

# Academic Integrity @ UCSD

## Handbook for UCSD Staff



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**SECTION I:**

**UCSD Academic Integrity Office**

**Who We Are, What We Believe &  
What We Do**



## **MISSION**

The Academic Integrity (AI) Office promotes and supports a culture of academic integrity in order to reinforce quality teaching and learning at UC San Diego.

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**Honesty**

We pledge to be open, truthful and transparent.

We do this by:

- producing reports that are made publically available via our Website.
- publish the sanctioning guidelines
- freely providing relevant information within the bounds of confidentiality.

By doing so we:

- ensure that all interested parties are appropriately involved.
- seek to model the behavior that is expected of all members in the UCSD community.

**Responsibility**

We hold ourselves accountable for making academic integrity a priority for the University and for inspiring and helping others to take responsibility for academic integrity.

We do this by:

- training faculty and teaching assistants on policy and procedures
- informing students and staff on the Policy and procedures
- monitoring policy and procedural compliance
- maintaining detailed records so that we can track the progress of each allegation
- educating the UCSD community and its partners (e.g., K-12 schools, colleges, other universities) on academic integrity
- reviewing and conducting research on academic integrity at UCSD and beyond

By doing so we:

- demonstrate critical behaviors that are important to academic integrity on campus.

**Trustworthiness**

We strive to protect the private and confidential information with which we've been entrusted.

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These 5 values (adapted here) are the fundamental values of the International Center for Academic Integrity, of which UCSD is an institutional member. See

[http://www.academicintegrity.org/fundamental\\_values\\_project/pdf/FVProject.pdf](http://www.academicintegrity.org/fundamental_values_project/pdf/FVProject.pdf)

This is a living document that will be periodically updated. The lists provided here are neither exhaustive nor prioritized, and may change based on larger organizational changes.

We do this by:

- securing confidential information in locked cabinets or on secure computer networks.
- hand delivering and picking up of case documentation.
- requesting IDs before releasing information.

By doing so we:

- serve as a reliable and strong academic integrity resource for all members of the UCSD community.

### **Respect**

We hold our students, faculty and staff in the utmost esteem and respect their individuality and dignity, without regard for the reasons they are interacting with the AI Office.

We do this by:

- staffing our office with students who serve as a friendly and approachable “face” to their peers who use our office.
- operating with the philosophy that “good people can make bad decisions.”
- responding to inquiries in a timely manner.

By doing this we:

- seek to engender respect for the AI Office, for the Policy on Integrity of Scholarship, and for the process for resolving allegations of Policy violations.

### **Fairness**

We strive to uphold the principle of fairness and the tenets of fair process articulated in the Policy.

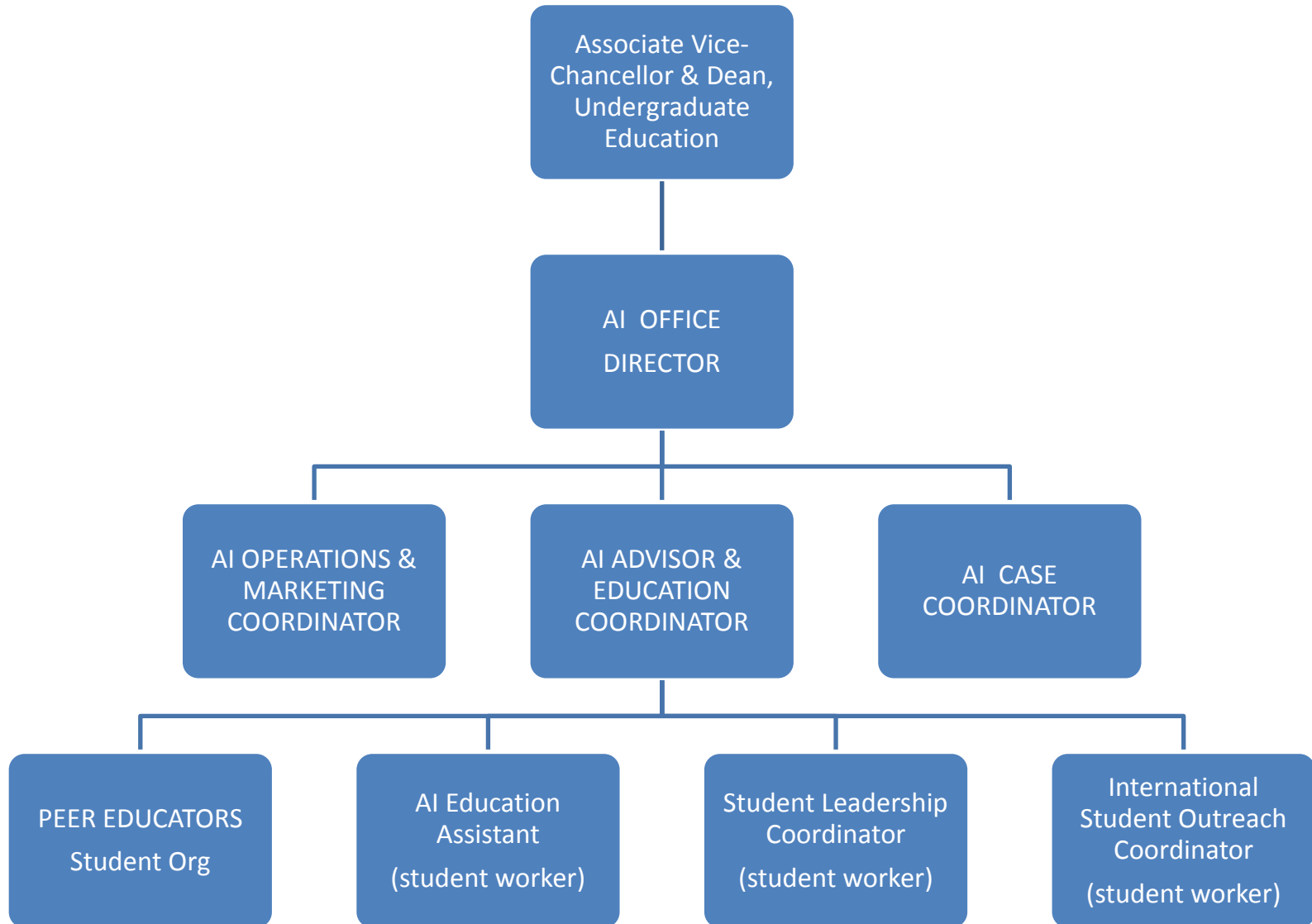
We do this by:

- working with staff and faculty to create a teaching and learning environment that students perceive to be fair because academic integrity expectations are clear, definitions of cheating are articulated, and follow-through on suspected cheating is consistent.
- training academic integrity advisors and advocates to ensure that ample support is available for students going through the process.
- directing students to other useful resources as needs dictate.
- addressing faculty issues of fairness brought to our attention.
- administering the process in a timely manner by the specified policy dates, or earlier whenever possible.

By doing this we:

- help to ensure a level playing field that gives all involved a voice and the ability to participate.

## ORGANIZATIONAL CHART





## AI OFFICE POSITION DESCRIPTIONS

### Director

In addition to overseeing the AI Office and the staff and volunteers, the Director is the primary person responsible for working with the campus community to provide academic integrity training and consultations to faculty, Instructional Assistants, and staff, as well as working closely with faculty to develop classrooms in which cheating will be the exception and integrity the norm. The Director works directly with Senate's Educational Policy Committee (EPC) on policy issues, chairs the Integrity Advisory Council and coordinates with campus partners to develop institutional strategies in support of a culture of integrity.

### Advisor & Education Coordinator

The Education Coordinator is the lead person responsible for planning and implementing academic integrity education to the UCSD student body and for collaborating with campus partners to promote and support student success and personal and professional development. The Education Coordinator leads the Peer Educator program, is the primary instructor for the Academic Integrity Seminar, and the coordinator of other educational opportunities for students related to academic and professional integrity. You should contact the Education Coordinator if you would like to talk about student education/development or about the educational sanctions students take as a result of an academic integrity violation.

### Case Coordinator

The Case Coordinator manages cases of academic integrity violations and facilitates cases through the process. The Case Coordinator provides training, education, and advice to the campus community on policy and process issues, as well as on case resolutions. You should contact the Case Coordinator if you need to talk about a current academic integrity violation allegation.

### Operations & Marketing Coordinator

The Operations & Marketing Coordinator serves as the first point of contact to students, faculty, other campus units and the community, and oversees the flow of advising services for the Academic Integrity Office. In addition, the Coordinator maintains the AIO website, creates marketing materials, and supports all other AIO programming. You should contact the Operations & Marketing Coordinator if you have an overall question about the AIO or the Policy, or if you don't know who else to call!

