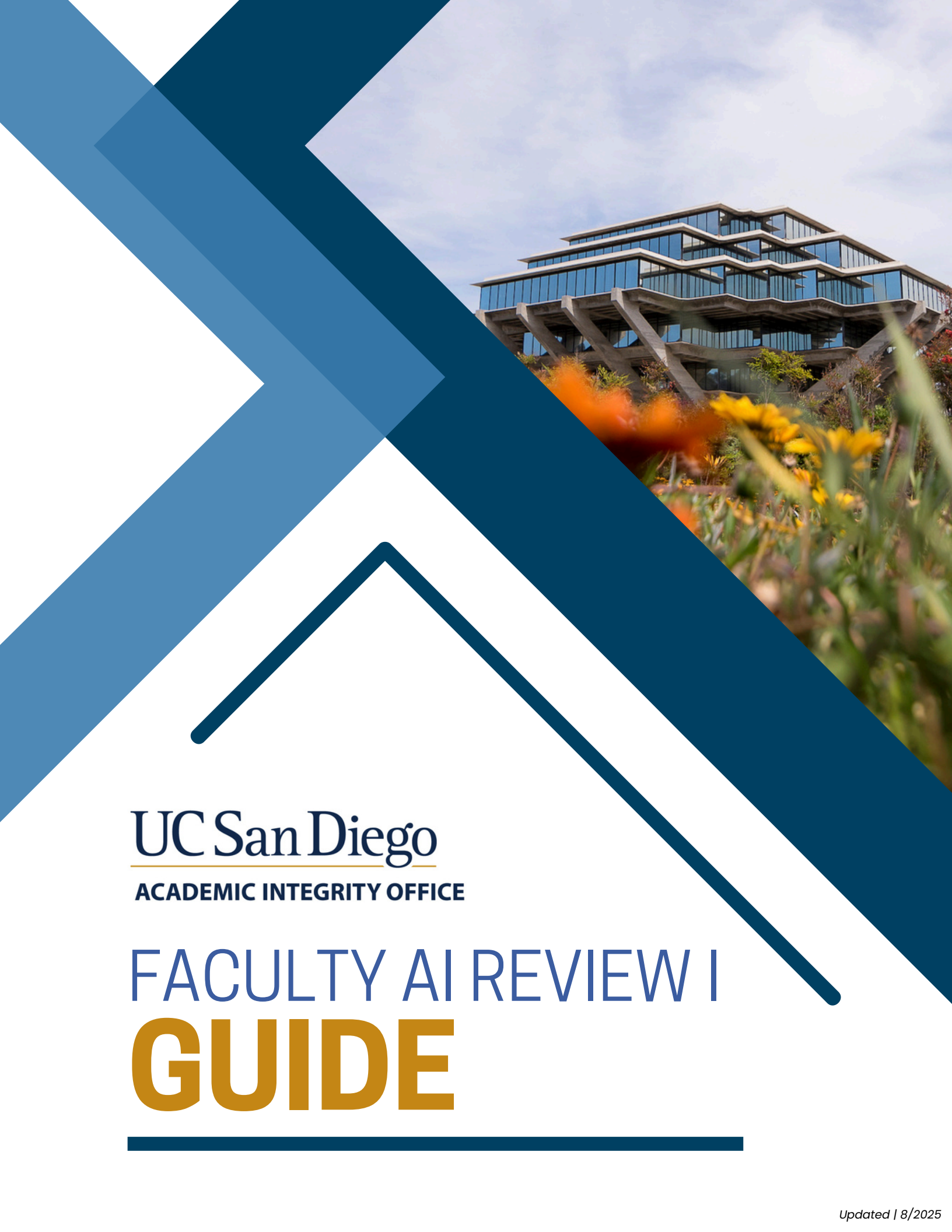


The background of the cover features a photograph of a modern, multi-tiered building with a glass facade, situated on a hillside with yellow flowers in the foreground. Overlaid on the image are large, diagonal, semi-transparent blue and dark blue geometric shapes that form a large 'X' pattern. A dark blue line forms a triangle pointing upwards, positioned above the text.

UC San Diego
ACADEMIC INTEGRITY OFFICE

FACULTY AI REVIEW | **GUIDE**

TABLE OF CONTENTS

The Academic Integrity Review I (AIR I) is the University's formal process for resolving allegations of academic integrity violations. This handbook will provide you with directions and guidance so that you can fully prepare and participate in the Review process.

