



Instructors' Guide

Addressing Student Academic Dishonesty

Office of Student Conduct
University of California, Berkeley
osc.berkeley.edu

Dear Faculty & Instructors:

At Berkeley, we are justly proud of the academic achievements and integrity of our students. Nonetheless, we realize that academic dishonesty and other forms of misconduct do occur on the campus of a highly competitive university like ours.

This guide is intended first to help you preserve academic integrity in your classrooms. If you discover that an incident has occurred, this guide provides you with information and options for handling the situation. Additionally, the guide includes a definition of academic dishonesty, tips on how to identify and resolve incidents, and an explanation of the student conduct process and possible outcomes.

We encourage you to follow the included procedures and to work with our office for the following reasons:

- ✓ The Office of Student Conduct (OSC) serves as a central repository for all cases of academic dishonesty. Reporting to OSC discourages repeat offenses by tracking cases from all academic departments.
- ✓ If a student has multiple violations in various departments, OSC will pursue more severe sanctions to hinder future incidents.
- ✓ You can report an incident to OSC and still resolve that incident yourself.
- ✓ We make it easy! Answers to questions and relevant forms/documents are all available online at osc.berkeley.edu.

We hope you will find this guide informative and helpful. Please do not hesitate to contact us if you have questions or concerns.

Sincerely,

Neal Rajmaira
Director, Office of Student Conduct
Campus Life & Leadership

This guide is intended to provide instructors with an overview of academic dishonesty and the process by which dishonest acts will be adjudicated by the campus. It does not constitute campus or University policy. The details of the procedures referenced here can be found, unedited, in the Code of Student Conduct, Rev. September 2004, available from the Office of Student Conduct, 2536 Channing Way MC#2432 or on the web at students.berkeley.edu/uga/conduct.asp.

Office of Student Conduct

OUR MISSION

In support of the educational mission of the University and in collaboration with campus partners, the Office Student Conduct works to promote and maintain a high degree of academic integrity and standard of conduct, which are crucial in preserving a safe environment for students to pursue and accomplish their scholastic and personal goals.

The **Berkeley Campus Code of Student Conduct** outlines community standards and expectations of student behavior in and out of the classroom and articulates the process for students who do not meet these standards.

OUR ROLE

- Disseminate, interpret, and enforce the Berkeley Campus Code of Student Conduct and other campus regulations
- Investigate and resolve complaints of possible student violations, both academic and non-academic
- Protect the rights of students
- Address student behavioral issues in a fair and reasonable manner
- Facilitate student learning opportunities for ethical growth and development
- Provide educational outreach and consultation on academic integrity and responsible conduct
- Promote respect for community standards

HOW WE CAN HELP

- Presentations on academic dishonesty issues for faculty, graduate student instructors, and students.
- Consultations on specific questions or possible cases.
- Copies of forms for reporting academic dishonesty.
- Copies of materials for students on academic dishonesty issues.

Contact Us

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Definitions of Academic Dishonesty

The following definitions were present in the 1989 Berkeley Campus Code of Student Conduct but are no longer present in the revised Code (September 2004). The following definitions are for information only.

Academic dishonesty is any action or attempted action that may result in creating an unfair academic advantage for oneself or an unfair academic advantage or disadvantage for any other member or members of the academic community.

Below are types of academic dishonesty with examples of each. Please note that this list is not exhaustive.

CHEATING

Cheating is defined as fraud, deceit, or dishonesty in an academic assignment, or using or attempting to use materials, or assisting others in using materials that are prohibited or inappropriate in the context of the academic assignment in question, such as:

- Copying or attempting to copy from others during an exam or on an assignment.
- Communicating answers with another person during an exam.
- Preprogramming a calculator to contain answers or other unauthorized information for exams.
- Using unauthorized materials, prepared answers, written notes, or concealed information during an exam.
- Allowing others to do an assignment or portion of an assignment for you, including the use of a commercial term-paper service.
- Submission of the same assignment for more than one course without prior approval of all the instructors involved.
- Collaborating on an exam or assignment with any other person without prior approval from the instructor.
- Taking an exam for another person or having someone take an exam for you.

