

Fostering Academic Integrity (Page 1 of 37)



Scenario (Page 2 of 37)

Consider this scenario:

When reviewing a student's midterm paper, you notice that the writing style of the paper does not match the writing produced by this student in other assignments. You decide to do an internet search to determine whether the paper is the student's own work. After typing a sentence from the paper into a search engine, you discover that the student has downloaded this paper for the midterm assignment and plagiarized it in its entirety.

What should you do?



Send the student to the Center for Student Conduct.



Confront the student with an accusation of plagiarism.



Take the evidence of misconduct to the instructor of record.

Preview of Module 4 (Page 3 of 37)

An academic community thrives when it adheres to the highest values of academic integrity: honesty, fairness, trust, respect, accountability, and responsibility. Fostering an educational environment that values academic integrity is essential to the intellectual and social development of students and the advancement of knowledge.

The present module addresses this core value of the University. As a GSI, you have a responsibility to model and promote academic integrity and ethical behavior. You can demonstrate professionalism to students and colleagues by taking academic integrity seriously in both your teaching and your research.

In this module, **Fostering Academic Integrity**, you will explore the following topics:

- the UC Berkeley Campus Code of Student Conduct;
- forms of academic misconduct;
- causes of academic misconduct and strategies to address them;
- steps to promote academic integrity;
- test-taking and cheating;
- preventing plagiarism;
- responding to academic misconduct;
- students' rights when a complaint is filed; and
- campus resources.

Learning Objectives

After exploring these topics, you should be able to:

- identify what constitutes academic misconduct;
- explain to a colleague some of the reasons that students cheat or plagiarize;
- select teaching strategies to foster academic integrity;
- identify the resources on campus that can assist in handling academic violations of the UC Berkeley Campus Code of Student Conduct; and
- describe the steps you should take as a GSI to handle student academic misconduct.

The UC Berkeley Campus Code of Student Conduct (Page 4 of 37)

The UC Berkeley Campus **Code of Student Conduct** defines forms of academic misconduct for the campus and establishes campus procedures for addressing suspected conduct violations. The purpose of the Code of Student Conduct is to support the goals of the campus community:

The University of California at Berkeley is a community of scholars committed to maintaining an environment that encourages personal and intellectual growth. It is a community with high standards and high expectations for those who choose to become a part of it, including established rules of conduct intended to foster behaviors that are consistent with a civil and educational setting. Members of the University community are expected to comply with all laws, University policies and campus regulations, conducting themselves in ways that support a scholarly environment. [1]

The Code is administered by the [Center for Student Conduct \(CSC\)](#) and is available on the CSC website.

The Honor Code

The campus also has an **Honor Code**, which was developed by the ASUC, the Graduate Assembly, the Academic Senate, and the Deans of the College of Letters and Science to support academic integrity and a respectful campus environment. The Honor Code states simply:

As a member of the UC Berkeley community, I act with honesty, integrity, and respect for others. [2]

The purpose of the Honor Code is to encourage conversations on campus about the value of academic integrity and the principles and practices that grow out of that value. It should be listed on every course and section syllabus. (More information on how to employ the Honor Code in the classroom can be found on page 30 of this module.)

Sources

[1] Center for Student Conduct, [UC Berkeley Campus Code of Student Conduct](#) (General Overview).

[2] Center for Teaching and Learning, [Berkeley Honor Code](#).

Forms of Academic Misconduct (Page 5 of 37)

UC Berkeley broadly characterizes academic misconduct in this way:

Academic misconduct 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.

Certain types of behaviors that would not align with this expectation include cheating, plagiarism, altering academic documents or transcripts, gaining access to materials before they are intended to be available, and helping yourself or another individual to gain an unfair academic advantage.

It is recognized that expectations can vary among departments, so the campus places responsibility on students to be informed of the expectations in particular settings:

Individual departments at the University of California, Berkeley, may have differing expectations for students, so students are responsible for seeking out information when unsure of what is expected. [1]

GSI's very often have the role of explaining to students the expectations that the instructor of record holds, or that the field or discipline holds, when introducing and assisting students with assignments and exam preparation. GSI's are also involved in identifying instances in which a student may have broken with those expectations. To help equip you for these GSI responsibilities, we will explore more specific definitions and examples in the next few pages.

The following excerpt from the Campus Code of Student Conduct defines the grounds for discipline for academic misconduct:

V. GROUNDS FOR DISCIPLINE

The Chancellor may impose discipline for the commission or attempted commission (including aiding or abetting in the commission or attempted commission) of the following types of violations by students (as specified by University Policy 100.00), as well as such other violations as may be specified in campus regulations:

102.01 Academic Misconduct

All forms of academic misconduct including but not limited to cheating, fabrication, plagiarism, or facilitating academic dishonesty. [2]

Sources

[1] Center for Student Conduct, [Academic Integrity](#).

[2] Section V of the [UC Berkeley Campus Code of Student Conduct \(pdf\)](#).

Forms of Academic Misconduct: Cheating and Plagiarism (Page 6 of 37)

Please note that the list of definitions and examples of academic misconduct below 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



- Submitting work created by generative AI technology, without prior permission from an instructor

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

We will return to these two categories later in the module.

Source

Center for Student Conduct, [Definitions & Examples of Academic Misconduct](#).

Other Forms of Academic Misconduct (Page 7 of 37)

Please note that the definitions and examples of academic misconduct listed are not exhaustive.

Course Materials

- Removing, defacing, or deliberately keeping from other students 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.
- 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.

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.

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.
- Unnecessarily activating fire alarms.

Specific actions a GSI can take when someone disrupts the class are discussed in Module 1 of this course.

Distribution of Lecture Notes

Instructors, including GSIs, retain copyrights to their lectures and class presentations, class materials they create, and related material. The following are not permitted:

- Selling, distributing, website posting, or publishing course lecture notes, handouts, readers, recordings, exams, or other information provided by an instructor, without prior written permission of the instructor.
- Sharing course materials with others who are not currently enrolled in the class without prior written permission of the instructor.
- Making audio or visual recordings of lectures or class presentations without prior written permission of the instructor.
- Using course materials for any commercial purpose.
- Taking notes for compensation without prior written permission of instructor. [2]

Sources

[1] Center for Student Conduct, [Definitions & Examples of Academic Misconduct](#).

[2] [UC Berkeley Policy on Classroom Note-Taking and Recording](#).

Academic Integrity: The National Conversation

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It is often reported in the popular press that cheating and plagiarism are on the rise. Based on methodological differences in the research, however, it is difficult to say with certainty whether misconduct is increasing.

The survey research of McCabe et al. between 2002 and 2010 indicates the following:

- 65% of the undergraduate respondents reported that they had engaged in some type of behavior listed as cheating.
- 42% reported collaborating on a homework assignment when the instructor did not allow it.
- 36% indicated that they had copied a few sentences from a source into their paper without footnoting it.
- 30% marked that they had cheated on an exam by getting answers from someone who had already taken the test.
- 14% reported copying from another student on a test or exam.
- 11% reported giving answers to other students during an exam.
- 6% said they had turned in papers written wholly or partially by other students.

There is a growing consensus that the most useful approach for addressing academic misconduct is pedagogical. Well informed GSIs are in an excellent position to help students work through the principles of academic integrity and develop the skills that are necessary for honest success.

Source

Donald L. McCabe, Kenneth D. Butterfield, and Linda K. Treviño (2012). "Prevalence, Types and Methods of Cheating in College." Chap. 3 of *Cheating in College: Why Students Do It and What Educators Can Do about It*. Baltimore: The Johns Hopkins University Press.

For additional research from McCabe's colleagues at the [International Center for Academic Integrity](#) [Links to an external site.](#), see [Cheating Academic Integrity: Lessons from 30 Years of Research](#). Eds. David A. Rettinger and Tricia Bertram Gallant, 2022.