### Student Workers

We have three student workers, all of whom come from the ranks of the Peer Educators. The AI Education Assistant works with the Education Coordinator to educate students after a violation but also to spearhead our preventative educational outreach to the entire student body, as well as local high schools and colleges. The Student Leadership Coordinator works with the Education Coordinator to lead the Peer Educator team, providing social experiences, training, retreats, and support throughout the year, as well as making connections to other student leaders. The International Student Outreach Coordinator works with the Education Coordinator, the AI Education Assistant, and the International Office to ensure that the academic integrity educational and information needs of our international student population are being met.

## Peer Educators

Integrity Peer Educators are important members of the AI Office Team----their importance is in the name!

PEER = a student who has a good understanding of what their fellow students might be experiencing, feeling, thinking.

EDUCATOR = someone who facilitates another's learning, as well as their personal and professional development

As you might expect, academic integrity is an important topic to address with students, but also a sensitive one (e.g., some students might think that we're addressing it with them because we suspect them of the opposite behavior – cheating!). So, sometimes this topic is best addressed on a peer-to-peer basis. Peers can relate to the factors (e.g., stress, pressure, cultural misunderstandings, confusion) that might lead a student to violate academic integrity standards and this relatedness can help them connect with the students and then facilitate their learning about academic integrity.

And, Peer Educators may be less scary to students than faculty or administrators (who “just don't get us” and “are only here to punish us”)! Let's face it – although we'd like students to come to the AI Office as a prevention resource center, most students don't encounter us until they have been accused of cheating. So, we need to make the Office as welcoming and friendly as we possibly can!

Integrity Peer Educators volunteer in the AI Office to:

- Advise students
  - When accused of violating academic integrity, students often seek out advice about the Policy on Integrity of Scholarship, the process for resolving the allegation, and the impact that the allegation will have on their future. Peer Educators serve in this advising role.
- Facilitate learning in AI Seminar & other Educational Workshops
  - Many students are assigned to take the Academic Integrity Seminar or other Educational Workshops after they have violated academic integrity standards. Peer Educators assist by meeting one-on-one with students, leading small group discussions, and actively participating in, and leading, lessons.
- Educate the public
  - Peer Educators help educate students, faculty, staff, potential students and the larger community on academic integrity by making presentations, talking to people at events (e.g., Admit Days, study breaks, etc.), and even tweeting or making facebook posts!

**SECTION II:  
HOW WE VIEW  
ACADEMIC INTEGRITY @ UCSD**

## What is academic integrity?

We adopt the International Center for Academic Integrity (ICAI)'s definition of academic integrity – having the courage to uphold honesty, responsibility, respect, fairness, and trustworthiness even when it is difficult to do so. Our goal is to help every UCSD student excel with integrity and we do this primarily by working with campus partners to promote and support a culture of integrity.

A culture of integrity is one in which the norms, values and behaviors support integrity rather than cheating, and therefore is one in which cheating is the exception and integrity is the norm.

This means that even in a culture of integrity, cheating will still occur.

This is because even good people can make bad decisions when uninformed, stressed, pressured or tired. And, this is also because in every environment, there are people who will choose to act in ways that are not aligned with the cultural norms and values.

At UCSD, we believe that the majority of students who violate academic integrity standards do so as good people making bad decisions. And thus, every incident of an academic integrity violation is a potential teachable moment.

Unfortunately, cheating is often overlooked and has arguably become tolerated in colleges and universities. It IS impossible to prevent all cheating, but **the goal of the Academic Integrity Office is to help UCSD make cheating the exception and integrity the norm, while helping students learn from their own integrity violations.**

## What is cheating?

At UCSD, we define cheating as any behavior that undermines the integrity of material submitted for academic credit (hence the term “academic integrity violations”).

This means that someone can cheat by facilitating a violation by others or by committing the violation themselves.

We categorize academic integrity violations into 5 different types: Assignment/Homework Misconduct (e.g., working on an independent assignment with others; copying an assignment from another), Exam Misconduct (e.g., copying from a neighbor's exam; using an unauthorized aid), Falsification/Fabrication (e.g., altering a graded exam and submitting it for regrade; presenting a false excuse to delay an assessment), Fraud (e.g., having an assessment completed by someone else), or Plagiarism (e.g., submitting an assignment that contains material copied from an unattributed source).

## How common is cheating?

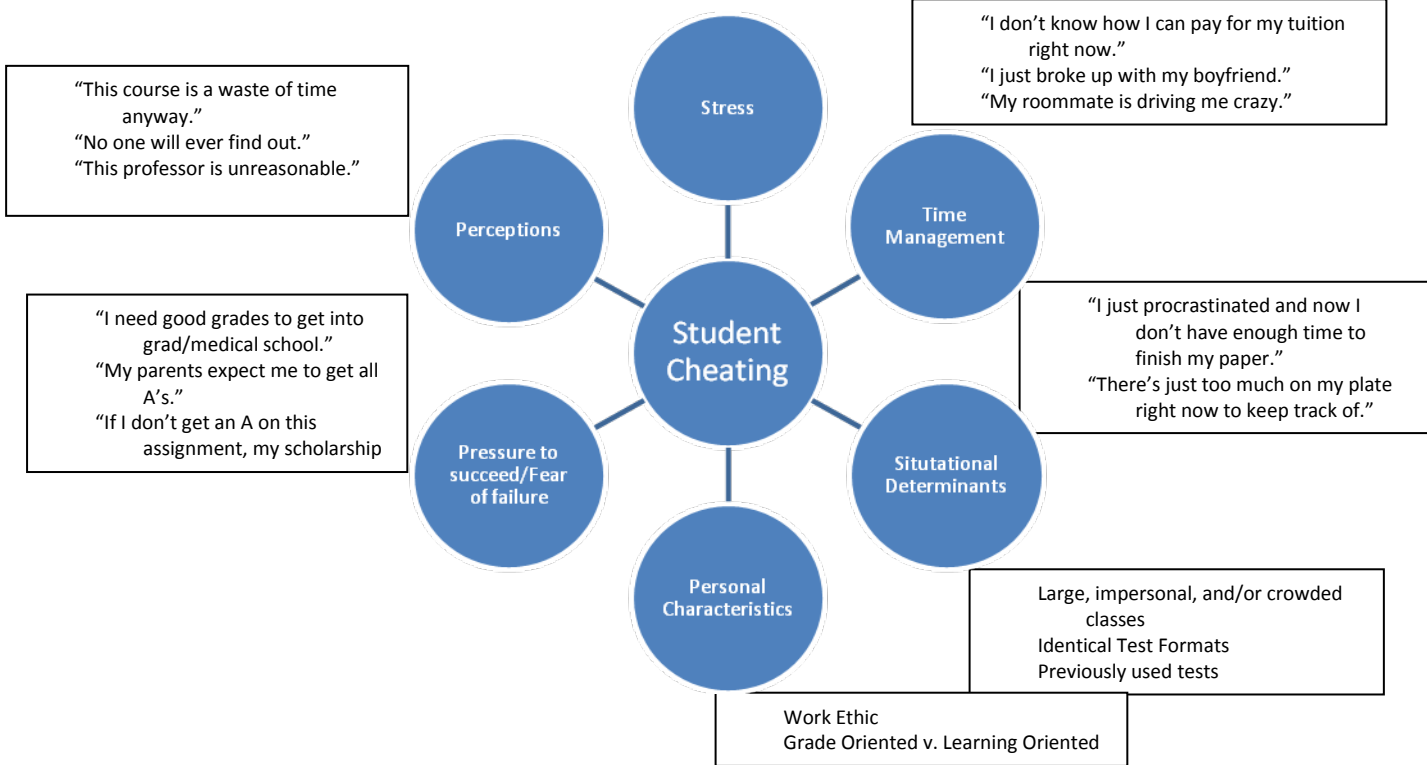
- Cheating continues to be endemic at colleges and universities
- 21% students admit to exam cheating, 50% admit to plagiarism, and 8% admit to copying another person's work at least once in a year<sup>2</sup>
- In recent years, new technologies, increasing use of collaboration in the classroom, and growing competition to succeed have provided new challenges
- Since 2012, the AI Office receives an average of 660 cases per year, although the number has steadily increased each year (from 549 cases in 2012-2013 to 873 cases in 2015-2016).

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<sup>2</sup> McCabe, D.L. (2005). Cheating among college and university students: A North American perspective. *International Journal for Educational Integrity*, 1 (1), 1-11.

## What causes students to cheat?

This is actually a complicated question to answer as there are many factors that can lead a person to cheat.



