the skill being developed rather than policing a tool. Clarifies the learning outcome (editing and revision).
Do not use ChatGPT to help you answer reading questions.	You should not use AI to summarize, interpret, or explain readings for you. These tasks are designed to strengthen your critical reading and interpretation skills. Tools like CoPilot, ChatGPT and other AI tools are prohibited, unless you obtain written permission prior to use.	Emphasizes the cognitive process students are expected to practice—comprehension, analysis, and interpretation.
AI tools like QuillBot are banned from use in this class.	You should not use paraphrasing tools or AI assistance to rewrite your work. Doing so bypasses the skill development expected in writing and communication. Tools like Grammarly, Quillbot, ChatGPT and other AI tools are prohibited, unless you obtain written permission prior to use.	Avoids naming tools, instead targeting the problematic behavior —outsourcing cognitive effort—and explains the academic impact.
Students may not use Gemini or other AI platforms to generate discussion posts.	Your discussion posts should reflect your own thinking and engagement with course material. Using AI to generate or draft posts undermines the learning community and your development as a thinker. Tools like Gemini, ChatGPT and other AI tools are prohibited, unless you obtain written permission prior to use.	Reframes the issue as a matter of academic integrity and community contribution , not tool restriction.
Use of AI tools is not allowed unless given permission.	In this course, certain tasks are designed for you to complete without outside assistance (including AI) so you can develop core skills. When AI use is allowed, it will be clearly indicated.	Provides clarity and flexibility , while reinforcing intentionality behind restrictions and expectations.



Examples of Problematic Behavior

Examples of **Cheating**:

- copying from another student's paper or receiving unauthorized assistance during a quiz, test or examination
- using books, notes, cellphones, or other devices when these are not authorized

Examples of **Plagiarism**:

- submitting as one's own work of a "ghost writer" or commercial writing service; directly quoting from a source without citation
- paraphrasing or summarizing another's work without acknowledging the source

Examples of **Fabrication**:

- inventing or counterfeiting data, research results, information or procedures
- inventing data or fabricating research procedures to make it appear that the results of one process are actually the results of several processes

Examples of **Falsification**:

- altering the record of data or experimental procedures or results
- false citation of the source of information

Visit accountability.charlotte.edu for more **examples**



What do I do if I suspect academic misconduct?

- Before you begin to navigate the process, consider the following:
 - What do I believe happened?
 - What evidence do I have to support this claim?
 - Are there other reasonable explanations?
 - Is this behavior outlined in my course expectations or syllabus as unauthorized or not permitted?
- Contact Student Accountability & Conflict Resolution to determine available resolution pathways.
 - Email is preferred; you can also call from a university-provided phone number
 - Please include student's first and last name and ID number (starts with 800 or 801)

Have questions?
**Schedule a
Consultation**



or email accountability@charlotte.edu

University
Policy 407

Procedures for
Adjudication



Disclaimer: Detection Tools

- To date, there is no detection tool that is 100% accurate
 - If you use these, understand they are a way to start a conversation, but other evidence will be needed to support a claim of academic misconduct
- **SimCheck:** *Plagiarism* detection tool available through UNC Charlotte
 - **SimCheck Reminder:** If you are using this tool or another plagiarism detection tool in your classroom, please make sure you are having students sign the appropriate [consent form](#).
- An [enterprise](#) AI detection tool is **not available** nor is one recommended at this time.
 - Both free and paid products **available are prone to error and do not meet reliability standards.**
 - Available products often do not sufficiently ensure the privacy of any data or content that is input into them.
 - *If you choose to use a generative AI detection tool against University recommendations, it is important to obtain a signed [consent form](#) when submitting student work to a generative AI detection tool to (a) notify students that you are using the tool, and (b) obtain FERPA consent and copyright permission.*



Potential Outcomes/Sanctions



Disciplinary
Warning



Resubmission of
Academic Exercise



Reduced Academic
Exercise Grade



Reduced Course
Grade



No Credit for
Course with X
Designation



Academic Integrity
Probation



Remediation



Decision Making
Workshop



Educational
Opportunities



Suspension

*Rare



Expulsion

*Extremely Rare



Degree Revocation

*Extremely Rare

Key Takeaways

DocuSign for Informal Resolutions for increased efficiency!

Remediation now available to provide balance between accountability & reportability.

Language, policy and **processes** were updated based on student and faculty feedback to address a variety of needs in our community. Refer to the most recent version of policy & process for cases of suspected misconduct.

Got questions?

Visit accountability.charlotte.edu 🔍

**Schedule a
Consultation**

or email accountability@charlotte.edu

Faculty Resources

- [Faculty Process & Resolution Options](#)
- [Rights of the Faculty Member or Referring Party](#)
- [Informal Resolution](#)
- [Facilitated Resolution](#)
- [Resolution through Hearing](#)
- [Academic Integrity Canvas Module](#)
- [Tips & Strategies for Managing Integrity in an Online Environment](#)
- [Faculty FAQs](#)
- [How to Start a Conversation about Suspected Academic Misconduct](#)