Causes of Academic Misconduct (Page 9 of 37)

The following are among the many possible reasons students may commit academic misconduct:

- Some students do not understand standards of academic integrity and have not yet developed skills for maintaining it, such as accurate, detailed note-taking and citation of sources.
- Students sometimes feel compelled to take enormous risks when a course or field is highly competitive and grades are based on just a few high-stakes exams or assignments. Pressures to get into a graduate or professional school, or to meet family members' expectations, may also be involved.
- Faculty and students sometimes do not hold the same definitions or values around cheating. For example, McCabe et al. (2012) found that 39% of student respondents did not consider copying and pasting from online sources without citation to be cheating, or considered it to be trivial cheating, whereas in another study 39% of faculty respondents considered it to be serious cheating.
- Different faculty members may communicate different expectations for test-taking, written assignments, and collaboration.
- Students may be inclined to define misconduct for themselves rather than looking to institutional definitions.
- Some elements of academic conduct in other countries may differ from the standards at U.S. universities.

While it is the students' responsibility to be familiar with the UC Berkeley Campus Code of Student Conduct, many of the causes of academic misconduct can be addressed through thoughtful instruction. We will now explore reasons for plagiarism and cheating in more depth, along with ways GSIs can promote students' academic integrity.

Causes and Solutions (Pages 10 of 37)

Causes of academic misconduct can include important challenges students face in their learning. Solutions often lie in helping students develop essential knowledge and skills to meet those challenges.

Student Awareness

Problem:

Students may not be fully aware of what constitutes academic misconduct. Students may not understand what resources or level of collaboration is permitted for each assignment or exam. They also may not have had the opportunity to reflect upon the value of academic integrity.

Solution:

At the beginning of the semester, discuss with the class the value of academic integrity. Highlighting the central role that academic integrity plays in enabling all members of the academic community to thrive may help students fully grasp the gravity of academically dishonest behavior.

Possible class discussion questions:

- What is academic integrity?
- What is academic misconduct?
- What are some examples of academic misconduct?
- Why is academic integrity important?
- How does academic dishonesty affect or impact you as a student? Other students? The University? Life after college graduation?
- What resources are available to UC Berkeley Students?

Review the definition of academic misconduct and its penalties as established in the UC Berkeley Campus [Code of Student Conduct](https://conduct.berkeley.edu/code-of-conduct) with your students. Explain the purpose of the Code to your students and provide them with a link to the Code (<https://conduct.berkeley.edu/code-of-conduct>), on your section syllabus and on your course website. Some instructors spell out specific consequences for academic misconduct on their syllabi, such as an “F” in the course or on the assignment. Page 11 of this module presents a sample of a section syllabus statement on academic misconduct that can be modified as necessary to fit the particular course or discipline.

In the syllabus, clearly indicate what materials can be referenced for coursework and exams and in what situations collaboration is allowed. If collaboration is permitted, be specific about what that looks like and how that should be reflected in their work. It is important to return to these expectations often throughout the semester when assignments are regularly given, and in advance of major activities such as midterm or final exams.

Study Habits

Problem:

The study habits that may have served students well in high school may not be adequate for academic success at UC Berkeley. Poor note-taking habits, for example, may lead to unintentional plagiarism or cheating.

Solution:

Consider providing all students — not singling out just a few — with information about campus resources that may help them fine-tune their study habits to meet the demands of UC Berkeley. For example, the [Student Learning Center](#) offers [Strategic Learning Resources](#). Suggest effective practices, for example including all the necessary bibliographic information in their notes so they do not unintentionally plagiarize.

Confidence in Writing Skills

Problem:

Students' motivation to write original academic papers can suffer from low confidence in their ability to do so.

Solution:

Consider providing all of your students with information about resources that provide writing assistance. These may include the following:

- [Student Learning Center: Writing Support](#)
- [Residential Life: Academic Support](#)
- [Athletic Study Center: Student Resources](#)

In addition, talk to your students about their previous experience with writing papers, what processes they use to write a paper, what has worked, what has not, and what they need assistance with. Also, talk with them about the expectations for citing material in your course. [1]

Time Management

Problem:

Students may face significant challenges managing all their school work and getting it done on time. Under pressure, some may sometimes be inclined to resort to dishonest behavior or may become careless regarding note-taking procedures and proper citation.

Solution:

Help students develop time management skills by directing them to campus resources.

The Student Learning Center makes available a page of [Strategic Learning Resources](#) for undergraduates who want to learn to manage their time better and overcome procrastination. The SLC can provide individual consultations and sometimes offers workshops.

Simultaneous Exams or Assignments

Problem:

Often related to time management, the pressure of two or more major projects at the same time can sometimes cause students to resort to academically dishonest behavior.

Solution:

At the beginning of the semester, encourage students to create a semester calendar that incorporates dates of assignments and exams for *all* of their classes. The activity helps students think realistically about their semester workload, and the visual reference will remind them when multiple assignments may become due so they can manage their time accordingly.

Avoid changing exam or assignment due dates that are published in the syllabus at the beginning of the term, and be clear about policies pertaining to extension requests.

Heavy Workloads

Problem:

A student may be taking a course load that exceeds the normal requirements and may have trouble managing the excessive workload. In addition, many students must work part-time in order to finance their education and/or help support family members.

Solution:

Encourage students to consult with the undergraduate advisor in their college or department if course load demands become a problem. Moreover, it may help you to know what is considered a reasonable undergraduate student course load.

Students must be enrolled in at least one course to be considered a registered student at UC Berkeley (in addition to having paid registration fees and having no registration blocks). However, undergraduates are expected to be enrolled in at least the following minimum unit requirements, depending on the college or school, as follows:

Haas School of Business	13 Units
College of Chemistry	13 Units
College of Engineering	12 Units
College of Environmental Design	12 Units
College of Letters & Science	13 Units
College of Natural Resources	13 Units

In a regular semester, one unit generally involves three hours of work per week, including in-class time. A three-unit course, then, typically involves three hours in class plus six hours of work outside of class.

Psychological Factors

Problem:

Being a student at UC Berkeley is demanding. Students may find themselves struggling with stressful issues such as difficulty with coursework, academic probation, low academic self-confidence, procrastination, or test anxiety.

Solution:

Rather than singling out any particular student, provide information to all students about the availability of campus professionals who can assist them with these academic issues.

Working with a counselor in a confidential and non-judgmental atmosphere can aid self-understanding and resolution of these issues. At the Counseling Center, skilled counselors assist students by offering useful strategies for managing stress and anxiety. They also offer emergency consultations, appointments, workshops, and self-help resources.

[Counseling and Psychological Services](#)

University Health Services (UHS)

Tang Center

2222 Bancroft Way

510-642-9494

Students may or may not wish to make use of the Counseling Center. If you have concerns about a student's psychological health, you can report that to the campus (see the Center for Support and Intervention for information on [when to refer a student](#)). More about this office and the Students of Concern Committee appears in Module 1.

This information is included in the resource list available at the end of the course and on the GSI Center website.

Sources

Teaching Guide for GSIs, [Factors that Can Contribute to Academic Misconduct](#).

Student Learning Center, [Strategic Learning Resources](#), [Writing Support](#).

Athletic Study Center, [Student Resources](#).

Office of the Registrar, [Course Loads by College](#) (click on "Determine Minimum Unit Requirements").

University Health Services, [Individual Counseling](#).

[Center for Support and Intervention](#).

Steps to Promote Academic Integrity: Sample Syllabus Statement on Academic Misconduct (Page 11 of 37)

Consider adding this statement or something similar to your section syllabus, with the approval of the instructor of record:

Any test, paper, or report submitted by you and that bears your name is presumed to be your own original work that has not been previously submitted for credit in another course unless you obtain prior written approval to do so from your instructor.

In all of your assignments, including your homework or drafts of papers, you may use words or ideas written by other individuals in publications, websites, or other sources, but only with proper attribution. “Proper attribution” means that you have fully identified the original source and extent of your use of the words or ideas of others that you reproduce in your work for this course, usually in the form of a footnote or parenthesis.

As a general rule, if you are citing from a published source or from a website and the quotation is short (up to a sentence or two), place it in quotation marks; if you employ a longer passage from a publication or website, please indent it and use single spacing. In both cases, be sure to cite the original.

[GSIs: If yours is a writing-intensive course, give a link to the citation system your course will use.]

If you are not clear about the expectations for completing an assignment or taking a test or examination, be sure to seek clarification from your instructor or GSI beforehand.