## Why is cheating detrimental?

- Deprives students of important learning opportunities and demonstration of knowledge
- Reduces the ability of the teacher to honestly and fairly evaluate student's independent knowledge and abilities
- Undermines the value of grades and degrees
- Erodes the teaching and learning mission of the university

## How do we counter a culture of cheating?

### Instructors & Instructional Assistants

- Clearly state academic integrity policy at the beginning of the class, clearly defining what is/is not allowed
  - Clarify the possible consequences of cheating
  - Utilize Turnitin to identify potential plagiarism
- Require draft versions of papers and provide feedback to minimize procrastination
  - Use different versions of/don't re-use exams
  - Use essay format rather than multiple choice answers
- Space students apart and use adequate number of proctors during tests
- Require students to leave personal items at the front of the room during tests
  - Require students to show/explain their work
  - Report students suspected of violations promptly
- Model integrity, be consistent with espoused values
  - Infuse integrity into the curriculum

### Students

- Be responsible, educate yourself on your obligations as a student by reading the conduct policies
  - Develop a plan to follow when you face an ethical dilemma
  - Set an example for fellow students
  - Give yourself enough time to do your homework
- Don't share/collaborate on work without permission from your professor
- Always check with your professor/TA if you have a question on what is allowed
  - Cover your exams while you are working
  - Don't bring unauthorized cheat sheets to exams
  - Notify your professor if you see cheating
- Become a Peer Educator to help promote academic integrity

### Who is responsible for Academic Integrity?

### Administration

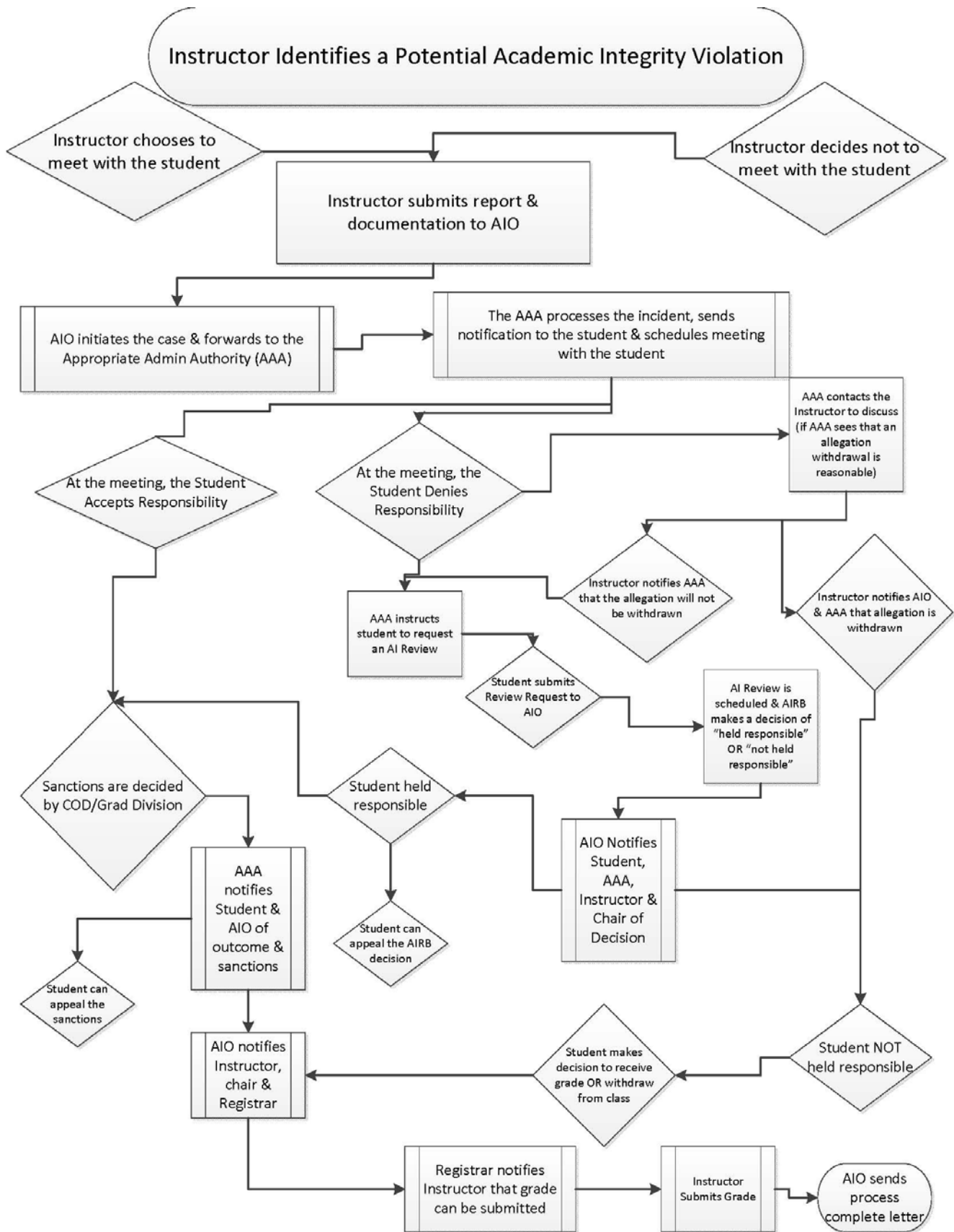
- Provide students/faculty with the resources needed to fulfill their responsibilities
- Provide clear information on policies, procedures, and consequences
- Set up policies and programs that develop and support actions of integrity
- Provide students with opportunities to develop ethical reasoning skills and moral judgment, and to learn from mistakes
- Model integrity and be consistent with espoused institutional values
  - “Brand” academic integrity so it becomes part of the institutional identity
- Ensure due process for students alleged of misconduct

### Parents, Community, & Alumni

- Support and model ethical behavior
  - Value learning more than grades
- Set high expectations within the bounds of honest effort
- Encourage students to assess strengths and weaknesses and to set realistic goals
  - Show appreciation for hard work

For more information about academic integrity and cheating in school, you can borrow books from the AI Office Resource Library, including books written by our very own Dr. Bertram Gallant.

# **SECTION III: UCSD'S Academic Integrity Policy & Processes**





# Policy on Integrity of Scholarship

## Glossary

The language we choose to use is critical for communicating the essence of academic integrity, the Policy, and the process. Academic integrity is a central value of higher education, but so is education, including the education and development of students who may violate the Policy. Thus, we try to avoid language that is legalistic, adversarial, or condemnatory in order to help create an atmosphere that is collegial and focused on learning. In other words, our language can help protect our institutional integrity.

As UCSD community members, we encourage you to adopt this language and help us create an educative, fair, and just system.

Word/Term	Definition
AAA	The AAA (Appropriate Administrative Authority) meets with the student once a violation has been reported to the AI Office. The AAA will either be a college dean of student affairs, the Assistant Dean of Graduate Division, the Summer Sessions Director or the Extension Studies Registrar (depending on the students involved in the case)
Academic Integrity Seminar	An educational opportunity taken by many students after a confirmed academic integrity violation. The Seminar leverages the teachable moment that comes from the experience. See Section IV for more information.
Academic Integrity Violation	A student's action or behavior that undermines the academic integrity standards of the University.
Academic Sanction	The grade penalty that an Instructor can give in response to a confirmed academic integrity violation.
Accept Responsibility	When the student meets with the AAA, they can agree that their behavior violated academic integrity standards.
Administrative Sanctions	The sanctions (warning, disciplinary probation, suspension or dismissal) that are imposed by the AAA in response to a confirmed academic integrity violation.
AIRB	The AIRB (Academic Integrity Review Board) is a group of faculty, undergraduates, and graduate students appointed by the University to review and decide on alleged violations of academic integrity when the student has not accepted responsibility.
Allegation	The report that a student's behavior has potentially violated academic integrity standards
Allegation	A decision that the Instructor can make if new evidence suggests that the student did not violate academic integrity standards (this can only be done before the student

Withdrawal	accepts responsibility or is held responsible)
Appeal	The process by which a student can ask the Council of Provosts or the Dean of Graduate Studies for a new Review (after they've been held responsible) or a reduction in the imposed sanction (after they've accepted responsibility or been held responsible by the AIRB)
COD	Council of Deans, a body made up of the 6 College Deans of Student Affairs. COD imposes the administrative/disciplinary sanctions for academic integrity violations committed by undergraduate students.
COP	Council of Provosts, a body made up of the 6 College Provosts. COP hears student appeals of AIRB decisions or COD sanctions for undergraduate students.
Held Responsible	A decision of the AIRB that a student violated academic integrity standards.
Instructor	The Instructor of record for the course in which the policy violation allegedly occurred.
Involved Student	The Student who is suspected of being involved in the academic integrity violation.
Not Held Responsible	When the AIRB finds insufficient evidence to hold the student responsible. The allegation is removed from the student's record and the student has the option of receiving the grade earned or retroactively withdrawing from the class in question.
Panel	Short form for Academic Integrity Review Board Panel. The Panel is comprised of 3 faculty, 1 undergraduate, and 1 graduate student members (or at least 2 faculty and 1 student member) and they gather to review allegations of academic integrity violations.
Policy	Short form for the "UCSD Policy on Integrity of Scholarship"
Policy Violation	Another term for "academic integrity violation".
Relevant Party	A person who has relevant information pertaining to the Policy violation allegation under consideration by the Panel. A Relevant Party is most often a teaching assistant, a UCSD instructor, or a UCSD student who must be present at the Review.
Review	Short form for Academic Integrity Review, the forum in which a student can have the AIRB review the alleged academic integrity violation.

