

ACADEMIC INTEGRITY REVIEW BOARD (AIRB) TRAINING

UC Irvine Academic Senate
Wednesday, September 19, 2018

Training Agenda

- Introduction
- Academic Dishonesty/Academic Integrity Transition
- Academic Integrity Policy Review
- Academic Integrity Procedures Review
- Standards of Evidence
- Appeals Process
- Questions and Wrap-Up

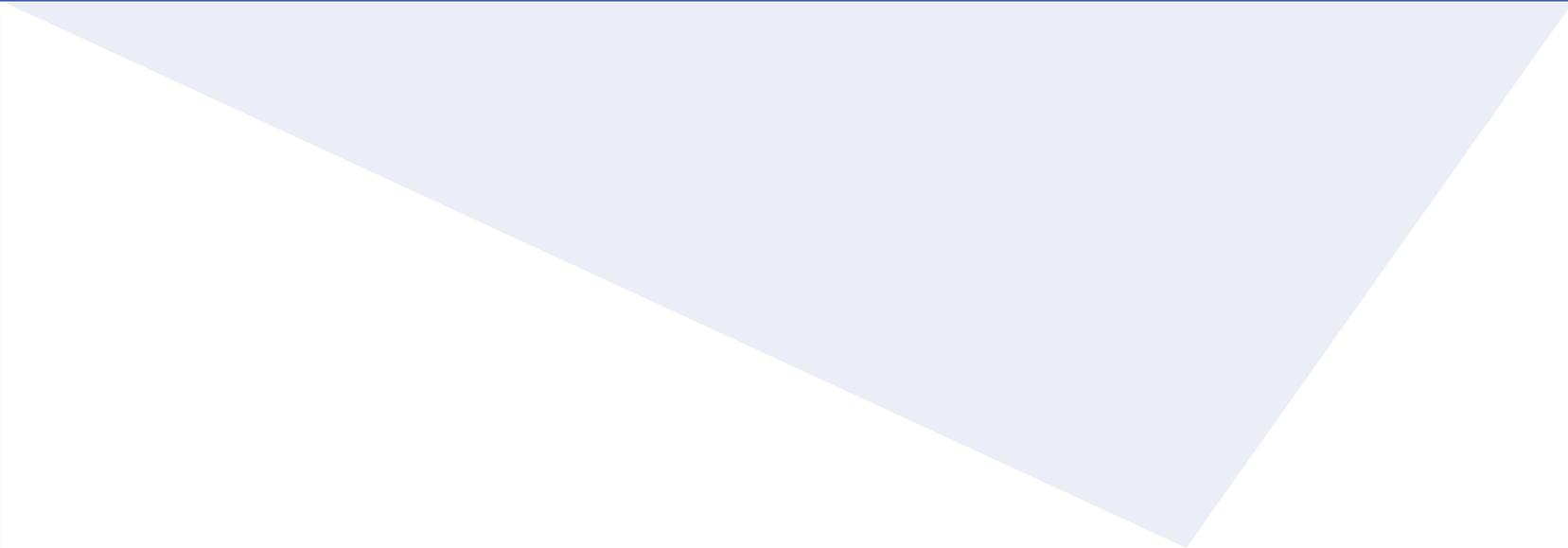
Academic Integrity Review Board (AIRB)

Membership

- The AIRB consists of 14 members.
 - Ex-officio members:
 - 3 Associate Deans representing undergraduate student education
 - 3 Associate Deans representing graduate student education

Duties

- Convene panels to hear student appeals of academic integrity cases.
 - Hearing Panel: 3 faculty, 2 students, and 1 Associate Dean
- Make recommendations to the Office of Academic Integrity and Student Conduct and the Academic Senate regarding policies and procedures on academic integrity.
- Report summary of activities annually to the CTLSE.



Initial Questions?

Academic Dishonesty/ Academic Integrity - Transition

**Inconsistent
administration
across schools**

**Lack of a
clear appeals
process for
students**

**Complicated
reporting
process for
faculty**

Academic Integrity - What's Different?

- **The Instructor**

- Assigns grades as appropriate to work submitted
- Academic consequences (exam and assignment grades) are under sole authority of Instructor

- **The Office of Academic Integrity and Student Conduct (OAISC)**

- Manages violation cases
- Imposes administrative sanctions
- Notifies student of violation allegation, reviews the charge(s), determines a decision, and notifies relevant parties of the outcome and possible sanction
- Maintains case records and reports annually to CTLSE

- **The Academic Integrity Review Board**

- Reviews/hears the evidence of the case from the relevant parties as determined by the panel.
- Informs the OAISC of its decision

Academic Integrity Policy Review

- Applies to undergraduate and graduate students
- Responsibilities of students, Instructors, and TA's
 - **Students** are expected to complete course following Instructor standards and not engage in Academic Integrity Violations.
 - **Instructors** ensure that academic integrity is understood and maintained by students in their course.
 - **T.A.s** maintain academic integrity, equitably grade student work, and do not aid the student to complete the course in a dishonest manner.