Finally, you should keep in mind that as a member of the campus community, you are expected to demonstrate integrity in all of your academic endeavors and will be evaluated on your own merits. So be proud of your academic accomplishments and help to protect and promote academic integrity at Berkeley. The consequences of cheating and academic dishonesty — receiving an academic penalty for the assignment or for the class, receiving conduct and educational sanctions, or being asked to disclose

your conduct history on a graduate school, law school, medical school, or dental school application — are simply not worth it. [1]

The following brief definitions from the Center for Student Conduct website might also be useful; other items on their list might also be appropriate to include.

Cheating

Cheating includes 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.

Plagiarism

Plagiarism includes use of intellectual material produced by another person without acknowledging its source. [2]

The Honor Code has also been found useful:

"As a member of the UC Berkeley community, I act with honesty, integrity, and respect for others." [3]

Sources

[1] Academic Dishonesty and Plagiarism Subcommittee Report, June 18, 2004.

[2] Center for Student Conduct, [Definitions & Examples of Academic Misconduct](#).

[3] Center for Teaching and Learning, [Berkeley Honor Code](#).

Additional Steps to Promote Academic Integrity

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Many of the steps you can take to promote academic integrity are simply good teaching practices that will benefit all students.

- At the beginning of the semester, invite students to office hours, either individually or in small groups, to get to know their backgrounds, goals, and interests. Meeting in small groups encourages peer exchange, trust, and collaboration.
- Set clear criteria for evaluating their performance for the course or section in general, but also for specific assignments. Formalize these as a grading rubric to use when grading students' assignments, and make sure students understand the criteria in advance (whether you distribute formal grading rubrics to them or not).
- Make sure students know the kinds of collaborations that are permitted and those that are not. Unless the instructor of record or the GSI sets specific rules regarding collaboration, students should understand that all work submitted for a grade must be done independently.
- Be clear and explicit. Include your expectations in writing in the syllabus and highlight them orally in your first class meeting and when assigning written work. When expectations are clear, students will be less prone to resort to dishonest behavior.
 - Particularly with regard to the use of AI, it is best when Faculty and GSIs offer clear instructions. (Policies on AI should be set by or in collaboration with the instructor of record.) Faculty who wish to allow AI usage should be clear on their syllabus and explicitly outline for each assignment what the limitations are for using tools and resources. The Center for Student Conduct advises that instructors address the use of AI and provide a statement such as, "*In the absence of clear authorization to use AI in your assignments, it is important to seek guidance from your instructor or avoid using AI at all.*"
- Use the [UC Berkeley Honor Code](#) [Links to an external site.](#) as a basis for talking about academic integrity. Berkeley students created the code to encourage conversations about what its ideals mean; GSIs can guide conversations that help create an inclusive classroom community in which students will have an investment in maintaining academic integrity.
- If you have the opportunity to give input into course design, suggest that multiple opportunities be given to students throughout the semester to demonstrate their learning. Students will be less apt to cheat if they can demonstrate their learning incrementally. (A series of smaller quizzes can also prepare students to perform better on

a larger exam. For more information see Arthur Shimamura's talk [Active Learning AND Testing: The Key to Long-Lasting Memories](#) on the GSI Teaching & Resource Center website.)

- Be approachable, yet conscientious about maintaining professional boundaries. Tell the students that it is okay to come to talk to you during office hours about workload, writer's block, competing obligations, and other obstacles that may adversely affect their work. Develop a shared scholarly relationship.

Test-Taking and Cheating (Page 13 of 37)

Midterms, finals, and other course examinations often constitute the bulk of a student's course grade, making the stakes surrounding exam performance high enough for some students to risk cheating. In addition to creating a course environment that uses the steps discussed in the previous pages to minimize academic misconduct, you should also discuss with the faculty member teaching the course and other GSIs any steps you may wish to take immediately prior to and during the administration of an exam to prevent cheating.

We will discuss a few strategies to help prevent cheating in the following pages.



Before the Exam (Page 14 of 37)

Be Aware of “Ringers”

In large-enrollment classes where a degree of anonymity exists, unscrupulous students may arrange for another person to take their exam. This unauthorized test-taker is referred to as a “ringer.”

Consider this scenario:

A student in a very large-enrollment course arranges for someone better versed in the subject to take the exam or test in his or her place.

Ways this might be prevented when teaching in person

- Advise students in advance that they will be required to show identification on the day of the test. When students arrive to take the test, check their identification. Ask students to put their student ID cards on their desks — this gives you an opportunity to see who is taking the test that day.
- When discussing the upcoming exam in class, talk to students about the stress of test-taking and strategies for reducing this stress, such as studying in groups, reserving enough time for exam preparation, and meeting with you to discuss difficult material.
- Ask students to sit in groups according to section, and have each GSI take roll for his or her section.
- Assign seats so you know where each student is sitting in the exam.
- Ask students to write their neighbors’ names down on their exam.

To prevent this situation in a remote exam, departments may opt this fall, as part of a campus pilot program, to use the Zoom video conferencing tool for remote proctoring. Because privacy issues are at stake, GSIs should speak to the instructor of record in advance and should not move forward on their own with remote proctoring.

Discourage Copying When Teaching in Person

Consider these scenarios:

Groups of friends sit together in the back of the room to take the exam, or some students sit in hard-to-observe corners.

A student copies answers from the student sitting next to her.

Ways these behaviors might be prevented

- Do not let students sit directly next to each other or directly behind each other.
- Seat students randomly in alternate chairs to minimize the chance of sharing answers.
- Walk around the room to monitor test-taking activity.
- Have multiple versions of the exam and distribute them to the class so that no adjacent seats have the same version. The versions all have the same kinds of items but with different details.

	Version 1	Version 2	Version 3
Question 1	$2+2=4$	$3+3=6$	$2+3=5$

- Arrange the questions in a different order on different versions of the exam.

	Version 1	Version 2	Version 3
Question 1	$a+b+c=d$	$v+x+y=z$	$r+s+t=u$
Question 2	$r+s+t=u$	$a+b+c=d$	$v+x+y=z$
Question 3	$v+x+y=z$	$r+s+t=u$	$a+b+c=d$

Check Blue (or Green) Books

Consider this scenario:

A student whose final exam requires a blank exam or blue book writes answers to possible questions inside of the blue book prior to arriving for the exam.

Ways this might be prevented

- Tell students in advance that you will ask them to turn in their blue books (or green books) before the exam begins and then redistribute them at random.
- Tell students in advance that you will ask them to leave certain pages of the blue book blank, or to “X” out particular pages, etc.
- Have a discussion with students in advance about the penalties for cheating.

Proctoring the Exam (Page 15 of 37)

Crib Notes or Cheat Sheets

Consider this scenario:

A student creates a cheat sheet for the exam and puts it in the case of a calculator.

Here are ways this might be prevented

- Instruct students to put away all their course materials (books, notes, etc.), and that none of these items should be visible from their desks.
- Tell students that the cases for their calculators should also be put away.
- Watch the students to see if they might be looking at cheat sheets as they take the exam or test.
- Have an open-book and open-note exam (that is, an exam in which students are explicitly allowed to consult their books and notes during the exam). Be clear about expectations as to which sources are approved for use.

Preventing Digital Cheating

Here are a few suggestions for preventing cheating with digital devices

- Make certain that students put all electronic devices away before the exam.
- If calculators are used during the examination, allow only calculators that have basic functions.
- Have students put calculator cases away before the exam. Only the calculator itself should be out during the exam.
- Do not allow students to listen to audio players during an exam. Be on the lookout for hard-to-detect earbuds as well.
- Do not allow students to take their personal electronic devices with them to the restroom.
- Ask students to keep approved electronic devices, such as calculators, on the desk at all times.

Taking Breaks

Consider these scenarios:

Students seem to have conferred about exam answers after having asked to be excused to use the restroom.

A student takes her smart phone with her when she goes to the restroom during the exam. While there, the student looks up information related to the exam or contacts a friend and asks her to look up something for the exam.

Here are ways these scenarios might be prevented

- Do not let more than one student at a time go to the restroom during the exam.
- Discuss in advance with students the value of academic honesty and the penalties for academic misconduct.
- Announce a policy prior to the exam day that students will have to turn off and put away all cell phones and similar devices during the exam.
- On the day of the exam, before the exam starts, ask students to turn off all such devices and put them away.
- Tell students that they are not allowed to take any of these devices with them to the restroom. If a student is concerned about this, the student can leave it with the GSI while out of the classroom.