PLAGIARISM

Plagiarism is defined as use of intellectual material produced by another person without acknowledging its source, for example:

- Wholesale copying of passages from works of others into your homework, essay, term paper, or dissertation without acknowledgment.
- Use of the views, opinions, or insights of another without acknowledgment.
- Paraphrasing of another person's characteristic or original phraseology, metaphor, or other literary device without acknowledgment.

ACADEMIC MISCONDUCT

- Removing, defacing, or deliberately keeping other students from library materials that are on reserve for specific courses.
- Contaminating laboratory samples or altering indicators during a practical exam, such as moving a pin in a dissection specimen for an anatomy course.

FALSE INFORMATION AND REPRESENTATION, FABRICATION OR ALTERATION OF INFORMATION

- Furnishing false information in the context of an academic assignment.
- Failing to identify yourself honestly in the context of an academic obligation.
- Fabricating or altering information or data and presenting it as legitimate.
- Providing false or misleading information to an instructor or any other University official.

THEFT OR DAMAGE OF INTELLECTUAL PROPERTY

- Sabotaging or stealing another person's assignment, book, paper, notes, experiment, project, electronic hardware or software.
- Improper access to, or electronically interfering with, the property of another person or the University via computer or other means.
- Obtaining a copy of an exam or assignment prior to its approved release by the instructor.

DISTRIBUTION OF LECTURE NOTES

Selling, distributing, website posting, or publishing course lecture notes, handouts, readers, recordings, or other information provided by an instructor, or using them for any commercial purpose without the express permission of the instructor.

ALTERATION OF UNIVERSITY DOCUMENTS

- Forgery of an instructor's signature on a letter of recommendation or any other document.
- Submitting an altered transcript of grades to or from another institution or employer.
- Putting your name on another person's exam or assignment.
- Altering a previously graded exam or assignment for purposes of a grade appeal or of gaining points in a re-grading process.

DISTURBANCES IN THE CLASSROOM

Disturbances in the classroom can also serve to create an unfair academic advantage for oneself or disadvantage for another member of the academic community. Below are some examples of events that may violate the Code of Student Conduct:

- Interference with the course of instruction to the detriment of other students.
- Disruption of classes or other academic activities in an attempt to stifle academic freedom of speech.
- Failure to comply with the instructions or directives of the course instructor.
- Phoning in falsified bomb threats.
- Unnecessarily activating fire alarms.

Preventing Academic Dishonesty

(material copied with permission from Barbara Gross Davis, Tools for Teaching, San Francisco: Jossey-Bass, 1993, pp. 299-311)

Between 40 and 70 percent of all college students have reported cheating sometime during their academic careers (Aiken, 1991; Davis, Grover, Becker, and McGregor, 1992). There are specific steps you can take to prevent academic dishonesty:

- Keep requirements reasonable
- Inform students in writing of academic standards for scholarship and conduct and the consequences of academic dishonesty in your class.
- Explain how cheating harms students and describe campus sanctions.
- Minimize the opportunities for cheating and plagiarism.
- Take visible actions to detect dishonesty so that students know you will not tolerate cheating.
- If cheating occurs, respond swiftly with disciplinary measures and formal action.

The following ideas are designed to help you impart to your students the values of academic honesty and to help you set policies that encourage academic integrity.

GENERAL STRATEGIES

- Spend time at the beginning of the term discussing standards of academic scholarship and conduct and include a statement in your syllabus regarding academic integrity. Refer to the "Course Syllabus Language" at the end of this document, recommended by the Academic Dishonesty and Plagiarism Subcommittee.
- Make sure students know the criteria for evaluating their performance.
- Learn to recognize signs of stress in students. For assistance, visit www.uhs.berkeley.edu
- Ensure equal access to study materials such as old homework assignments, exams, and papers.
- Make students feel as though they can succeed in your class without having to resort to dishonesty, such as by giving more rather than fewer tests and encouraging students to come talk with you if they are having difficulties.

PLAGIARISM

- Clarify in writing the distinctions between plagiarism, paraphrasing, and direct citation.
- Watch out for electronic plagiarism. Use search engines or programs such as turnitin.com to detect plagiarism.
- Tell students that they must seek permission before resubmitting their previous academic work as a new product for your course.