## Academic Integrity Violations Process: Campus Players & Roles

<p><b>Academic Integrity Office (AIO)</b></p> <p>Ext. 22163  <a href="mailto:aio@ucsd.edu">aio@ucsd.edu</a>          301 University Center</p>	<p>Functions as the central administrative office for managing the Policy on Integrity of Scholarship and its corresponding processes. <u>Holds no authority for initiating, dismissing, or resolving allegations.</u></p> <p>Responsible for educating the campus community on academic integrity.</p>
<p><b>AS Office of Student Advocacy</b></p> <p>Email: <a href="mailto:asadvocacy@ucsd.edu">asadvocacy@ucsd.edu</a>          Phone: 858 534-5290          4th floor Price Center east</p>	<p>An Associated Students Office with student staff who help students in conflicts with the University. Students may be accompanied by an Advocate in an Academic Integrity Review. Student advocates are not required to have training by the AIO.</p>
<p><b>Academic Integrity Review Board (AIRB)</b></p>	<p>A body of faculty, undergraduate and graduate students who review contested allegations of Policy violations and make determinations of a student's responsibility. The review board in an objective and impartial panel. They examine evidence and make a determination of what most likely occurred. This is not a trial and they do not use courtroom rules or standards.</p>
<p><b>Appropriate Administrative Authority</b></p> <p>Contact through each college or Graduate Division</p>	<p>Deans of Student Affairs (undergraduates) and the Assistant Dean of Graduate Studies (graduate students) meet with students about Policy violations. Their job is to review the allegation with the student. They are also responsible for sharing with the student their options (i.e., accepting responsibility or contesting the allegation) and the likely sanctions that will result.</p>
<p><b>Instructors</b></p>	<p>Instructors are the only persons who can officially submit a report to the AIO. They are ethically obligated to report suspected cheating to the AI Office. Professors participate in the AI Review if one is requested by the student.</p>
<p><b>Instructional Assistants</b></p>	<p>The IAs are also ethically obligated to report cheating to the Instructor and can submit official reports to the AIO on behalf of the Instructor. They may also participate in an AI Review.</p>
<p><b>Integrity Peer Educator</b></p> <p>Ext 42715  <a href="mailto:integrity@ucsd.edu">integrity@ucsd.edu</a></p>	<p>A student who volunteers and received training to act in the role of advisor on process &amp; policy. They are available for office hours, act as role models, and are leaders in educational and outreach activities.</p>
<p><b>Ombuds Office</b></p> <p>Phone: (858) 534-0777</p>	<p>An impartial and confidential office to which students can go to for assistance/advice in resolving conflicts with another party. The Ombuds Office does NOT get involved in the process, they usually just talk with the student and refer them to other people/offices.</p>
<p><b>Provosts/Dean of Graduate Studies</b></p>	<p>Provosts (undergraduates) and the Dean of Graduate Studies (graduate students) review student appeals of the administrative sanctions and/or the AIRB determination of responsibility.</p>
<p><b>Student</b></p>	<p>Students are expected to abide by academic integrity standards and, if alleged with a violation, follow the Policy and process and, most importantly, admit responsibility if they did violate the Policy.</p>

## Integrity of Scholarship Fundamentals

At the University of California, San Diego, the standards for the completion of academic work by students enrolled in official University undergraduate and graduate courses are stipulated in the [Policy on Integrity of Scholarship](#) (the “Policy”). The Policy falls under the jurisdiction of the Academic Senate, specifically the Educational Policy Committee (EPC), but its daily implementation is overseen by the Academic Integrity Office (AI Office).

In a complex academic world in which the rules for academic conduct are often vague and implicit, the intent of the Policy is to help members of the community understand their responsibilities and the process for resolving disputes over rules and allegations of rule violations.

The Policy covers the following topics:

1. Instructors’ Responsibilities
2. Students’ Responsibilities
3. How allegations of Policy violations are processed and by whom
4. How allegations of Policy violations can be resolved and decisions appealed
5. How upheld allegations are recorded in the students’ records

Briefly, the Policy states that:

1. Instructors are first responsible for explicating the standards for academic work in their class and the expectations for the completion of each academic assignment. Second, they are obligated to report Policy violations if they intend on academically sanctioning a student for academic misconduct.
2. Students are responsible for completing their work in compliance with standards.
3. The appropriate administrative authority is responsible for meeting with the Involved Student and facilitating a resolution.
4. If the Involved Student does not accept responsibility for the Policy violation as alleged, the Academic Integrity Office is responsible for scheduling an Academic Integrity Review (Review) in front of the Academic Integrity Review Board (AIRB)
5. A Panel comprised of 3 faculty, 1 undergraduate student, and 1 graduate student from the AIRB is responsible for reviewing the allegation with the Instructor and Involved Student and making a determination of “held responsible” or “not held responsible” with respect to the Involved Student’s Policy violation.
6. If the Involved Student is “held responsible” by the Panel, the appropriate administrative authority imposes disciplinary sanctions and the student’s Instructor imposes an academic sanction.

## Student Rights

As mandated by law and ethical principles, students have a fundamental right to a fair process which includes the “right to receive notice” of impending disciplinary action and the “right to be heard” before disciplinary sanctions are imposed on them by the University.

The “right to receive notice” is fulfilled by the Instructor reporting the allegation to the AI Office, the AI Office notifying the Appropriate Administrative Authority (AAA), and the AAA sending a notification from the student. The Student has 12 business days from the date of the notice to accept or deny responsibility for the Policy violation.

The “right to be heard” is nominally fulfilled by providing the Student the opportunity to meet with the AAA. In line with the majority of higher education institutions, UCSD takes this right one step further to allow the student the right to be heard in an Academic Integrity Review by an unbiased Panel of community members (the AIRB).

The Review is a fundamental component of this right to a fair process, as it provides the student the forum to be heard by an unbiased, impartial panel of faculty and students, members of the University community who have a particular interest in ensuring integrity in academics as well as in the Policy and process itself.

## The Academic Integrity Review: Purpose & People

### The Purpose of the Review

The purpose of the Review is to provide students with the opportunity to be heard by a fair and impartial panel of faculty and students. To ensure a fair process, Reviews follow a standard format. Reviews are fundamentally educative and investigative in nature, and thus rules of evidence used in legal proceedings do not apply. Participating members should expect formality and a seriousness of purpose within a non-adversarial atmosphere.

Before the Review, the involved instructor and student(s) are asked to present, in writing, information that is relevant to the allegation. The Academic Integrity Review Board Panel (the “Panel”) assigned to review the allegation will examine that material and then ask the Instructor and Student (and any other relevant parties) into the room to engage in a discussion about the allegation and the available facts. The Panel will ask questions of the relevant parties and the relevant parties can ask questions of each other.

The Panel should use the written information as well as the answers to the questions posed during the Review to **determine if it is more likely than not that the student’s actions violated academic integrity**. Factors that bear on the gravity of the violation are not to be considered by the Panel. At UCSD, we use the language “held responsible” or “not held responsible” in the final determinations to further emphasize that these are administrative and educational, not legal, proceedings.

### Role of the Academic Integrity Office

The Academic Integrity Office (AI Office) is responsible for scheduling and coordinating Reviews, which includes:

1. notifying the involved parties of the day, time, and location of the Review
2. scheduling the Panel members and appropriate Review locations
3. supplying recording equipment to the Presiding Officer
4. drafting the Briefing Packet based on information provided by the instructor and student
5. sending the Briefing Packet at least 5 business days before the Review to the involved student(s) and instructional team
6. providing sufficient copies of the Briefing Packet for each member of the Panel and other participants in the Review

### Role of the Presiding Officer

Once assigned to a Review, an AAA, serving in the role of Presiding Officer, is responsible for:

1. reviewing the Briefing Packet prior to the Review
2. responding to requests/questions from parties to the Review
3. presiding over the Review, including specifically:
  - a. ensuring the Review is recorded;

- b. making decisions on the relevancy of any additional parties;
  - c. judging the relevance of additional evidence not previously included in the Review Packet;
  - d. ensuring that all participants are informed of their responsibility to tell the truth and to respect the confidentiality of the information disclosed during the Review; and,
  - e. rendering decisions on any procedural questions, requests, or issues that may arise, prior to, or during the course of the Review.
4. after the Review, and within five academic days, conveying the Panel's decision to the AIO, who will send out the report to the relevant parties.

### Role of Panel

Academic Integrity Reviews are heard by a Panel of 3 faculty, 1 graduate student, and 1 undergraduate student who are chosen from the full Academic Integrity Review Board (AIRB). Only the Panel decides whether or not a Policy violation occurred; the Presiding Officer serves as a non-voting facilitator of the Review. (Allegations can be heard by a panel of 3---2 faculty and 1 student---should the need arise)

The responsibility of the Panel is to serve impartially, assess all information presented at the Review, and render a decision based on a preponderance of information whether it is more likely than not that the student violated the Policy on Integrity of Scholarship. The standard "preponderance of evidence" is reached when the information presented, having been fairly considered, produces the stronger impression and has the greater weight, and is more convincing of its truth when weighed against information to the contrary. The decision of the Panel shall be determined by a simple majority of voting members.