Proctoring the Exam: Cheating in Progress (Page 16 of 37)

Consider this scenario:

During an exam you notice that two students appear to be copying off each other's work. What do you do?



Take the exams away from the students and send them out of the classroom.



Inform the students right then and there that because they have cheated they will receive an "F" for the course.



Without disturbing the concentration of the other students, move the two students to new seats and allow them to continue with their exams.



Make a general announcement to the class that cheating will not be tolerated, and give these two students a second chance not to cheat.

Recommendations

Here are a few things to keep in mind when dealing with cheating in progress:

- It is important to not disturb the concentration of other test-takers when you approach a student about improper test-taking behavior.
- You should allow the student suspected of cheating to complete the exam.
- Make a note of student(s) whom you suspect of cheating and compare exams after the test is complete. Also record the names of students who are sitting around them.
- Be sure to record your observations of what you saw and how you intervened. These notes may be useful if you are asked by the instructor of record to report the incident to the Center for Student Conduct.

After the Exam (Page 17 of 37)

“Missing” Examinations

Consider this scenario:

A student in your class arrives on exam day. She is given an exam, is seated, and along with the class appears to complete the exam. When it is time to turn in the exams, you don't realize that the student has left the room without turning in an exam. When you finish grading the exams, you notice that this student's exam is missing. You approach the student, and she claims that she did take the exam and that you must have misplaced it. She tells you how hard she studied for the exam and that she is confident that she would have received a high grade for her effort. The student asks to re-take the exam, which would give her an advantage over the rest of the class.

Here are ways this might be prevented

- Collect exams from students rather than allow them to rush to hand them in at the end of the period.
- Make a record of who turns their exam in at the time that you collect them.
- Announce in advance that if you don't have an exam from a student, he or she will automatically get an “F.”
- Have students write their neighbors' names on their exam.

Fraudulent Requests for Regrading

Consider this scenario:

A student receives his original graded exam back from the GSI. He erases some of the work and changes some of the answers to gain additional points. He resubmits the exam for grading, claiming that the GSI scored the exam incorrectly.

Responding to Re-grade Requests

If students are not satisfied with their performance on an exam, they will sometimes seek a re-grade of the test or exam. The instructor of record usually has a policy to handle such requests. Misconduct occurs when students try to alter the information on the original exam in order to improve their score on the second evaluation.

Here are some ways to avoid fraudulent re-grade requests

- With the instructor of record, develop a process for students to resubmit exams or tests for regrading.
- Consider copying or scanning all exams or quizzes prior to returning them to students; or consider copying or scanning a random sample of all exams before returning them to students. Note this practice on your syllabus or announce in class that it will occur.
- Keep the original exams or tests and return copies to the students.
- Clearly mark incorrect answers or blank spaces with an “X” or other mark such as your initial.
- Keep a record of the original scores and details of the re-grade scores.
- Make arrangements for exams and assignments to be returned in person.
- Have students take the exam using a non-erasable pen.

Preventing Plagiarism (Page 18 of 37)

In a survey of UC Berkeley faculty and GSIs from 2004, the most commonly reported form of student academic misconduct was plagiarism. A survey of students the same year showed that “many students did not fully comprehend what particular practices might involve plagiarism.” Norms for citation online and in social media can be very different from those in academic writing.

For these reasons, we strongly suggest that you review with your students the definition and forms of plagiarism in the academic context. Help them understand when, why, and how to use other writers’ work, and emphasize practices in the process of research and writing (such as including publication data in their note-taking) that will help students use the work of other writers fairly and professionally.

For an excellent approach to helping students understand and avoid plagiarism, see Catherine Cronquist Browning's Teaching Effectiveness Award essay, [Ethical Engagement: Practical Solutions for Addressing Plagiarism in the Writing Classroom](#).

Source

Academic Dishonesty and Plagiarism Subcommittee Report, June 18, 2004.

For an ethnographic exploration of students’ awareness and practices of citation, see Susan D. Blum’s *My Word: Plagiarism and College Culture* (Ithaca, NY: Cornell University Press, 2009).

Averting Unintentional Plagiarism (Page 19 of 37)

Low Confidence as Writers

Some students use other writers' words without attribution because they believe their own words are not good enough, or because they have the unrealistic idea that they should write a polished paper in a single sitting. For students who may lack confidence or become frustrated, the GSI can work to help them develop their own perspectives in response to their sources, understand the different parts of an assignment, and assess within each part how well their work accomplishes what it should.

An important strategy for avoiding the temptation of plagiarism involves the way a writing assignment is structured and presented to the class.

Here are recommendations for supporting students in their written projects and preventing plagiarism [1]

- Give a short lecture on how to research and write a paper.
- Assign one or more short papers.
- Break a major assignment into parts.
- Require submitted papers to be accompanied by selected cited sources.
- Have students keep a research journal or log.
- Have students write a short reflective essay about their experience in writing the paper.
- Ask students to sign a statement of authorship.

Quotations, Paraphrases, and Summaries

Much unintentional plagiarism can be prevented by explaining the differences among quotations, paraphrases, and summaries, and by having students understand that in all three cases the source of the ideas must be formally cited.

Here is some language for describing the differences:

Quotations reproduce a passage word for word, with only small changes allowed, such as ellipses to indicate omissions and bracketed words to indicate changes needed to preserve meaning or grammatical sense.

Paraphrases rephrase a passage in one's own words but retain all, or almost all, of the original ideas and structure.

Summaries also rephrase a passage in one's own words but retain only the main ideas of the original, and do not borrow key phrases without quotation.

Students from some backgrounds may regard copying from authoritative sources in their papers as good form. GSIs can help such students adapt to academic standards at UC Berkeley by emphasizing that (1) any text they draw from must be fully credited, and (2) a major objective of writing assignments is for students to develop their own voices in relation to the materials they work with. Give students a handout explaining how and when to cite, how and when to use quotations, and what constitutes an acceptable paraphrase.

See more information in [The Art of Paraphrasing](#) and [Paraphrasing Exercise](#) in the online Teaching Guide for GSIs.

Common Knowledge

While ideas that are common knowledge do not need to be cited, what constitutes common knowledge is not always clear. Many students aren't sure when a paraphrase must be credited to the original author and when the ideas constitute common knowledge that need not be credited.

In general, an idea is common knowledge if:

- the same idea can be found in the same form in several independent sources
- it is information that the intended audience most likely already possesses
- it is factual information that is in the public domain — for example, widely known dates of historical events, facts that are cited in standard reference works, etc.

Inform your students that common knowledge does not have to be cited. Invite them to approach you with questions. However, if you or they have any doubt about whether a piece of information is common knowledge, the source should be cited.

Of course, many students are still developing their sense of audience, or are still learning information that others might consider common knowledge. Providing students with examples of common knowledge and correct citations will help them to get a firmer grasp on these issues.

Source

[1] Barbara Gross Davis, "Promoting Academic Honesty," in *Tools for Teaching* (San Francisco: Jossey Bass, 2009).

Strategies for Deterring Plagiarism (Page 20 of 37)

Discuss and Monitor Student Note-Taking

- Discuss note-taking practices with your students. Poor note-taking can be the cause of unintentional plagiarism. Be sure students are noting not just content, but the sources of ideas, and marking their own thinking as distinct from the ideas presented in the sources.
- Require students to submit a copy of the notes they take in researching a paper, or a rough draft of their paper, either before a paper is due or together with the final draft of the paper. Alternatively, require that students keep copies of such notes and stand prepared to produce them upon request.

Assign Sequential or “Scaffolded” Assignments

- Break assignments into stages. For example, students might submit a thesis statement, then a bibliography and research plan, then a first draft, and then a final draft. Give due dates and grade or comment on the assignment at each stage, and require that the next submission reflect comments made on the previous one.
- Don't permit last-minute changes in topic. Announce this policy early in the process. Announce further that if someone feels their initial topic isn't panning out, they'll have to negotiate an adjustment in consultation with you.

Use Writing Models

- Show your students what good writing in your discipline looks like. Discuss with them features such as mandatory or standard sections of a paper, what each section is supposed to accomplish within the paper, and ways a good paper uses and credits other writers' material.
- Give students examples of quotations, paraphrases, and summaries in class, along with practice in discerning instances of plagiarism.