PAPER TOPICS

- Assign specific topics that stress thought and analysis.
- Limit students' choices of broad paper topics so they do not flounder and turn to commercially produced term papers or "file" papers as an easy out.
- Change the assignments for each offering of a course.

WRITING DEMYSTIFIED

- Give a short lecture on how to research and write a paper or essay.
- Ensure that students know your preferred method of citing sources.
- Discuss in class the difficulties of writing.
- During the term schedule a variety of short in-class papers.
- Early in the course require students to come in to discuss their research or essay topics.

PREPARING AND SUBMITTING PAPERS

- Require students to submit first drafts.
- Request that final versions of papers be handed in with drafts.
- If possible, collect papers from students during class or consider using locked mailboxes with slots for collection.

EXAM QUESTIONS

- Change exam questions as often as is practical.
- For multiple-choice exams, use alternate forms.
- Keep exams, grade books, and rosters in a secure place.

TEST ADMINISTRATION

- Make certain that you (or proctors) are in the room at all times.
- Seat students randomly in alternate chairs.
- Supply scratch paper.
- Ask students to place their personal belongings away from their desk, including electronic communication devices ie. cell phones
- Have students turn in bluebooks prior to the exam, then redistribute the bluebooks at random.

SCORING AND RETURNING EXAMS

- Clearly mark incorrect answers or blank spaces.
- If you permit re-grading of exams, take precautions, such as photocopying those exams or quizzes of students who initially ask for re-grading. Or photocopy a sample of all exams before returning them to students.
- Return exams and assignments to students in person.

References

Aiken, L. R. "Detecting, Understanding, and Controlling for Cheating on Tests." Research in Higher Education, 1991, 32(6), 725-736.

Barnett, D. C., and Dalton, J. C. "Why College Students Cheat." Journal of College Student Personnel, 1981, 22, 545-551.

Davis, S. F., Grover, C. A., Becker, A. H., and McGregor, L. N. "Academic Dishonesty: Prevalence, Determinants, Techniques, and Punishments." Teaching of Psychology, 1992, 19(1), 16-20.

Roberts, D., and Rabinowitz, W. "An Investigation of Student Perceptions of Cheating in Academic Situations." Review of Higher Education, 1992, 15(2), 179-190.

Reporting Academic Dishonesty

FIRST STEPS

When you are faced with a possible case of academic dishonesty involving your students, the Office of Student Conduct (OSC) recommends that you collect all the documentation on the situation, such as statements from graduate student instructors or other witnesses, and the exam, paper, or assignment in question. Then arrange a meeting with the student to discuss your suspicions with the student. Here is some specific advice (from Barbara Gross Davis, *Tools for Teaching*, pp. 301-2).

- If you have qualms or hesitations, talk with an experienced colleague or your department chair before you meet with the student.
- When you meet with the student, objectively explain the problem as you see it.
- Describe why this is a problem in grading or evaluating the student's work.
- Avoid using the words "cheating" or "plagiarism."
- Project an air of concern for the student as an individual, but communicate the seriousness of the situation.
- Listen to the student's explanation.
- If a student denies any wrongdoing, question him or her about specific aspects of, say, the paper by asking for definitions of terms, interpretations, or restatements.

RESOLUTION OPTIONS

1. Resolve Yourself

- ▶ Student NOT Responsible
End matter.
- ▶ Student Admits and Accepts Academic Sanctions
With the student, complete a *Faculty Disposition for Academic Dishonesty** and assign an "academic sanction". Upon receipt of the Faculty Disposition, OSC will send the student a "notification" and file the Disposition for the purpose of information ONLY. The Disposition will not create an official conduct record with the Office of Student Conduct. If the student has previous violations on file or OSC deems the violation egregious, OSC may pursue more severe violations. In the event of future violations, OSC may consider the Disposition in assigning sanctions.

2. Refer Directly to OSC

- ▶ You Feel Uncomfortable
At anytime during the process if you do not feel comfortable approaching the student and resolving the incident yourself, complete a *Discipline Referral for Academic Dishonesty** to forward the case to OSC for administrative review and resolution.
- ▶ Student Admits but Case Egregious
Assign an academic sanction and complete a *Discipline Referral for Academic Dishonesty**.
- ▶ Student Does Not Admit or Does Not Agree to Academic Sanction
Complete a *Discipline Referral for Academic Dishonesty**.