### Role of Involved Student(s) & Instructor

The role of the Involved Student(s) and Instructor are quite simple---they are to present information that will aid the Panel in making a fair and informed decision. They are expected to be honest and transparent, without intent to obscure or convolute information.

### Role of Advocacy

According to the UCSD Associated Students' Standing Rules, the Office of Student Advocacy "exists to inform, advise and represent individual students experiencing academic or administrative conflicts with the University." And specifically, individual student advocates "advise and represent students in University hearings." The AS Standing Rules (specifically Chapter 4, p. 7-8), then, make explicit two roles of the Student Advocate (herein the "Advocate") in relation to the Policy on Integrity of Scholarship (herein the "Policy"):

1. Prior to the Review, the Advocate acts as advisor to the Student, informing him/her of the process, helping him/her prepare for the Review, and informing him/her of related rights and responsibilities; and,
2. During the Review, the Advocate can represent the Student during the Review.

Given that the purpose of the Review is to provide an unbiased panel (herein the "Panel") with sufficient information to make informed a fair decision regarding a policy violation allegation, we also believe that there is a third, more implicit, role the Advocate plays:

3. Help facilitate, and not obfuscate, the presentation to the Panel of all available information relevant to the allegation under consideration.

Though the inclusion of an Advocate can appear “legalistic,” we believe that an advisor role (which is the role Advocates are to fulfill) for students can be helpful for two reasons. First and foremost, the review can be an intimidating and confusing process for many students, particularly those who are young and for those whom English is not a first language. Such intimidation and confusion can interfere with his student’s ability to provide the Panel with all of the available information relevant to the allegation under consideration.

Second, the ability of the panel to make informed and fair decisions is strongly shaped by the information that emerges during the question and answer portions of the reviews. The presence of an advisor may help the student remain more professional, calm, and informative during the question and answer portion. Of course, this ultimately depends on the parties involved.

#### Role of Additional Relevant Parties

The two main parties to an Academic Integrity Review are the Instructor for the course and the Student alleged to have violated academic integrity. Oftentimes, however, there are additional university parties (typically instructional assistants, other students from the class, or examination proctors) with relevant knowledge about the allegation or incident who should also be present and available for Panel questioning.

Relevant parties may be present for the entire Review or only during the time they are being questioned by the Panel. Normally, teaching assistants and other instructional staff are present for the entire Review. If they are not present for the entire Review, either the Involved Student or Instructor can ask them to come in when necessary to answer Panel questions.



# SECTION IV: AI SEMINAR & OTHER EDUCATIONAL WORKSHOPS

After an academic integrity violation, a student can be assigned to take any number of educational learning opportunities. This is one way in which we leverage the violation for a teachable moment.

The following pages describe the different educational opportunities afforded to students. The AI Seminar is the most commonly assigned opportunity and the AI Office educates about 500 students per year through the Seminar.

Overall, we receive high ratings from students on all of our educational opportunities.

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### What Past Students Have Said About AI Seminar:

**“It was welcoming that our individual cases were not brought up and that we were clearly here to discuss and learn about Academic Integrity & not just as punishment. The openness and friendly discussions were good.”**

**“I really appreciated the instructor's and TA's objectiveness and how they connected to the students. They weren't strictly 'by-the-rules' in that they considered arguments both for and against the rules of the university. I thought it widened my perspective about academic integrity.”**

**“I liked the way the instructor felt comfortable with the students and asked us to participate. That played a major role in my understanding.”**

**“I honestly thought the seminar would be boring and I was pleasantly surprised at how engaging it was and how friendly the instructor and peer educators were. I immediately felt like I could talk to them. The seminar made me think of things in ways I had never approached before.”**

**“Every UCSD student should have to take this class!”**

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# ACADEMIC INTEGRITY SEMINAR OVERVIEW

## PURPOSE

The purpose of this seminar is to provide students a structured opportunity to learn from their experience, develop their ethical decision-making skills, and learn more about academic integrity and cheating at UCSD.

## LEARNING OBJECTIVES

The participants in this seminar will:

### *Identify:*

- underlying ethical and moral principles of academic integrity
- the importance of academic integrity to all stakeholders (self, instructor, UCSD, and society)
- one's own beliefs about "legitimate academic work" and how these align (or do not align) with academic integrity expectations at UCSD

### *Explore:*

- the contributing factors to academic misconduct on campus
- one's personal experience---what led to the decision to act and what can be learned
- ethical decision making strategies and the resolution of "right versus right" dilemmas

### *Develop:*

- a personal goal statement/vision for engaging in academic work with integrity
- a strategic plan for addressing weaknesses that lead to integrity violations
- a list of ethical/honest solutions to common ethical dilemmas

## FORMAT

The format of this seminar is structured to address individual student needs/unique situations while attending to larger/common organizational concerns with academic misconduct. Students have the opportunity to actively develop notions of ethics in relation to academic integrity by reflecting on ethical scenarios while connecting them to broader ethical conceptualizations. We will accomplish this through *a one-on-one peer advisor consultation, four face-to-face class meetings, and out-of-class assignments*, allowing student's time for reflection and learning. Trained Peer Educators, along with the seminar instructor, will work with students in seminar, as well as be available to work one-on-one with students throughout the seminar experience according to the student's individual needs and requests.

**SEMINAR EXPECTATIONS AND STANDARDS**

In order for the seminar process to function well, the following rules and expectations must be respected and observed by all students, Peer Educators, and Instructors.

1. **Punctuality.** Respecting time boundaries is a key component of this seminar process. As meeting times are limited and schedules are precisely planned to maximize learning opportunities, it is expected that you be on time to all meetings.
2. **No cell phones, laptops, or other communication devices should be on during seminar or one-on-one meetings.** Staying present to other individuals and/or groups without external distraction is fundamental to ensuring that all members have the opportunity to learn from one another.
3. **Confidentiality.** Although individuals are not obligated to share personal information about themselves or their violation, the seminar is designed as a safe space wherein individuals can feel free to discuss information that is considered personal and/or private. Thus, by participating in this seminar, you may learn confidential and personal information about other students. Communicating such information in any way that it may be attributed to an individual is not permitted. However, you should feel free to share what you learn or insights you've gained.
4. **Participation and Respect.** All individuals, including students and the instructional team, have experiences and opinions that enrich learning in the seminar process. Each individual's participation may vary; you are expected to participate as works for you in the seminar process through small group discussions, large group discussions, and one-on-one meetings. The goal is not to speak for the sake of speaking, but rather to enrich the learning process through consistent participation. You will find that if you are open to participation, you will feel activated to discuss various topics at various times in an instinctive manner. Participation also relies on the expectation of *respect* for others ideas, opinions, and values. Such respect may come in the form of sharing time in discussions for all individuals to speak, as well as listening and learning from differing viewpoints.
5. **Meeting Deadlines.** Seminar assignments are designed with the intent of reaching specific learning outcomes, wherein deadlines are set at key points within the seminar process. Time management and meeting all deadlines is required. If for any reason, you cannot meet a deadline, please immediately contact the instructor.

**GRADING:**

There are only two grades for this seminar--- Pass or No Pass. You must receive a Pass in order to have fulfilled your obligations as agreed to with your Dean.

PASS - complete a one-on-one peer meeting, attend all seminar meetings on time, submit all assignments by the deadline and with clear thought & engagement, participate in the seminar activities and discussions, and meet all outlined seminar expectations and rules

NO PASS - fail to do ANY of the above

## Educational Workshops (Academic Integrity)

Students may be assigned to take any of the following workshops as a result of academic integrity violations.

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### **Collaboration: How We Stand on the Shoulders of Others with Integrity**

**WORKSHOP DESCRIPTION:** Students are often asked to work together to produce a project, a report, or a presentation of some sort or even critique other students' papers in order to share ideas on how to improve their writing. While some students understand the difference between these kinds of collaboration, others have difficulty sorting out collaboration from copying or plagiarism. This workshop is designed to help students acquire a basic understanding and/or deepen their understanding of the line between collaboration and plagiarism.

**INSTRUCTIONS FOR ENROLLING:** When a workshop date becomes available, the AI Office will email you the instructions for enrolling. If after you receive the email from the AI Office you fail to enroll in a workshop, show up to a workshop, and/or complete the workshop by the deadline, a \$25 fee will be imposed and a HOLD will be placed on your student account until you complete the workshop. A HOLD means that you cannot conduct register for courses, add or drop courses, request transcripts, or file for graduation. **QUESTIONS?** Contact the Academic Integrity Office - (858) 822-2163 or [aio@ucsd.edu](mailto:aio@ucsd.edu)

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### **Documented Essays: Managing the Research and Writing Process**

**WORKSHOP DESCRIPTION:** This workshop will focus on managing the research and writing process. Normally we will discuss why people use and acknowledge sources, why it is important to differentiate your ideas from source material, and to keep track of material from sources. We will normally also cover ways to use quoting, paraphrasing and summarizing in the research process.