Clarify Citation Styles and Expectations Through Learning Activities

- Help students understand discipline-appropriate conventions of citation, and the appropriate citation style, such as MLA, APA, CSE, etc. Show students what you expect.
- Show students how to cite sources correctly in your field, and give them a small practice assignment or in-class activity using the citation guide.
- Require students to include an annotated bibliography with their papers.

Design Original Topics and Assignments

- Create specific and meaningful paper topics and assignments, and do not repeat them from year to year. Relate paper topics to local or course-specific issues, or ask students to discuss a personal experience in relationship to a topic. If students are to choose their own topics, require that they develop them only in close consultation with you.

Use Turnitin Originality Check on bCourses

- If the Turnitin Originality Check tool is activated on the class's bCourses site, announce it to the class. Originality Check is an integration of the plagiarism detection tool Turnitin that compares student assignments with several corpora of student papers and published works. It flags possible instances of plagiarism, so students can revise before submitting their final paper for grading. Specific information for instructors and students is available on the Educational Technology Services' website [Turnitin Instructors Getting Started](#).

[PDF Version for Printing \(pdf\)](#)

Scenario (Page 21 of 37)

The instructor of record has opted to use the Turnitin Originality Check on student assignments in your course. As you are grading a set of papers in bCourses, you come across one for which Turnitin has found a 25 to 49% content match with other sources.

What should you do?



Review the content matches to evaluate whether plagiarism has occurred.



Confront the student with an accusation of plagiarism.



Forward the paper to the instructor in charge of the course to decide on a penalty.

If You Suspect Plagiarism (Page 22 of 37)

Ideally, GSIs should speak with the instructor of record at the beginning of a course about the preferred course of action to take if plagiarism is suspected or occurs. Some faculty members may prefer to deal with the situation themselves; others will ask the GSI to take an active role. With the widespread introduction of ChatGPT and other AI tools, you should also ascertain the approach the instructor of record wants you to take in checking for plagiarism.

It is important not to make assumptions when you suspect plagiarism. While a sudden improvement in the quality of a student's work might indicate plagiarism, it may simply reflect increased understanding and effort on the student's part.

Investigate Suspected Plagiarism

If the instructor of record has students submitting their assignments in bCourses, run an Originality Check on the suspected paper and carefully analyze the similarities to other written works. Turnitin can flag the matching phrases and passages and link to the possible source documents; however, it cannot determine whether the matches constitute plagiarism, or whether the similar phrasings are simply common usage in the field the student has written about.

If students are not submitting their papers in bCourses, there are other ways to confirm possible plagiarism:

- Use search engines such as Google or Google Scholar to search for terms or sentences that you believe are plagiarized. You may also try inputting sample prompts into ChatGPT and other AI tools to see similarities in the submitted work.
- Ask the student to describe how he or she researched the paper and, perhaps, to bring you their notes.
- Without disclosing the student's identity, ask other GSIs in the same course if the paper looks familiar. Sometimes two students will write a paper together and submit it to different GSIs.

- Ask the instructor of the course if any of the material in the paper looks familiar. The instructor is likely to be acquainted with the secondary literature and recognize something you may not.

Work with the Student

If you are assigned the responsibility of addressing an instance of plagiarism, it is important for you to respect the student's rights. When you meet with a student who you think has committed plagiarism, do not initiate the conversation with an accusation. Even if you have found the source from which the material was drawn, you should avoid inflaming the situation by opening with provocative expressions such as "plagiarism," "cheating," "theft," etc. An interview of this type is already emotionally charged, and inflaming it further is unlikely to be productive. Instead, engage in a non-confrontational dialogue with the student to gather more information.

Useful Resources: [Academic Misconduct Email Templates for Instructors](#)

A Sample Dialogue about Plagiarism (Page 23 of 37)

Discussing a potential case of plagiarism with a student is a sensitive matter. Consider the following hypothetical conversation between a GSI and student:

GSI: I'd like to discuss something I encountered while reading your term paper.

Student: What was that?

GSI: Much of the information to support your argument is from sources that I am familiar with. However, your paper does not cite these sources.

Student: Oh... I'm not sure what you mean...

[GSI shows examples using proper citation and contrasts them with the student's paper.]

GSI: Can you summarize your argument in the paper for me?*

Student : It's been a while since I wrote that paper...

GSI: Well, let me ask you about a specific passage. Can you tell me if these are your ideas or the ideas of someone else?

Student: Come to think of it, I think that was a passage from one of the books that I used in my research.

GSI: It's fine to introduce someone else's ideas in your paper, but you have to credit the source of the ideas you discuss. Your paper does not have any citations to acknowledge that these ideas came from another writer and are not your own. In the syllabus and in class we have talked about plagiarism, which involves using someone else's work but representing it as your own. We have discussed why and how to use citations and avoid plagiarism. We also discussed the consequences for committing plagiarism.

After explaining why this is a case of plagiarism, and assuming that the GSI has consulted with the instructor of record and/or a staff member in the Center for Student Conduct, the GSI should tell the student what his or her choices are and what happens next. In the next few pages, you will see more detailed information about Student Conduct procedures.

*Please note that summarizing an argument in a paper can be very difficult to do if the student wrote the paper several weeks previously and has written other papers in the interim. Be patient, and give the student some clues if necessary. If the student didn't write the paper, he or she is unlikely to have a clear idea of its content even when prompted.

Responding to Academic Misconduct (Page 24 of 37)

What if, despite your efforts to educate students about the Code of Student Conduct and prepare them to succeed honestly, you encounter an act of student academic misconduct? What should you do? What are your options for handling the situation?

The first step is to speak with the instructor of record in your course about the issue. The instructor of record is officially responsible for addressing the possible misconduct. The instructor of record may delegate to a GSI. Many incidents of academic misconduct are resolved informally between instructors and students.

You should also consult with the Center for Student Conduct. The staff members of this centralized campus resource not only handle the disciplinary procedures for academic violations, but also can advise GSIs and faculty about how to proceed with matters relating to student conduct. The Center for Student Conduct can also meet with the student to discuss the incident if the GSI needs support.

[Center for Student Conduct](#)

203 Sproul Hall

510-643-9069

studentconduct@berkeley.edu

According to the campus Code of Student Conduct,

The Center for Student Conduct is responsible on behalf of the campus for intake of complaints alleging violations of the Code, investigation of alleged violations, issuing charges of Code violations, participating in the informal resolution process, and presentation of conduct violation cases at formal hearings. The Center for Student Conduct administers complaints of both academic and non-academic violations of the Code. Faculty members may also resolve academic violations directly with the student through the faculty disposition process.

Please note: If you are a GSI teaching in a graduate-level course (course numbered 200 and above), as of Fall 2023 graduate student academic integrity violations will be handled by the Graduate Division, not the Center for Student Conduct. Please see the new [Graduate Student Academic Misconduct Policy](#) and the [Graduate Division information on Graduate Student Academic Integrity](#).

Source

[UC Berkeley Campus Code of Student Conduct](#)

Document the Incident and Consult with the Instructor of Record (Page 25 of 37)

The following are steps to take if you suspect a student has committed academic misconduct according to the campus's definitions:

- Document your reasons for concluding that an act of misconduct occurred (the evidence).
- Consult with the instructor of record. The instructor of record may want to manage the issue personally; although the instructor of record may choose to delegate further steps to the GSI, the instructor of record is officially responsible to address the possible misconduct. The CSC has created an [Academic Misconduct Resource Sheet for Instructors](#) that describes the options available for reporting.
- The instructor of record or the GSI should download the [Faculty Disposition for Undergraduate Academic Dishonesty form \(pdf\)](#). The form is very brief and straightforward.
- The instructor of record may decide to impose a proportionate academic sanction for the infraction if the student accepts responsibility for the misconduct — for example, for a small plagiarism infraction, have the student resubmit an assignment for reduced credit; for a more serious infraction, receive reduced credit or a zero on an exam or paper; or for an egregious infraction, receive a reduced final grade or failing grade in the course.
- Either the GSI or the instructor of record or both should speak with the student to help the student understand the charge and to get a sense of the student's perspective and the factors that contributed to the violation. Show the student the evidence and the Code of Conduct section that was violated, and give the student an opportunity to agree or disagree with the allegation. Discuss any sanctions that the instructor will impose.
- Sometimes an instructor may prefer not to address the incident directly with the student. In that case, the instructor can collect the documentation and send it to the Center for Student Conduct, and the Center for Student Conduct will take responsibility to conduct an investigation and work with the student.
- If the instructor resolves the matter directly with the student (the student takes responsibility for the violation and accepts the academic sanction [e.g., grade reduction or a zero on the assignment]), then the faculty member indicates the academic sanction on the Faculty Disposition form, and the faculty member and student both sign the form. The next step is to report the matter to the Center for Student Conduct (see next page). The Faculty Disposition Form can only be used for undergraduate students and will only apply if this is the student's first violation. While the instructor may not know if this

incident is the student's first violation, the Center for Student Conduct will and will disregard the Faculty Disposition Form if it's the students second academic misconduct violation.