Students, Professors, and Teaching Assistants should report evidence of Academic Integrity Violations.

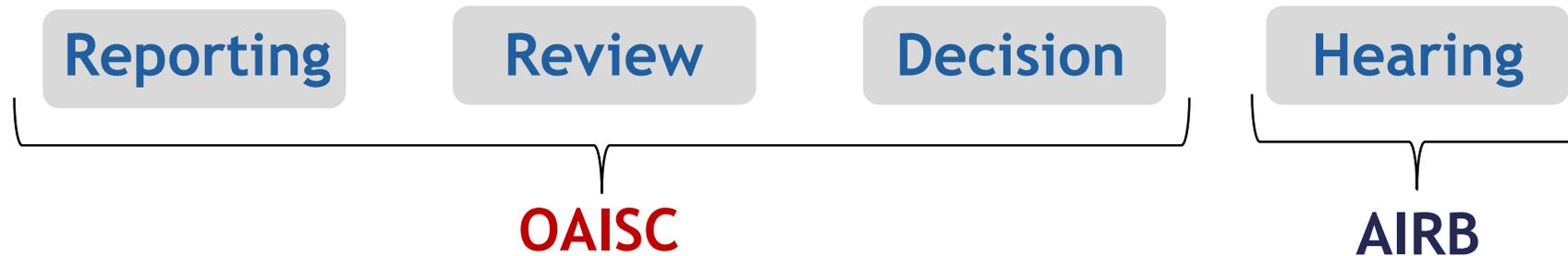
Academic Integrity Procedures

- Types of Academic Integrity Violations (4)

Cheating
Dishonest Conduct

Plagiarism
Collusion

- Four Procedural Phases:



- How Sanctions are Determined

Academic Integrity Procedures: The Reporting and Review Phases

- **The Reporting Phase**

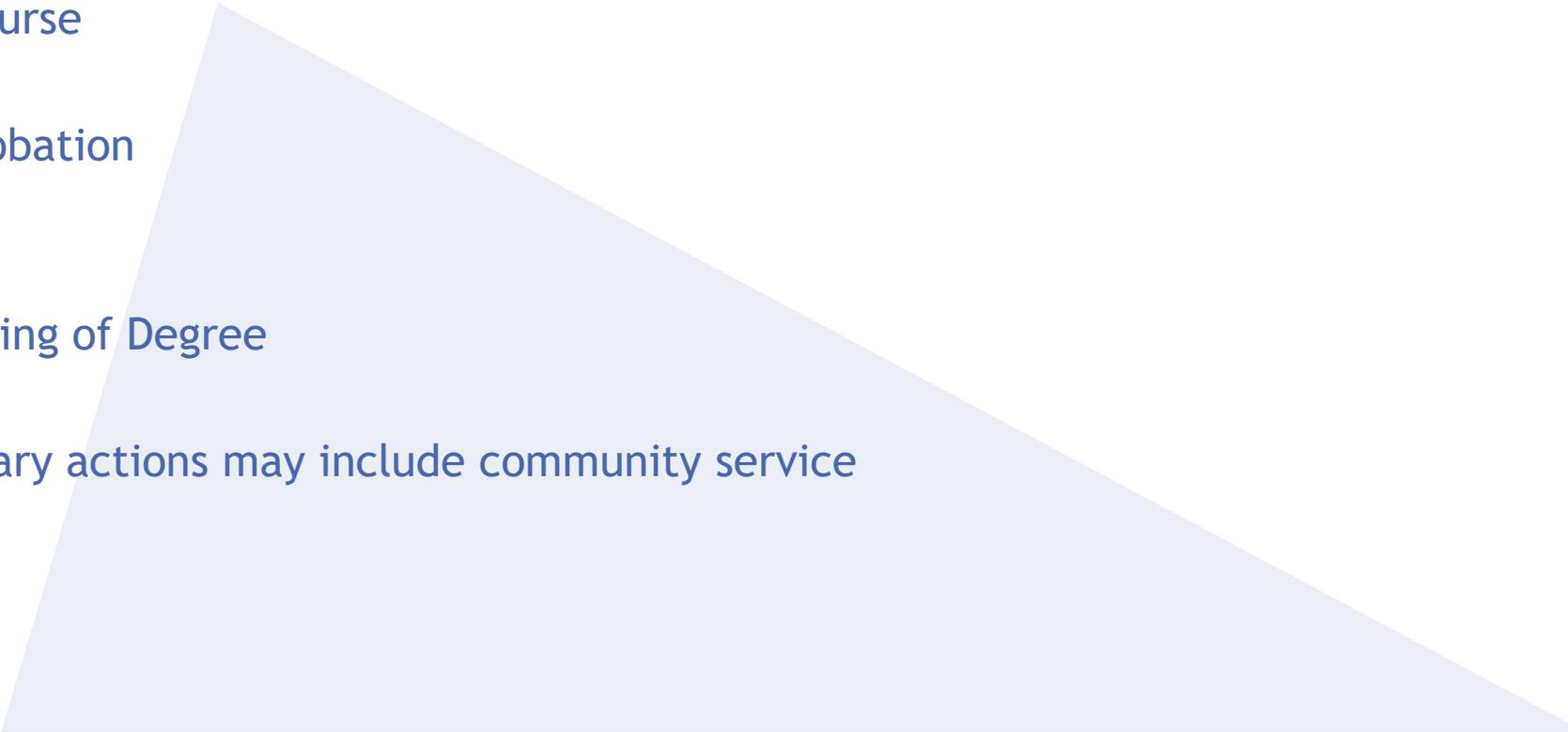
- The Instructor will submit a charge of alleged Academic Integrity Policy Violation to the OAISC