**INSTRUCTIONS FOR ENROLLING:** When a workshop date becomes available, the AI Office will email you the instructions for enrolling. If after you receive the email from the AI Office you fail to enroll in a workshop, show up to a workshop, and/or complete the workshop by the deadline, A HOLD means that you cannot conduct register for courses, add or drop courses, request transcripts, or file for graduation. **QUESTIONS?** Contact the Academic Integrity Office - (858) 822-2163 or [aio@ucsd.edu](mailto:aio@ucsd.edu)

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### **Strategies & Tools to Avoid Plagiarism**

**WORKSHOP DESCRIPTION:** Many students may know what plagiarism is, but they may not know how to avoid it. In this workshop, students will learn to identify proper citation practices and use specific tools and resources available to write with integrity.

**INSTRUCTIONS FOR ENROLLING:** To enroll in a workshop, choose a date at the AIO scheduling site - <https://academicintegrityoffice.acuityscheduling.com/schedule.php?appointmentType=556054>. **MAKE SURE YOU ENROLL** in a workshop that will occur **BEFORE YOUR COMPLETION DATE**. At least 1 week prior to the workshop date, you must complete 3 online modules available at <http://libraries.ucsd.edu/services/instruction/preventing-plagiarism/index.html> . The online modules will take

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you between 45-60 minutes to complete, but you do not have to complete all three at once. Failure to complete the online modules at least one week before the workshop will result in you being removed from the workshop and you will have to pay \$25 to sign up for a future workshop and a HOLD will be placed on your student account (a HOLD means that you cannot conduct register for courses, add or drop courses, request transcripts, or file for graduation). Failure to complete the workshop you signed up for or failure to complete all requirements by the deadline date on this letter will result in the imposition of a \$25 fee and a HOLD on your student account. QUESTIONS? Contact the Academic Integrity Office - (858) 822-2163 or [aio@ucsd.edu](mailto:aio@ucsd.edu)

**SECTION V:  
Academic Integrity  
Frequently Asked Questions (FAQs)  
by Students**

## General AI & Cheating FAQs

### ***Is there such thing as “accidental” cheating?***

A violation of the Policy is a violation of the policy, but if the violation occurred because the student made a mistake (vs. deliberately arranged for cheating to occur), then the sanctions are usually less severe. A good example is the difference between forgetting quotation marks around one copied sentence versus submitting an entire paper without proper citation; the latter receives more serious sanctions (e.g., suspension)

### ***What if I don’t know if I’m cheating?***

It is your responsibility to know the rules. If your professor isn’t clear, ask before you act. This is particularly important for the rules around working with others on homework and assignments. If all else fails, assume that the rule is to do your work “independently” without assistance of any kind; don’t assume that you can work with whomever you want as long as the instructor doesn’t tell you that you can’t.

### ***How can I prevent future urges to cheat when given the temptation & opportunity?***

- Identify Personal Motivators: Figure out YOUR reason for acting with integrity and not cheating (e.g., parents would be disappointed, I don’t want to get kicked out of school, I couldn’t live with the guilt)
- Accept Personal Limitations: Be comfortable with getting the grade you honestly “deserve” rather than the grade you wish you could get
- Professor Behind you Test: Imagine your professor is right with you. Would you feel comfortable with the choices you are making? If not, that may be a sign you are crossing a line.
- Make sure your skills are up-to-date. You can work on your time management, study habits and writing skills with the Teaching & Learning Commons. You can ensure you know how to write with integrity by taking the Preventing Plagiarism Tutorial (online) through the University Libraries.

### ***What are some steps/procedures/precautions that I could take to prevent myself from cheating?***

- Improve Study Habits: Break up studying into smaller chunks, avoid marathons.
- Take breaks: Get up and move around! Go outside!
- Use UCSD resources: Like The Commons. There are lots of great resources on our campus. Do NOT use non-UCSD sources (e.g., CourseHero, Chegg) who may help you cheat.
- Don’t Procrastinate: Starting earlier can mean spending less time overall AND getting a better product!
- Seek Help from Professor or TA/Tutor.
- Clarify Rules & Expectations. Don’t be afraid to ask!

***If I witness cheating, what do I do?***

You can tell your professor or TA, preferably. If you are not comfortable doing that, you can tell the AI Office, an AI Peer Educator, or submit a report at <https://students.ucsd.edu/academics/academic-integrity/reporting.html>

***What do I do if a student is cheating during a test?***

You could write a note on a piece of paper and hand it to them while you're pretending to ask a question. You could write something on your blue book if you are handing in your test while the student is still cheating. You could send an anonymous email.

***How do I respond to a friend who asks to cheat off me?***

Just say "NO!" All kidding aside, do not let your friends cheat off of you as the "copied from" person is also responsible for violating the policy. It can be difficult to say "no," especially to a good friend or roommate, but you are doing yourself and them a favor by resisting.

***What do I do if my friends are cheating?***

If you are tired of seeing your friends cheating, try to have a talk with them about what they are doing and the consequences if they get caught. If they won't stop, you could always anonymously report to a professor that there are "students" (nameless) cheating in the class and allow him to figure out who or how to stop it.



## AI Process FAQs

### ***What if I am graduating?***

You should speak to the AAA. In most cases, you will be able to walk at graduation. You may not be able to receive your degree or official transcripts until your case is resolved.

### ***What do I do if I feel I was unfairly accused?***

Follow the process and communicate honestly about the situation.

### ***Do I have any say in defending myself or am I guilty no matter what?***

Yes, of course. That's what the Policy is all about---due process---the right to notice and the right to be heard. When a professor reports, it is an allegation of an academic integrity violation only. The process allows you and/or the University to determine if your actions violated academic integrity or not.

### ***The professor thinks I violated academic integrity. Should I continue in the class or drop it?***

You have to continue in the Class as it is against Policy for you to withdraw. If you withdraw, you'll be administratively re-enrolled. Besides, since less than a third of professors fail a student for cheating, it is still possible that you could pass the class, even if there was an academic integrity violation.

### ***Should I talk to my professor or TA about the situation?***

Depends. What is your purpose? If it is to get them to "take back" the allegation, avoid the temptation to make contact. The Instructor fulfilled his/her professional and ethical obligation to report the suspected violation and if they chose not to talk to you first (as allowed by Policy), then you should try to honor that. It's best to follow the process and talk with the Appropriate Administrative Authority (AAA)---if you would like to talk with the professor, ask the Dean how you should go about it.

### ***What's the purpose of the meeting with the AAA?***

The meeting with the AAA provides you with "due process" – that is, your chance to be heard regarding what you know about the allegation. At this point, you can review the facts that led the Professor to suspect a Policy violation and you can accept responsibility for the violation or contest the allegation.

### ***Can I see the evidence against me?***

Yes. You can request a copy of the documentation by filling out a form at <http://academicintegrity.ucsd.edu>

### ***Should I ask for a Review if I disagree with the sanctions assigned to me?***

No. If you are accepting responsibility for the violation, you do not ask for a Review but instead, you appeal the sanctions by submitting a form found at <http://academicintegrity.ucsd.edu>.

### ***Can I appeal the AIRB's decision and/or the sanctions?***

Yes. You can appeal the AIRB's decision IF: a) there were procedural due process violations or b) there was new evidence discovered after the Review occurred. You cannot appeal simply because you disagree with the Panel's determination. You should appeal the sanctions if you believe that they are misaligned with the violation according to the Sanctioning Guidelines found at <http://academicintegrity.ucsd.edu>. You can submit either appeals by filling out a form found at <http://academicintegrity.ucsd.edu>

## Academic Integrity Review FAQs

### ***What's the purpose of the Academic Integrity Review?***

The purpose of the Review is to enable an uninformed, fair and trained body of faculty and students to review the facts of a contested (professor and student do not agree) allegation and then make a determination as to whether it is “more likely than not” that you violated the Policy. The Review Panel do not determine intent (whether you “meant” to or not) or sanctions---they simply determine whether the facts support the allegation that a violation occurred.

### ***Should I ask for a review?***

If a student does not believe that they violated the Policy on Integrity of Scholarship, then they should contest the allegation and request an AI Review. A review is ONLY to determine if a policy violation occurred. It is not to determine if the student is a good person or a bad student- good people and good students do make mistakes! It is also not to determine if the student intended to cheat- sometimes policy violations are made because a student does not know something is a violation, for example. The review is also not meant to evaluate if the rules are good rules or not or if the sanctions are appropriate sanctions or not. A student can appeal their sanctions without holding a review. They can also advocate for professors or the university to change a policy. This is separate from the issue of whether or not they violated the policy on integrity of scholarship. An AI Review is intended only to decide that question. Any student who is alleged to have violated the policy, but does not feel that they did, ought to ask for a review.