Source

Center for Student Conduct website: [Reporting Academic Misconduct](#), [Reporting an Incident](#), [Faculty Disposition for Undergraduate Academic Dishonesty \(pdf\)](#)

Report the Incident to the Center for Student Conduct (Page 26 of 37)

The Reporting Process

How and why should incidents be reported?

Reporting to the Center for Student Conduct involves filling out and submitting an online [Incident Report](#)[Links to an external site.](#). The report form will ask for details about the incident and uploading of relevant documents, such as the coursework of concern, any email exchanges with the student, and if applicable the signed [Faculty Disposition for Undergraduate Academic Dishonesty Form \(pdf\)](#).

If the instructor does not choose to address the incident with the student directly, or if the student does not accept the allegation of academic misconduct, the Incident Report can still be filed with the Center for Student Conduct. The Center for Student Conduct may then carry out an investigation and speak with the student.

There are important reasons for instructors to report cases of academic misconduct to the Center for Student Conduct.

- The Center for Student Conduct helps educate students about the function and value of academic integrity.
- The Center for Student Conduct serves as the central record-keeping site on campus for reports of student academic misconduct. The purpose of this central recordkeeping system is to flag any future violations of the Code of Student Conduct by the same student. It can also serve as a check against a student engaging in dishonest activities in multiple departments.

If instructors are not sure about filing a report, or what information to include, they are encouraged to contact the Center for Student Conduct to discuss the conduct process and available options.

Sometimes instructors are reluctant to report incidents of academic misconduct because they are concerned about entering something negative on a student's permanent record or transcript. In most cases, reports of academic misconduct are only a student's first violation, which commonly would result in a warning and would not create a reportable conduct record, and would not be listed on a student's transcript.

The Conduct Process

What happens after an instructor reports an incident?

If the student is eligible to complete a Faculty Disposition Form, the Center for Student Conduct may issue a “non-reportable warning” to a student, notifying them that any future violations will result in more serious sanctions. The warning is non-reportable in the sense that although Student Conduct keeps track of the violation, it does not create a conduct record for the student based on a single violation.

More serious violations, or repeat violations, do result in a conduct record. For these, the Center for Student Conduct could issue disciplinary probation (as detailed in section VI of the Code of Student Conduct). Students can also expect to be tasked with an academic activity to help them better understand academic integrity through online quizzes, seminars, or writing assignments. In the case of the most severe or multiple violations, a student may be separated from the University.

A conduct record is not the transcript of the student’s grades. Violations of the Code of Conduct are not entered on the student’s official university transcript unless at some point the student is suspended or dismissed from the University for other violations.

Incident reports and notes — including emails shared with the Center for Student Conduct — become part of the student record (which includes all the information the University keeps about a student). Students have a right to see the contents of their record and to request changes to their record, including expunging of information. They can also request a copy of their record, including the report that the instructor submits. **Instructors are encouraged to be mindful of what information is included in the report, how it is presented, the tone of the report, and how they share their observations in writing. Instructors should focus on providing objective facts instead of subjective opinions outside of the expertise on the course content.**

Students’ rights in the conduct process are more fully elaborated on the next page.

Source

Center for Student Conduct website: [Reporting Academic Misconduct](#), [Code of Student Conduct](#), [Reporting an Incident](#), [Faculty Disposition for Undergraduate Academic Dishonesty](#), [Incident Report Form](#)[Links to an external site.](#).

The Student's Rights When a Complaint Is Filed (Page 27 of 37)

The Code of Student Conduct explains the following rights students have when they are charged with a violation [1]:

Students charged with violations of the UC Berkeley Campus Code of Student Conduct (Code) are advised of their due process rights when they meet with Center for Student Conduct staff, and throughout the process, they are entitled to the following procedural protections:

A. Notice of Conduct Charges

If the Center for Student Conduct determines that a student will be charged with violations of the Code, a notice is emailed to the student within ten (10) days after the date that the Center for Student Conduct receives a complaint, unless the length of the investigation period is extended to a later specific date by the Independent Hearing Officer. The Alleged Violation Letter identifies those sections of the Code the student is charged with violating and includes a detailed description of the facts supporting the charge(s) (see *Notice of Charges*, Section IV.C.2.a).

The University may bring charges against a former student, for offenses committed while a student, within six months after termination of student or student organization status. This limitation does not apply to cases that involve academic dishonesty or fraud affecting the acquisition of a degree, over which the University maintains indefinite jurisdiction.

B. Requesting a Conduct Record

The student may request a copy of the student's own conduct record at any time. The Center for Student Conduct must provide a copy within three (3) days of such requests. Generally, a student's conduct record contains the applicable incident report(s), meeting and decision letters, and other documents related to student conduct incidents in which the student has been involved. The release of such information may be subject to limitations imposed by state and federal law (see the Berkeley Campus Policy Governing Disclosure of Information from Student Records).

C. Presumption of Innocence

It is presumed that a student charged with a violation of the Code is not responsible for such violations unless the student admits responsibility or it is determined otherwise following a hearing (see *Standard of Proof*, Section IV.D.2.d.5).

D. Choosing Not to Participate

The conduct process works best when students and staff collaboratively come to an informal resolution of cases. Students may choose not to participate in the resolution of their charges. In this situation the Center for Student Conduct will proceed to resolve the charge without the participation of the student (see *Response to Charges*, Section IV.C.2.b). When a hearing is held without the student's participation, the decisions of the Independent Hearing Officer, the hearing body, and the Dean of Students or their designee will have the same force and effect as if the student had participated. Students may also choose to remain silent during any portion of the conduct process and no inference will be drawn from the decision of the student to remain silent. However, when a party selectively participates in the process, such as choosing to answer some but not all questions posed, it may be considered in evaluating the party's credibility.

E. Hearing

Students charged with violations of the Code are encouraged to fully explore informal resolution of their case. They may, however, elect to have formal resolution of the case through an administrative or panel hearing (see Section IV.D.2.d).

F. Appeal

Students have a right to appeal the decisions of the hearing body and the Dean of Students or his/her designee. See *Appeal of the Hearing Body and Dean of Students' Decisions* (IV.D.2.j) for a description of the appeals process.

G. Advisors & Support Persons

Students may be accompanied by one advisor and/or one support person at any stage of the process, at the student's own expense. An advisor and/or support person may be present with the written permission of the student. The advisor and/or the support person may be any person (including an advocate, attorney, friend, or parent) who is not otherwise a party involved in the incident or a witness. The advisor's primary role is to provide guidance through the process. The support person's primary role is to provide emotional support. The advisor and/or the support person may not speak on behalf of a student or otherwise disrupt any meetings or proceedings in any manner. An advisor and/or support person may be excluded from participation by the Independent Hearing Officer or Center for Student Conduct staff member should they fail to adhere to these procedures.

Source

[1] [UC Berkeley Campus Code of Student Conduct](#), Section I.

Protecting Student Privacy (Page 28 of 37)

The Federal Family Educational Rights and Privacy Act (FERPA) and the State of California Information Practices Act protect the student's right to privacy as guaranteed by the Constitution of the State of California. These are outlined in the [Official University Notice: Policy Governing Disclosure of Information from Student Records \(FERPA\)](#). (More about FERPA appears in Module 1.)

In the context of handling academic misconduct, you must take every measure to keep the matter private and confidential. You may only discuss the student's identity and the circumstances surrounding the misconduct with other University officials if those individuals have a legitimate educational interest in the matter.