- **The Review Phase**

- The OAISC will contact student regarding reported allegations
- The OAISC collects and reviews relevant documents pertaining to the charge and may schedule a meeting with the student and/or the instructor
- Review standard = Preponderance of the Evidence

Academic Integrity Procedures: The Decision Phase

- Determination of administrative sanction and notification
 - Types of Sanctions
 - A. Educational Course
 - B. Warning
 - C. Disciplinary Probation
 - D. Suspension
 - E. Dismissal
 - F. Revoking Awarding of Degree
 - G. Other

Other disciplinary actions may include community service
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Academic Integrity Procedures: The Hearing Phase

- A hearing is held if a student contests the OAISC decision and/or sanction(s)
- Two hearing options:
 - Option A: (for outcomes of warning, probation and educational sanctions)
 - The student is not present; the hearing panel reviews all written information.
 - The hearing panel will convene and review all materials that were utilized in the original finding of responsibility.
 - Option B: (for outcomes of suspension and dismissal)
 - The student is present, and will have the opportunity to present to the hearing panel and have an advisor.
 - The OAISC will present all relevant information to the hearing panel.
 - The appeal request is to hear the case from the beginning.

For both options, the hearing panel will determine a finding and sanctions.
The AIRB decision is final and communicated to AIAO who notifies the student.

Academic Integrity Procedures: The Hearing Phase

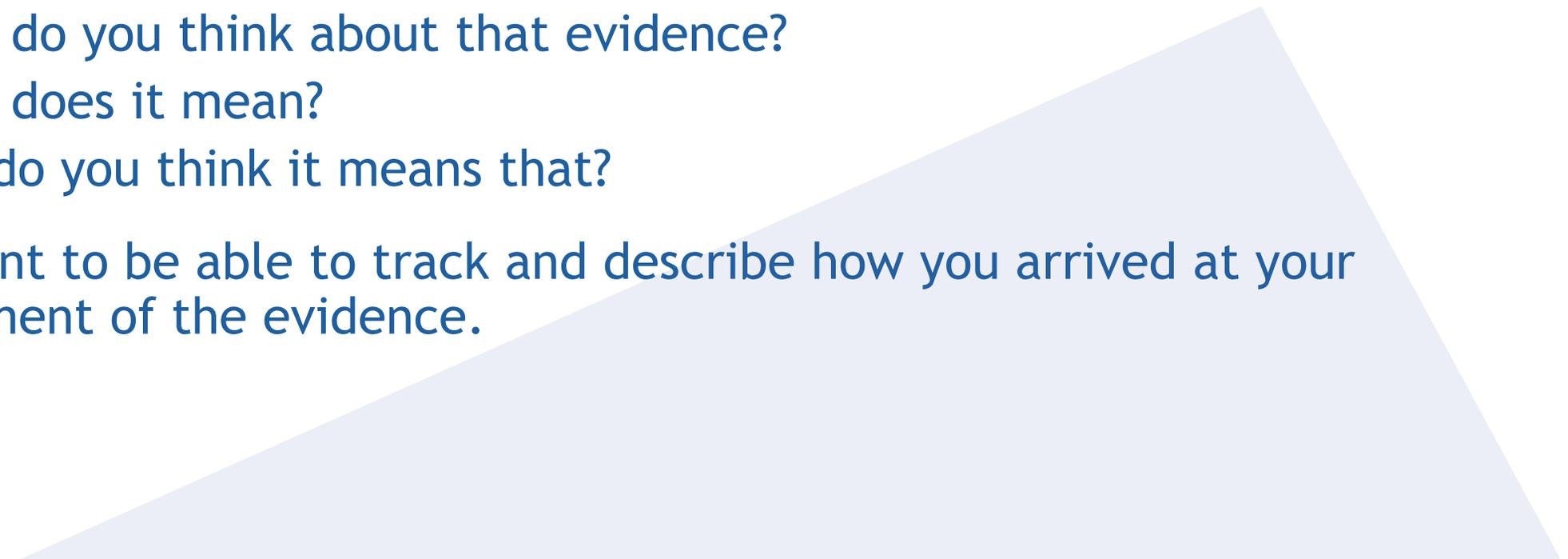
- Preponderance of Evidence
- The student contests outcome(s) based on three criteria:
 - a. New evidence which could not be adduced earlier which is likely to change the results;
 - b. Violation of due process; or
 - c. An imposed sanction that is too harsh given the findings of fact.