- ▶ Student Wishes the Matter Reviewed by OSC
Complete a *Discipline Referral for Academic Dishonesty**.

Once you refer the case, OSC will work with you to resolve the case by notifying you of the receipt of the complaint and the possible code sections violated, requesting a recommendation from you on the sanction(s) should the student be found in violation, and notifying you when the case is completed. When a case is under investigation by OSC, you should refrain from assigning a final grade for the course. **Should the course conclude before the investigation is completed, it is recommended that you submit an "Incomplete."**

* All forms are available online at osc.berkeley.edu

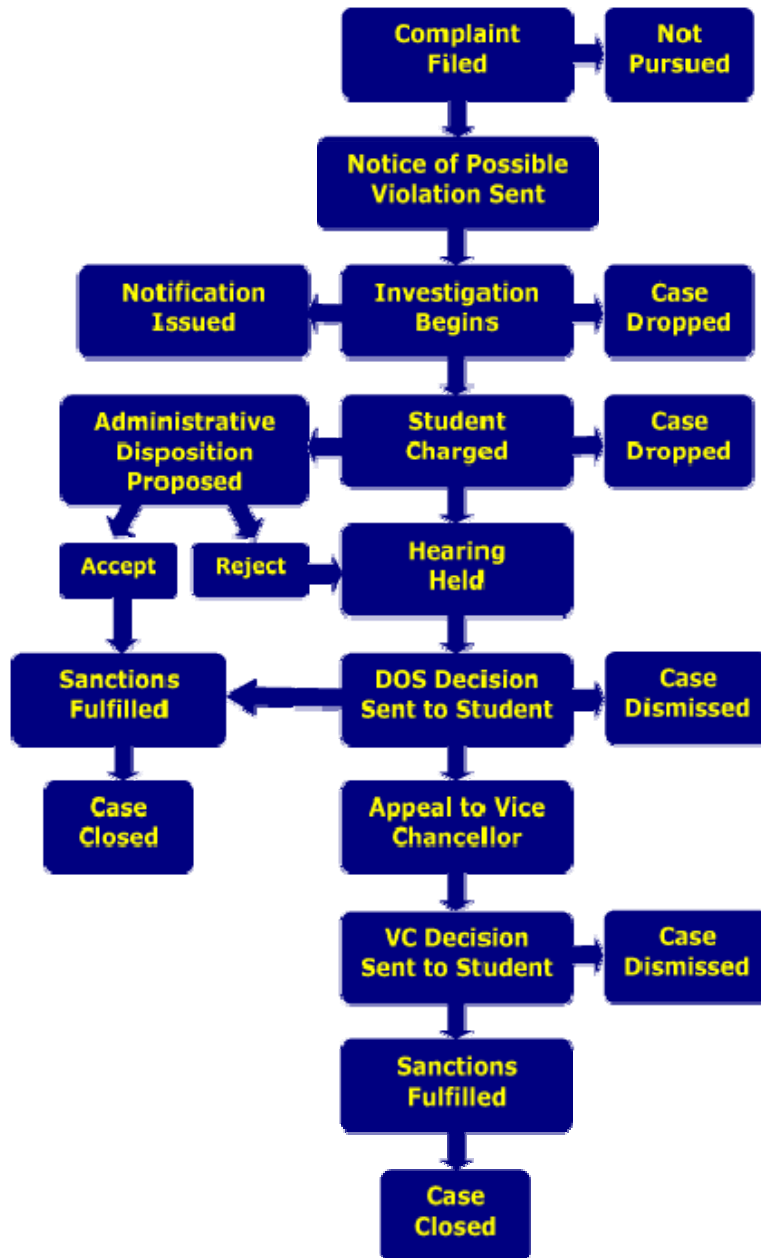
ACADEMIC SANCTIONS

Academic sanctions by instructors are governed by a November 7, 1987 memo from the Academic Senate Committee on Courses to all instructors. This memo states that "[a]n instructor may assign an F grade both to the assignment in which the cheating occurred and, when the offense is sufficiently serious, for the course as a whole. A student should, however, always be informed of the action taken. The student should also be told of the right to a grade appeal, if he or she considers the grade unfair." Copies of this memo at the Academic Senate, 320 Stephens Hall.