Legitimate Educational Interest (LEI) means:

- a. The information or record is relevant and necessary to the accomplishment of some task or determination that is in support of the student's education; and
- b. The task or determination is an employment responsibility for the inquirer.

Source

[Disclosure of Information from Student Records policy \(pdf\)](#).

Best Practices for Promoting Academic Integrity in the Remote Instructional Environment (Page 29 of 37)

Remote instruction has brought new challenges for academic integrity, in particular pertaining to exams and cheating. As with in-person instruction, the best way to minimize academic dishonesty in the virtual environment is to take steps to prevent it. The following pages, excerpted from UC Berkeley Academic Senate's publication, [Best Practices for Remote Examinations](#), present steps instructors can take in the virtual environment to prevent cheating, many of which are simply good pedagogical practices that can be used during in-person instruction, as well. We encourage GSIs to read [the full document](#).

Source

UC Berkeley Academic Senate, [Best Practices for Remote Examinations](#), October 16, 2020.

Communicate the Honor Code (Page 30 of 37)

It is important to remind students of their obligation to act with integrity. While moral suasion may not be enough by itself to prevent cheating, it can help foster a healthier ethical climate. The [UC Berkeley Honor Code](#) is short, clear, and aspirational.

“As a member of the UC Berkeley community, I act with honesty, integrity, and respect for others.”

We recommend including the Honor Code on the cover sheet or at the beginning of exams. This practice should be combined with discussions or communications to ensure that students in the class understand what constitutes a violation of this code when taking an exam. The tone of the conversation should clearly convey the expectation that students adhere to the Honor Code.

Beneath the Honor Code sentence, instructors may wish to add their own expectations for the students tailored to the framework of the exam, for example:

- I alone am taking this exam.
- I will not receive assistance from anyone while taking the exam nor will I provide assistance to anyone while the exam is still in progress.
- Other than with the instructor and GSI, I will not have any verbal, written, or electronic communication with anyone else while I am taking the exam or while others are taking the exam.
- I will not have any other browsers open while taking the exam.
- Unless I have been authorized to use assistive technology, I will not use any external devices, such as phones, tablets, or additional computers, during the entire period this test is available for students to take.
- I will not refer to any books, notes, or online sources of information while taking the exam, other than what the instructor has allowed.
- I will not take screenshots, photos, or otherwise make copies of exam questions to share with others.

Instructors may also consider spelling out the penalties for academic dishonesty, for example:

- I understand that violating the Honor Code on this exam will result in a grade of “F” for the exam.
- I understand that violating the Honor Code on this exam will result in a grade of “F” for the course.

- I understand that violating the Honor Code on this exam will result in my referral to the Center for Student Conduct for further disciplinary action, possibly including suspension or expulsion.

Instructors may choose to have students sign a copy of the Honor Code at the beginning and/or end of the exam.

GSI's should confer with the instructor of record about taking these steps.

Source

UC Berkeley Academic Senate, [Best Practices for Remote Examinations](#), October 16, 2020.

Design Assessments to Reduce the Incentives for Misconduct and Perceptions of Misconduct (Page 31 of 37)

The most effective way to safeguard academic integrity is to deploy forms of assessment that are less susceptible to cheating than written exams: oral exams, papers, group projects, poster sessions, discussion boards, etc. If written exams must be administered, there are ways to discourage, if not eliminate, cheating and to mitigate its effects on other students.

- *Do not curve exams.* The perception that others in a class are benefiting from misconduct can undermine the culture of integrity that allows a fair exam process, creating an incentive for misconduct. It is important for students to perceive that they will not be disadvantaged by the misconduct of other students, a problem that can be exacerbated by grading on a strict curve. In the absence of a curve, students who cheat may still get A's, but their "success" will not reduce the chances for other students to get A's as well.
- *Make exams open-book,* so that students who consult notes and books do not gain an unfair advantage over students who adhere to closed-book rules.
- *Schedule multiple, short, low-stakes tests, rather than one or two lengthy, high-stakes exams.* Students may be less tempted to cheat if the stakes of the exam are relatively low and less able to cheat if the exams are of short duration. In addition, this approach is generally recognized as superior for promoting learning and retention.
- *Formulate questions that require more than simple memorization of basic facts.* Multiple-choice, true-or-false, and fill-in-the-blanks questions that have a single, short, correct answer are the most susceptible to cheating, as students can quickly look up answers online and/or share answers with other students in the class. Such questions also test a relatively limited understanding of course content. By contrast, more complex questions that require a deeper understanding and mastery of course concepts do not lend themselves as easily to cheating since there is no single, simple, correct answer. Examples of such questions include requiring students to resolve complex problems, respond to fictional scenarios, or present and defend a subjective position. This approach is not only better at preventing cheating but also promotes a higher form of learning than rote memorization.
- *Use randomized oral exams to ensure that the work that students have submitted is truly their own.* Prior to the examination, a random set of integers can be generated that are then matched to an alphabetized list of students from the course. After the exam and

prior to assigning final grades, all of the previously selected students may be questioned about their solutions to the exam. For this process to be utilized, it should:

- Be announced to students sufficiently far in advance of the examination for students to self-identify to DSP and seek accommodations from that office.
- Make clear the consequences for a student who fails to appear for the oral examination.
- Exhibit no bias and should be administered in such a manner as to be defensible to other instructors.

While GSIs are not responsible for determining the forms of evaluation of student work that will be used in a course (that is the responsibility of the instructor of record), they may be asked to give input.

Source

UC Berkeley Academic Senate, [Best Practices for Remote Examinations](#), October 16, 2020.

Be Mindful of Online Resources that Enable Academic Misconduct (Page 32 of 37)

Instructors should be mindful of sites such as [Chegg](#)Links to an external site. and discussions on Reddit or Discord forums that can facilitate academic misconduct. If instructors reuse problems from textbooks or previous tests on final examinations, it is likely that students will be able to quickly find the solutions to these questions online. Some sites, including Chegg, have policies against posting answers to exam questions ([Chegg Honor Code](#)Links to an external site.) and will take down offending material if asked. However, in almost all cases, by the time this happens, the answers will have been circulated widely and the academic integrity of the exam compromised.

Report student misconduct to the campus's Center for Student Conduct

Following the [UC Berkeley Campus Code of Student Conduct](#), it is vital for instructors to report cases of misconduct to the [Center for Student Conduct \(CSC\)](#).

The CSC asks that the instructor of record report the URL addresses of discovered course materials or exams to studentconduct@berkeley.edu. From there, the CSC will contact Chegg to initiate the investigation process, which may take several weeks to months to complete depending on the complexity of the information received. More often than not, the process will resolve within several weeks, plus the additional timeline that a student engages with us through our informal or formal adjudication processes. Please note that the CSC has partnered with various campus departments, including the Privacy Office, to develop internal procedures used to facilitate the investigation of these allegations. Importantly, the CSC is the only campus office authorized to pursue investigations of alleged student misbehavior, including academic misconduct.

GSI's should follow the protocols discussed earlier in this module for reporting academic misconduct.

Source

UC Berkeley Academic Senate, [Best Practices for Remote Examinations](#), October 16, 2020.

What Additional Steps Can GSIs Take to Prevent Academic Dishonesty? (Page 33 of 37)

- **Give clear guidelines for open-note and open-book exams.** Clarify which materials students can use to study. Specifically, can they include outside/online materials in their notes or study material and use that material to inform how they answer questions on the exam, or are they only allowed to draw on material from course readings, a textbook, or in-class notes when taking the test online?
- **Clarify expectations related to collaboration on assignments and projects.** Consider having students work collaboratively on one portion of the assignment and alone on another section to demonstrate individual mastery of material. Students then are asked to identify which sections they completed together and which ones individually. For example, an instructor may say that students can submit code together, but they have to each identify which sections were done individually and which ones were done together. Students could also be required to submit their own written summary of their strategy for the code.

Remote Proctoring of Exams (Page 34 of 37)

While Zoom test proctoring (use of remote observation of students while they take exams, either via live Zoom, Zoom recording, or other visual recording) and other commercial products are available, they raise concerns about student privacy rights and access. In the 2020-2021 academic year the campus carried out a pilot program with the use of Zoom remote proctoring for final exams. Based on the results of the pilot program, the campus formulated the following guidelines and FAQs for remote proctoring in Spring 2022. GSIs should check in with the faculty member in charge of the course to ascertain whether the faculty member will be using remote proctoring for midterms and finals and what GSI responsibilities will be in the remote proctoring process.