### ***What is going to happen?***

Before the review, the AIO will collect from you and the instructor your statements and documentations. The AIRB will gather on the day of the review to review the packet of evidence and think about questions they have for a short time. Then the student and you (along with your IAs, if appropriate) will be invited into the room. Other relevant parties may be there for some of the review. The AIRB will ask questions of both the student and the instructor. The student and instructor will also have an opportunity to ask any questions they have. Once everyone has said all they need to say and had all their questions answered, the student and instructor will be excused and the board will confer. They will discuss the evidence and decide whether it is more likely than not that a policy violation occurred. The student and instructor will be notified via email within 5 business days about the decision of the board.

### ***What should I say at the Review?***

The fundamental answer here is that the student should follow the pillars of integrity. They should be honest, respectful, responsible, trustworthy, and fair. They should tell the truth and not misrepresent themselves or what happened. They should be respectful and not badmouth the instructor or TAs (though they can certainly disagree respectfully!). They should take responsibility for mistakes they have made. They should demonstrate their trustworthiness in all of their interactions with the university. They should be fair to other students, instructors, and other members of the campus community.

They should try to stay focused on what is **relevant** to their case. For example, students often want to talk about their GPA or the fact that they have done good work for another professor. But that is not relevant. Students who have those characteristics certainly have made mistakes and may have violated the policy. All a review is trying to determine is whether or not a policy violation occurred. It is not a judgment against the student's essential character or an assessment of their value as a student.

### ***Who has to be at the review?***

The people who will be present for the review include:

- The review board panel – 3 faculty, 1 grad student, 1 undergrad

- The presiding officer – a dean of one of the 6 colleges (not the student’s dean) or the Assistant Dean of Graduate Division
- The student or students alleged to have violated the policy – (Though a review *\*can\** take place without them. They may provide a written statement instead.)
- The instructor who brought the allegation – (Though a review *\*can\** take place without them. They may provide a written statement instead.)
- AS Advocate – if the student opts to have one
- TAs or Instructional Assistants – if relevant
- Other relevant parties – Such as roommates or lab partners. They would only be present for the portion of the review for which they had relevant information. Anyone who submits a statement **MUST** be available at the review for questions. The presiding officer can decide whether a party is “relevant” or not.

### ***What if there are other students involved?***

Most commonly, if multiple students are involved in an incident, they will have their review together. The policy allows that if a student would “experience substantial prejudice as a result of a joint AIR” then those concerns should be considered by the student’s dean and the AIO, who will then decide whether to hold reviews jointly or separately. If a student is concerned about having their review together with other students, they should explain those concerns to their dean when requesting a review, or notify the AIO.

### ***How long will it be until I can have my review?***

The goal is to schedule reviews as promptly as possible. Gathering 5 review board members and a presiding officer can be difficult. Also the student must be given time to write their statement. Reviews are scheduled to take place as soon as possible, usually within one quarter, and students are typically given 10 business days notice of the date, time, and location of their review.

### ***Can I have a review over summer?***

Yes, in most cases there are some dates for reviews available in the summer. However, since many members of the UCSD community travel over the summer, summer reviews often have a reduced panel. This means that they may have one fewer faculty member or be missing a student representative. It will be up to the student whether or not they want to proceed with a reduced panel or wait to schedule a review at a later time.

### ***How long are reviews?***

It depends on the complexity of the case. Cases involving multiple students or many pieces of evidence tend to be longer. Each case is different. Most commonly reviews will last between 1 and 3 hours.

### ***How should I Prepare?***

The panel will want to determine whether it is more likely than not that a policy violation occurred. A student who has requested an AI Review will want to compose a statement explaining what occurred and why it shows that no policy violation happened. They will want to consider the evidence that is presented by the instructor and explain that evidence to show why the evidence does not indicate that the policy was violated. The student should carefully consider any evidence that might be important in supporting their account of what occurred. It is essential that they are **truthful** and **forthcoming** in their review. Lying or withholding information is not likely to help them and could get them into more trouble. It is also important that all evidence is presented for the review. Something is not considered new evidence for an appeal if it could have been available for the review.

### ***When do I need to turn in my materials?***

The statements and any documentation, as well as information about any relevant parties, must be submitted to the AI Office within 10 business days of the request for an AI Review.

***I am worried about my language skills. What do I do?***

You can always express your concerns to your presiding officer. You should feel comfortable asking others to slow down or explain something again. If you are concerned that you were not understood, you can check in to ask if others have understood you. You may also find it especially helpful to see an AS student advocate. An AS Advocate can attend your review with you. Though they cannot speak for you, they may be able to help. You can discuss key points with them one-on-one before the review. That way if you have more trouble in the stressful context of the review, they may be able to ask you questions or help to clarify.

***Is there a list of AIRB members?***

There is no public list of the AIRB members. The members change each year. They come from all over our campus. Faculty members and grade student members represent diverse departments and undergraduates are appointment from all 6 colleges. All AIRB members are trained prior to serving.

***How do they make a decision?***

The review board panel will consider all the evidence, including the answers given by the student and instructor (and any relevant parties) in the review. They will then decide whether it is more likely that a policy violation occurred or not. For each individual student, the panel will determine whether the student *is responsible* for a policy violation or *is not responsible for a policy violation*. A majority of the panel members must agree on the decision. The panel does not decide on sanctions, but can make recommendations. Administrative sanctions are assigned by the appropriate authority for the student (usually their dean) and academic sanctions are assigned by the instructor. The student will be notified (along with other relevant parties) of the panel's decision within 5 business days of the review.

***Can you come with me?***

No. According to the policy, only AS Advocates can attend reviews with students.

***Should I hire a lawyer?***

This will always be the student's personal choice. However, it is important for them to know that a lawyer CANNOT come to a review with them. Also, an Academic Integrity Review is NOT a legal or adversarial process. Rather they are fundamentally educative and investigative.

## AI Seminar FAQs

***What is the purpose of the AI Seminar?***

The purpose of the Academic Integrity Seminar is to provide students with a structured opportunity to learn from their experience.

***How do I sign up for AI Seminar?***

You will be given instructions from the AAA and from the AI Office for signing up.

***Why does the AI Seminar cost me \$75?***

The money raised through AI Seminar helps to fund academic integrity education to the larger campus community that helps to create an environment that will support your choices to uphold academic integrity in the future.

***What does pass/no pass mean?***

When most students think of Pass/No Pass, they are under the impression that they only have to get a C or 70% to pass the seminar. However, Pass/No Pass means exactly what it says: either you pass or fail. All grading is based on if you completed the assignment and followed the guidelines or not.

***How hard is the seminar?***

The seminar is not difficult in terms of the commitment needed to learn something. We structure the Seminar to be interactive and doable, with high learning value. However, the most challenging part can be getting past feelings associated with the academic integrity violation so that you can invest yourself in the learning experience and gain something from the Seminar.

***How much time is required for the assignments/seminar?***

Each seminar meeting lasts 50 minutes and there are four meetings for a total of about four hours. The assignments should not take a large amount of time, but sufficient time should be set aside to do the work. Students should expect to spend at least two hours on each assignment, including the draft assignments.

***How long should the assignments be?***

Each assignment has different requirements and for detailed page length and word count, you should consult the seminar syllabus. Generally speaking, page length and word counts are in place to ensure students do not write very long assignments (or super short assignments). The main point is for assignments are to be thoughtful, answer the prompt, and provide insight into the students' reflection and learning. If the student can successfully say they accomplished that, the page length and word count should be irrelevant.

***How are the assignments graded? (grammar, spelling, format, etc.)***

The assignments will not be graded on grammar, spelling, adherence to certain formats, or traditional metrics, but the assignments will be graded on how well the student answered the prompt. The main point for assignments is, to be thoughtful, answer the prompt, and provide insight into the students reflection and growth. If the student can successfully say they accomplished that, they will pass the assignment.

***Does the seminar appear on the student's transcript?***

No.

## What's Going to Happen Now FAQs

### ***I have a hold on my account – I need it off!***

If you have a hold on your account, you need to check which office is the contact. If the hold was put on by the Academic Integrity Office, you need to contact [aio@ucsd.edu](mailto:aio@ucsd.edu) to begin the process of having the hold removed. If the hold was put on by your college, you need to check with them (it may be the Dean of Student Affairs Office or it could be the Academic Advising Office). Generally speaking, holds are put on student accounts in the academic integrity process if they: 1) fail to respond to a notification; 2) fail to submit an assigned Reflection or Research paper; 3) fail to register for an educational workshop (with the AI Office); or 4) fail to complete an educational assignment (with the AI Office) by the assigned deadline.

### ***What are the consequences of cheating (and getting caught)?***

The answer to this depends on the violation, but there are always academic, administrative, and then “rippling” consequences. The academic consequences are at the discretion of the faculty member; about 1/3 of students fail the class; the remaining generally receive a 0 on the assignment/exam in question. The grade received as a result of an academic integrity violation stays calculated into the GPA (i.e., it cannot be overwritten if you retake the class). The administrative consequences are assigned according to the Administrative Sanction Guidelines found at <http://academicintegrity.ucsd.edu>. By far, the majority of students receive Disciplinary Probation and are assigned to take the AI Seminar. The “rippling” consequences can include having to report the violation on your graduate or professional school application and/or a delay in academic progression through the degree.