The Student Judicial Process

If you refer the case to the Office of Student Conduct (OSC) for administrative review and resolution, the following process applies:

Visual Representation



Verbal Description

COMPLAINT

- ▶ A member of the faculty or staff, a student or any other person may file a complaint against a student in possible violation of the Code of Student Conduct.

INVESTIGATION

- ▶ All incidents are assigned a conduct officer in OSC.
- ▶ When OSC opens an investigation into a complaint or report of misconduct, a conduct officer will send the accused student a formal notice indicating that the office will pursue an investigation of a possible violation.
- ▶ OSC will conduct an investigation of complaints or reports of misconduct and determine whether sufficient evidence exists to pursue charges against the accused student.
- ▶ Investigations generally begin when the student meets with the conduct officer. In this first meeting, the conduct officer will review policies, procedures and student rights and give the student the opportunity to review the details of the case

CHARGES

- ▶ After completing a thorough investigation, the conduct officer will decide if there is enough evidence to support official charges based on preponderance of evidence defined as "more likely than not".

RESOLUTION: INFORMAL OR FORMAL

- ▶ Students charged are encouraged to explore an informal resolution by meeting with the conduct officer to come up with a fair resolution. If OSC and the student do not reach a mutually acceptable agreement, cases are resolved through a formal hearing.
- ▶ Hearing Panels consist of members of the Committee on Student Conduct, membership includes students, faculty and staff. At a hearing, students and the University have the opportunity to present witnesses and evidence.
- ▶ The Hearing Panel will present findings of fact and a determination to the Dean of Students. If the Panel finds the student in violation, it will recommend sanctions to the Dean. The Dean will make the final decision on both responsibility for violation and sanctions.

SANCTIONS

- ▶ Sanctions in both the formal and informal processes are intended to have the effect of discouraging violations of the rules of conduct and educating students about appropriate behavior within the community. Possible sanctions are listed in the Code of Student Conduct.

APPEALS

- ▶ Students have the right to appeal the decisions of the hearing panel and the Dean of Students to the Vice Chancellor for Student Affairs.

RECORDS

All disciplinary actions are recorded in a student conduct file which remains on record for a period of five years from the time the case is resolved. Student conduct files are by law, strictly confidential, and only accessible to faculty and staff with a "legitimate educational interest." The records are governed by the *Berkeley Campus Policy Governing Disclosure of Information from Student Records* (Rev. April 15, 1997, on the Web at <http://www.uga.berkeley.edu/uga/disclosure.stm>). Disciplinary actions are recorded on the official academic transcript only when a student is suspended or dismissed from the University. The disciplinary notation remains on the academic transcript only for the time period in which the suspension or dismissal is in place.

CONFIDENTIALITY

In accordance with the provisions of the Federal Family Educational Rights and Privacy Act (FERPA) of 1974, the instructors and staff of the University of California, Berkeley, must treat any information related to an alleged violation of the Code of Student Conduct or the outcome of a conduct hearing as strictly confidential.

ACADEMIC DISHONESTY AND COURSE DROPS

Please check with your college or school regarding policies that determine whether a student can drop a course while an investigation by the University is underway.

Campus Resources

QUESTIONS ABOUT JUDICIAL PROCEDURES

Office of Student Conduct

643.9069 ■ osc.berkeley.edu

Your Academic Department

Each academic department manages issues of student conduct in different ways. Consult your department for specifics.

FOR ADDITIONAL SUPPORT

Faculty Guide to Campus Life

facultyguide.berkeley.edu

Graduate Student Instructor Teaching Resource Center

642.4456 ■ gsi.berkeley.edu

Office of Educational Development

642.6392 ■ teaching.berkeley.edu

Student Advocate Office

684.0378 ■ studentadvocateoffice.com

University Health Services

642.2000 ■ uhs.berkeley.edu

University of California Police Department

642.6760 ■ police.berkeley.edu

FURTHER ONLINE INFORMATION

Refer to the Instructor's Guide at osc.berkeley.edu

Acknowledgments

This brochure was inspired by publications already in use at Eastern Illinois University, Texas A & M, the University of Delaware, Smith College, and the University of California, Irvine.