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GLOSSARY

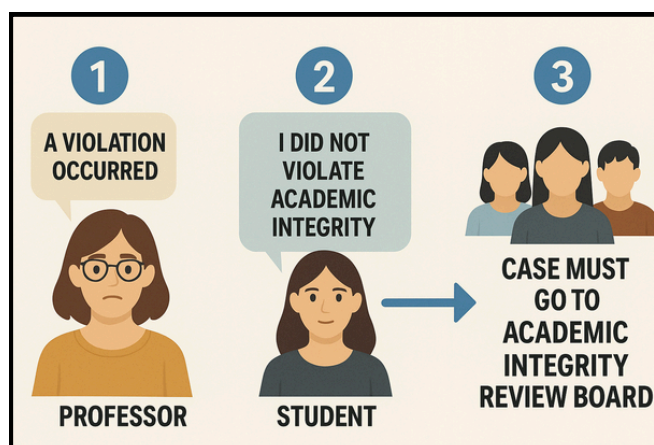
Term	Definition
AI Review Board / Panel	The AI Review Board is a large group of faculty and students who are trained to serve as Review Panelists. They are the only ones who can hold a student responsible or find them not responsible. The AI Review I Panel is comprised of one faculty member and one student member of the AI Review Board.
Briefing Packet	The digital packet compiled by the AI Office for the Review. The Packet contains statements and documents submitted by the involved instructor and involved student(s).
Initial Phase	The first opportunity the involved parties have to update and/or add material to the Briefing Packet.
Supplemental Phase	An opportunity for all involved parties to review the material and provide a supplemental response. This is the last opportunity involved parties have to add material before the Briefing Packet is finalized.
Advisors	People who have received training from the University in order to participate in the process. Students can choose from UCSD provided Advisors or select their own external Advisor. Advisors are limited to communicating with their advisee and will not interrupt, disrupt, or directly participate in the resolution.
Resolution AAA Report	A report prepared by the Resolution AAA who met with the involved student(s) outlining the case and relaying any conversations with the student(s).

INTRODUCTION & YOUR ROLE IN THE AIR I

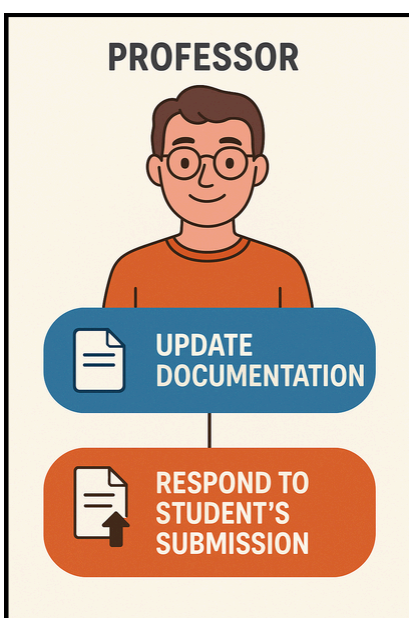
Per the Academic Integrity Policy, when an Involved Student denies responsibility for an academic integrity violation, and the Reporting Instructor has no reason to withdraw the allegation, the case must proceed to an Academic Integrity Review (I or II) for a determination of responsibility.

This handbook describes the AIR I and your role.

The AIR I is an informal, documentation-review only, hearing before a neutral Panel of one faculty and one student member of the Academic Integrity Review Board. Involved parties are given the opportunity to submit material for the Panel to use in their decision-making.



The Panel is responsible for determining the outcome for each Involved Student (i.e., responsible or not responsible), but does not determine sanctions.



The AIR I is not a legal proceeding and is not bound by legal rules. Rather, it is an administrative hearing to determine if there is sufficient evidence to determine that a student's behavior violated university standards.

YOUR ROLE

As the Reporting Instructor, you are responsible for finalizing your statement and supporting documentation that will be considered by the Panel. You will have two opportunities to do this:

- the Initial Phase
- the Supplemental Phase

Learn more about Academic Integrity Reviews by visiting the AIO website:
<https://academicintegrity.ucsd.edu/process/airb/index.html>

HOW AIR REVIEW DECISIONS ARE MADE

The AIR I Panel evaluates the facts and evidence to determine whether the Involved Student's actions violated academic integrity. The Panel does not consider the Student's intent (i.e., whether they "meant" to violate policy) or character (i.e., whether they are a "good person").

PREPONDERANCE OF THE EVIDENCE

A requirement that more than 50% of the evidence points to something

NOT RESPONSIBLE
FINDING

RESPONSIBLE
FINDING

50%

The burden of proof used by the AIR I Panel to make a finding of responsible or not is known as "preponderance of the evidence" or "more likely than not." To make that finding, they evaluate the facts and evidence as presented to them in the Briefing Packet.