### ***Do I really have to tell my graduate/professional school that I violated academic integrity?***

Yes, if they ask about it on the application. We recommend that you are honest---they can forgive a one-time cheating incident, but do not forgive lying on applications. You need to be prepared to explain what happened and what you have learned from it and how you have grown. Try to avoid blaming others...that usually doesn't go over very well. The graduate schools we have checked with say that it will not automatically remove an applicant from consideration

### ***Does the violation stay on my record forever?***

No. Most violations will be purged 7 years after they have occurred. If you were dismissed for an academic integrity violation, it will stay on your record for 50 years.

### ***Will my parents find out?***

Not unless you tell them.

### ***How can I get through this and move on?***

Learn and grow from the experience. Everyone has ethically failed, been irresponsible, messed up, made mistakes, and so on, one time or another. The people who are able to “move on” are those who can accept responsibility for the action (even if it was an “accident”) and intentionally decide to learn from the experience. What can you learn about? The AI Seminar will help, but you could learn about: ethics, professional integrity, your own personal weaknesses and strengths, etc.

**SECTION VI:**  
**Academic Integrity**  
**Frequently Asked Questions (FAQs)**  
**by Faculty & Instructional Assistants**

## Preventing Cheating FAQs

### ***How can I reduce cheating in my class?***

This is a complicated question with a complicated answer. To provide you with an overview, you should:

1. Communicate about academic integrity
  - Be clear on expectations for each assignment/exam
  - Articulate how you and the students will act in support of an honest, respectful, responsible, fair, and trustworthy teaching and learning environment
2. Create space for academic integrity
  - Create unique and meaningful assessments
  - Reduce cheating temptations (e.g., giving easy to cheat on assignments)
  - Reduce cheating opportunities (e.g., spacing students out during exams; using multiple versions; assigned seating)
3. Infuse integrity into the curriculum where you can
  - Have the students create a code of ethics for the class or for their teams
  - Have students research a relevant code of ethics for their profession/discipline
4. Respond to cheating when it occurs.
  - Cheating begets cheating – when you respond, you reinforce the value of academic integrity and empower the honest students in your classroom

For more ideas on reducing cheating in your class, visit <http://academicintegrity.ucsd.edu> and join the AI Community in TritonEd (instructions for joining can be found at <http://academicintegrity.ucsd.edu>)

### ***How hard is it to use assigned seating?***

We've tried to make it easier for you to assign seating for exams. Go to <http://academicintegrity.ucsd.edu/take-action/prevent-cheating/faculty/index.html> for classroom seating maps and excel sheets that will enable you to randomly assign seats to students.

### ***What is turnitin?***

Turnitin.com is a software that checks a submitted paper against all other papers in its database as well as anything on the internet in order to find textual similarities. Turnitin does NOT detect plagiarism – it is critical that the Instructor reviews the Turnitin results to determine if plagiarism occurred.

### ***What resources exist on campus for my students to learn about academic integrity & prevent cheating?***

All incoming students take an online Integrity Tutorial in their first quarter at UCSD. If they've forgotten what they learned, they can retake it anytime by going to <http://moodle.ucsd.edu>.

Students can also learn how to prevent plagiarism by taking an online tutorial from the Libraries at <http://libraries.ucsd.edu/services/instruction/preventing-plagiarism/index.html>

You can also refer students to <http://academicintegrity.ucsd.edu/take-action/prevent-cheating/students/index.html> for more information about how they can prevent cheating.



## AI Process FAQs

### ***How do I report a student I think violated academic integrity in my class?***

You can file the report with the AIO online at [https://ucsd-advocate.symplicity.com/public\\_report](https://ucsd-advocate.symplicity.com/public_report).

### ***What do I have to include in my report?***

You should give a detailed description of the incident (what led you to suspect an integrity violation) and then attach the relevant material that documents the problem (e.g., the student's exam/assignment; the exam/assignment of other involved students; answer keys; unauthorized aid; turnitin report). We also find it helpful in our conversation with the student to have in our hands your course syllabus and the assignment/exam prompt. If you're unsure what to submit, email [aio@ucsd.edu](mailto:aio@ucsd.edu)

### ***Do I have to report all suspected academic integrity violations?***

You are required by Senate Policy to report any violation if you plan on giving the student an academic sanction for cheating. However, it is the ethical perspective of the University that you should report all suspected academic integrity violations – otherwise a culture of cheating can spread and cheating (rather than integrity) can become normative. Students DO spread word about the professors who allow cheating and those who don't – we're sure you don't want to be the professor who is known to allow cheating to occur in his/her class.

### ***Do I have to involve my IA in the report?***

The IA only needs to be included in the report if s/he witnessed something (e.g., cheating during an exam). If they witnessed something that contributed to your decision to report, then you should include a statement from the IA documenting what they observed.

### ***Can I kick the student out of my class for cheating?***

No. You cannot. The Policy requires that students continue in the class in which the allegation occurred. However, if the student admits to the violation and your policy is to give the student an F in the class for cheating, you can let the student know that and give them the option of not continuing to come to class (although they still won't be able to drop).

### ***If I catch the student cheating during an exam, can I kick them out of the exam and prohibit them from finishing?***

No. You should document the incident but allow the student to finish the exam. The reason you need to allow the student to finish is because, at this point, it has not been confirmed that the student did cheat (and so you may need to grade the exam). However, if the student admits to cheating (and you've gotten that in writing), you and the student can agree that there is no need for them to finish the exam.

### ***By when do I need to submit my report?***

It is preferred that you submit the report as quickly after the violation as you can. If you can't submit right away, then you should submit no later than 15 business days after the grade submission due date at the end of the quarter.

### ***What if the incident occurred at the end of the quarter and I don't have time to report before grades are due?***

You must submit an X for the student's grade and submit a report within 15 business days.

### ***It's the end of the quarter and the allegation isn't resolved yet, what do I do about the student's grade?***

You can give the student an X for a grade and wait to be notified by the AI Office when the grade can be changed.

## Academic Integrity Review FAQs

### ***What's the purpose of the Academic Integrity Review?***

The purpose of the Review is to enable an uninformed, fair and trained body of faculty and students to review the facts of a contested (professor and student do not agree) allegation and then make a determination as to whether it is “more likely than not” that you violated the Policy. The Review Panel do not determine intent (whether you “meant” to or not) or sanctions---they simply determine whether the facts support the allegation that a violation occurred.

### ***What is going to happen?***

Before the review, the AIO will collect from you and the student your statements and documentations. The AIRB will gather on the day of the review to review the packet of evidence and think about questions they have for a short time. Then the student and you (along with your IAs, if appropriate) will be invited into the room. Other relevant parties may be there for some of the review. The AIRB will ask questions of both the student and the instructor. The student and instructor will also have an opportunity to ask any questions they have. Once everyone has said all they need to say and had all their questions answered, the student and instructor will be excused and the board will confer. They will discuss the evidence and decide whether it is more likely than not that a policy violation occurred. The student and instructor will be notified via email within 5 business days about the decision of the board.

### ***What should I say at the Review?***

You should be prepared to explain to the AIRB, who will likely not be versed in your discipline, the evidence that led you to suspect that an academic integrity violation occurred.

### ***Who has to be at the review?***

The people who will be present for the review include:

- The review board panel – 3 faculty, 1 grad student, 1 undergrad
- The presiding officer – a dean of one of the 6 colleges (not the student’s dean) or the Assistant Dean of Graduate Division
- The student or students alleged to have violated the policy – (Though a review *\*can\** take place without them. They may provide a written statement instead.)
- The instructor who brought the allegation – (Thought a review *\*can\** take place without them. They may provide a written statement instead.)
- AS Advocate – if the student opts to have one
- TAs or Instructional Assistants – if relevant
- Other relevant parties – Such as roommates or lab partners. They would only be present for the portion of the review for which they had relevant information. Anyone who submits a statement **MUST** be available at the review for questions. The presiding officer can decide whether a party is “relevant” or not.

### ***What if there are multiple students involved?***

Most commonly, if multiple students are involved in an incident, they will have their review together. The policy allows that if a student would “experience substantial prejudice as a result of a joint AIR” then those concerns should be considered by the student’s dean and the AIO, who will then decide whether to hold reviews jointly or separately. If a student is concerned about having their review together with other students, they should explain those concerns to their dean when requesting a review, or notify the AIO.

***How do they make a decision?***

The review board panel will consider all the evidence, including the answers given by the student and instructor (and any relevant parties) in the review. They will then decide whether it is more likely that a policy violation occurred or not. For each individual student, the panel will determine whether the student *is responsible* for a policy violation or *is not responsible for a policy violation*. A majority of the panel members must agree on the decision. The panel does not decide on sanctions, but can make recommendations. Administrative sanctions are assigned by the appropriate authority for the student (usually their dean) and academic sanctions are assigned by the instructor. The student will be notified (along with other relevant parties) of the panel's decision within 5 business days of the review.