Which courses can remote proctor their midterm and final exams?

All instructors are permitted to use Zoom for remote proctoring (e.g. use of remote observation of students while they take exams, either via live Zoom, Zoom recording, or other visual recording) for midterm and final exams.

Instructors are not permitted to use third party proctoring products, with the exception of a small pilot of HonorLock within the Haas School of Business.

What are the instructor's responsibilities?

Instructors who intend to use remote proctoring should adhere to the best practices listed below:

1. Inform students before the drop deadline, either on a syllabus or in a separate written communication, that remote proctoring will be taking place for midterm(s) and/or the final exam;
2. Following [existing Senate guidelines](#), provide accommodations for students who have letters of accommodation from the Disabled Students Program (DSP);
3. Read the [Remote Exam Policy Recommendation Report](#)[Links to an external site.](#) produced by the Academic Senate Working Group on Remote Exams, which describes requirements, best practices, and the reasons behind them;
4. Establish and communicate procedures to help students with limited wifi access or wifi access that may be disrupted during the exam, and do not penalize students for technological issues during the exam;

5. Prevent students from viewing one another's physical environments during exams, to protect their privacy; and
6. Allow students to opt-out, and have alternatives to remote proctoring as necessary.

What are best practices for remote proctoring?

General features of successful workflows are:

- Keep Zoom proctoring instructions and infrastructure simple.
- Communicate to students early enough for them to express concerns, get clarifications, and discuss accommodations with the instructor.
- Consider implementing “dry runs” of the exam, which give students and proctoring staff (instructors, GSIs) an opportunity to discover and address technical issues.
- Consider using an identity check (often using a student's ID).
- Protect student privacy by preventing or significantly minimizing students watching other students taking exams.
- Establish and communicate a method for students to report technical issues during the exam.
- Establish policies to accommodate students who experience technical difficulties during the exam (e.g., extra time).
- Establish and communicate methods for students to ask questions during the exam, and for proctoring staff to communicate to students during the exam.
- Adhere to the processes for identifying and [reporting](#) suspected academic misconduct.

Regardless of whether an instructor chooses to use remote proctoring, discussions of the Honor Code and what constitutes academic integrity should occur at the beginning of the course and throughout. The campus also recommends using tools such as Turnitin to support academic integrity. Best practices, and alternatives to Zoom proctoring, can be found on the [Academic Senate's website](#).

Source

Center for Teaching and Learning, UC Berkeley, [Remote Proctoring FAQ](#).

A Final Word: The GSI as Role Model (Page 35 of 37)

A continuing thread in the modules of this course is that you as a GSI have the ability to influence the behavior and attitudes of students. Establishing an atmosphere of trust between yourself and your students can encourage student achievement and dissuade them from taking risks that could jeopardize their academic pursuits and their integrity. If trust is established, students will feel comfortable to approach you with their academic concerns that otherwise might lead to academic misconduct.

Be a role model for your students. Remember that the Code of Student Conduct applies to you as well. When you set an ethical example, you teach students the personal and professional value of academic integrity.

Here are basic practices you can follow to show your students what academic integrity looks like:

- Always credit sources in your teaching materials. This not only sets a good example for students, it also discourages intentional plagiarism by making students aware that you are familiar with the literature. It also helps students avoid unintentional plagiarism by letting them know the original sources of ideas shared in class.
- When you engage with students' intellectual production or scholarly assistance, give appropriate credit for their contributions.
- Do not photocopy illegally or post copyrighted materials on publicly accessible websites without permission. Guidelines for fair use of copyrighted material can be found at the [University of California's page on copyright and fair use](#)[Links to an external site.](#)
- Ensure that your teaching materials (syllabi, handouts, etc.) are your own or give proper acknowledgment of source materials.



Marquise McGraw, former GSI, Department of Economics

Module 4 Campus Resources (Page 36 of 37)

The information below is included in the [Annotated Campus Resource List](#).

[Center for Student Conduct](#)

203 Sproul Hall
510-643-9069 or studentconduct@berkeley.edu

The Center for Student Conduct supports the mission of the University by administering the UC Berkeley Campus Code of Student Conduct, promoting academic integrity, encouraging student accountability, and connecting students to resources that foster their success.

Code of Student Conduct

Academic Conduct Resource Sheet for Instructors

[Actions](#)

Reporting Academic Misconduct

[Academic Conduct Email Templates for Instructors](#)

[Actions](#)

Graduate Student Academic Misconduct Policy

Graduate Division: Graduate Student Academic Integrity (policy and procedures)

[GSI Teaching & Resource Center](#)

301 Sproul Hall
510-642-4456 or gsi@berkeley.edu

The GSI Teaching & Resource Center, an academic unit in the Graduate Division, provides pedagogical support for GSIs. Programs include teaching conferences, workshops, course improvement grants, teaching awards, confidential consultations, the GSI Professional Standards and Ethics in Teaching Online Course, the Certificate Program in Teaching and Learning in Higher Education, and the Language Proficiency Program for GSIs who do not speak English as a native language.

Teaching Guide for GSIs: Academic Misconduct

[UC Berkeley Honor Code](#)

Center for Teaching and Learning

[Student Learning Center](#)

César E. Chávez Student Center
510-642-7332

The Student Learning Center provides peer tutoring for students. SLC staff are available to consult with individual GSIs about teaching/learning issues and resources for students.

Strategic Learning Resources

[Educational Opportunity Program](#)

119 Cesar Chavez Center
510-642-4257

EOP supports first-generation and low-income students through academic counseling, mentoring programs, and referrals.

Academic Counseling

510-642-7224 or drop in

Counseling and Psychological Services

University Health Services, Tang Center
2222 Bancroft Way
510-642-9494

Professional counselors can meet with students to talk about personal, academic, and career issues. Groups and workshops are also available on a variety of topics. All registered UC Berkeley undergraduate and graduate students are eligible for CAPS services, regardless of their insurance coverage.

Individual Counseling

Best Practices for Remote Examinations

Academic Senate, UC Berkeley

Remote Proctoring FAQ

Center for Teaching and Learning, UC Berkeley

The information above is included in the [Annotated Campus Resource List](#).

Module 4 Wrap-Up and Quiz (Page 37 of 37)

In Module 4, **Fostering Academic Integrity**, you have explored the following topics:

- the UC Berkeley Campus Code of Student Conduct;
- forms of academic misconduct;
- causes of academic misconduct and strategies to address them;
- steps to promote academic integrity;
- test-taking and cheating;
- preventing plagiarism;
- responding to academic misconduct;
- students' rights when a complaint is filed; and
- campus resources.

Review

Having explored these topics, you should now be able to:

- identify what constitutes academic misconduct;
- explain to a colleague some of the reasons that students cheat or plagiarize;
- select teaching strategies to foster academic integrity;
- identify the resources on campus that can assist in handling academic violations of the UC Berkeley Campus Code of Student Conduct; and
- describe the steps you should take as a GSI to handle student academic misconduct.

If you wish, we invite you to respond to questions this module brings up or see what others say about the module content. In the bCourses window or tab, use the Discussions tool in the left navigation menu; from there select the Module 4 discussion. Or use this link to the [bCourses Module 4 Discussion page](#). Discussion is optional. Please note: Your postings will not be anonymous.

After you finish reviewing, please move on to the Module 4 quiz, linked below.

Module 4 Quiz

The quiz for Module 4 will help you master the material by connecting the concepts introduced in the module and applying them to new scenarios. In addition to demonstrating

your command of the course content, we hope this activity helps prepare you to clarify issues and discern the best plan of action in the situations you may face as a GSI.

You must score an 8 or higher out of 10 on this quiz. If your score is under 8, you are allowed to retake the quiz up to four times (that is, you have 5 attempts total). If you exhaust your five attempts and still have not passed, please contact the GSI Teaching & Resource Center (gsi@berkeley.edu) for assistance. Please click the link below to open the Module 4 quiz.

[Go to Module 4 Quiz](#)