THE RESOLUTION AAA REPORT

The Resolution AAA who met with the Involved Student(s) will prepare a report outlining the case and relaying the conversation(s) they had with the student(s). During the Initial Phase of the AIR I process, the AIO will send you the Resolution AAA Report along with Incident Description and supporting case documentation that you initially submitted to the AIO. You should carefully review this AAA Report before deciding if you are going to amend your materials or not.

If you have any questions about the report, please email AIO (aio@ucsd.edu).

THE BRIEFING PACKET

The final Briefing Packet consists of your Incident Description and supporting case documentation, the student's statement and any accompanying material, and the Resolution AAA Report.

Before the Briefing Packet is finalized, you will have two opportunities to review and, if needed, update, modify, or add information that you believe will be helpful to the Review Panel:

- **Initial Phase:** Review your original Incident Description and supporting documentation
- **Supplemental Phase:** Review the student's statement and supporting materials and decide if you would like to supplement your material in response.

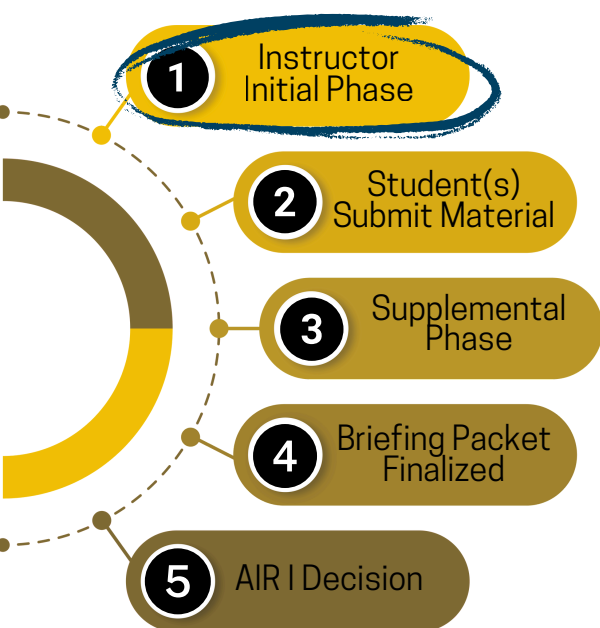
Once your documentation is finalized, it is combined with the materials submitted by the Involved Student(s) to complete the Briefing Packet.

The AIR I analyzes the Briefing Packet to determine if there is sufficient evidence to say it is "more likely than not" that a violation occurred.

FINALIZING YOUR MATERIAL

Fully documenting the allegation is an important step of the preparation process. The documentation helps the AIR I Panel and the Involved Student(s) to have a full understanding of the allegation.

Once the Review is requested by the Involved Student(s), you will receive an email from AIO with your original case documentation as well as the Resolution AAA Report. You then have 10 business days to submit, update, or approve the existing materials.



Additional guidance on preparing your material is on the following page but here are two other important points to remember:

AIRB ADVISING

AIRB Advisors are available to assist you. They are experienced faculty members of the AIRB and can:

- give recommendations on whether existing materials meet the “more likely than not” standard of evidence;
- assist you with writing your Review statement;
- help you determine relevant documentation.

You can request an Advisor by visiting the AIO website: <https://academicintegrity.ucsd.edu/process/help.html#academic-integrity-review-board-airb-advisors>

SUBMITTING YOUR MATERIAL

Submit your response by the deadline using the Google Form below, even if you have no updates.

CLICK HERE TO UPDATE YOUR
ORIGINAL MATERIAL

CLICK HERE TO UPDATE YOUR MATERIAL
DURING SUPPLEMENTAL PHASE

Guidance for reviewing, updating, and/or modifying your documentation can be found on the following page.

FINALIZING YOUR MATERIAL: TIPS

As the Reporting Instructor and content matter expert, your detailed explanation of the allegation is essential. Because AIR I is based solely on document review, all information you want the Panel to consider must be submitted for inclusion in the Briefing Packet. A thorough explanation ensures fairness to the involved student(s) and provides the Panel with the context needed to reach a fair, informed decision.

As previously described, you will have two opportunities to update your material. First, you will review the Incident Description, your original supporting documentation, and the Resolution AAA Report. Second, you will review your updated material, as well as the student(s)' statement and documentation. Regardless of which Phase you are currently in, if you need to update, modify, or add to the material, consider the following:



When non-disciplinary experts are reading your Incident Description, will they be able to see and understand the allegation as you do?



Can you elaborate on any vague or general statements (e.g., “the similarities show that the...”) with examples/illustrations/details to help others see what you are seeing (e.g., “the following similarities show that...”)?



Does the description contain all of the information you want the Panel to know? If not, can you add what is missing?

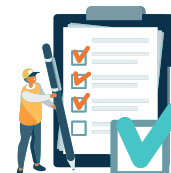
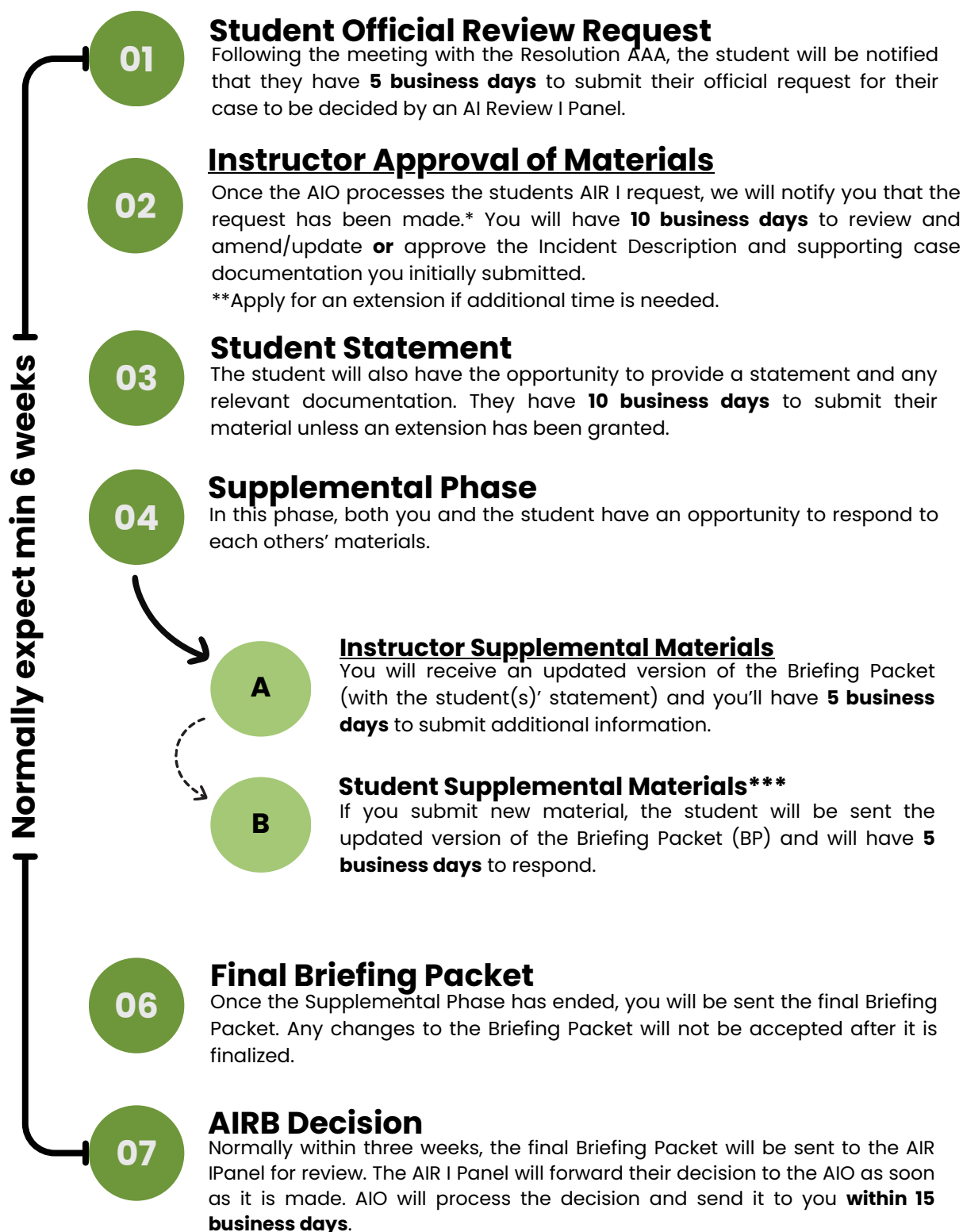


Do you need to re-write the Incident Description to make it more clear so that it can stand on its own?



Have you referenced all your supporting documentation in your Incident Description? Do you explain why you have provided that supporting documentation?

AIR I: STEPS TO A DECISION



*For cases involving multiple students, the Review Request Received notice will be sent once all students have submitted the form.

** Request an Extension: [Timeline Ext Request](#)

*** Only applicable if instructor submits Supplemental Materials