The student must include in his or her written appeal any and all information that the student would like the Hearing Panel to consider i.e. (1) what the new evidence is, (2) why it could not have been adduced earlier and (3) why it is likely to change the results.

Academic Integrity Procedures: The Hearing Phase

- For outcomes of warning, probation and educational sanction:
 - The standard of review for an imposed sanction is **clear error**; the Hearing Panel determines whether the OAISC committed clear error in making the finding and/or imposing the sanction. The student is not present; hearing panel reviews all written information.
- For outcomes of suspension and dismissal:
 - The Hearing Panel hears the case from the beginning (**de novo**)

Evaluating and Assessing Evidence

- Is it **Credible**?
 - Is it **Relevant**?
 - What is the evidence?
 - What do you think about that evidence?
 - What does it mean?
 - Why do you think it means that?
 - You want to be able to track and describe how you arrived at your assessment of the evidence.
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Asking Questions

Testimony qualifies as evidence and therefore needs to be credible and relevant.

- **Credibility**
 - Plausibility
 - Corroborating evidence
 - Motive
 - Demeanor
- **Relevance**
 - Why, What, When, Who, and How questions

Applicable to hearings for Option B (outcomes of suspension and dismissal)



Let's Practice

**BRITTANY KIM, ASSOCIATE DIRECTOR OF ACADEMIC INTEGRITY
OFFICE OF ACADEMIC INTEGRITY & STUDENT CONDUCT**

Re: APPEAL HEARING DECISION-STUDENT NAME

The members of the Irvine Division Academic Senate Academic Integrity Review Board Hearing Panel have completed our review of Ms./Mr. STUDENT NAME's appeal. In accordance with Appendix VIII: UCI Academic Senate Policy on Academic Integrity and the Procedures for Resolution of Cases of Academic Integrity Policy Violations, we submit our report and final decision.

Case Summary:

Summarize the academic integrity issue that led to a review and determination by the AIAO. The student contested the decision and/or sanctions administered by the AIAO citing new evidence which could not be adduced earlier which is likely to change the results, violation of due process, and/or the imposed sanction is too harsh given the findings of fact.

Findings:

The Academic Integrity Review Board Hearing Panel considered the following question(s):

- Was the new evidence provided by the student, which could not be adduced earlier, likely to change the results?
- Was there a violation of due process?
- Was the imposed sanction too harsh given the findings of fact?

The Academic Integrity Review Board reviewed the materials submitted by the AIAO and the student on DATE.

New Evidence

List the new evidence presented and the panel's assessment of its credibility and relevance.

Violation of Due Process

List the evidence presented that due process was violated and the panel's assessment of its credibility and relevance.

Imposed Sanction Too Harsh Given the Findings of Fact

List the sanction imposed and the panel's assessment of whether these are too harsh given the findings of fact

Conclusion:

As a result, the Academic Integrity Review Board Hearing Panel (will uphold the original findings and/or sanctions, overturn the findings and/or sanctions, or modify the findings and/or sanctions-pick one.)

Sincerely,

NAME

Academic Integrity Review Board
Council on Teaching, Learning, and Student Experience

c: Kim Burdett, Interim Director
Office of Academic Integrity & Student Conduct

Michelle Chen, Senate Analyst
Academic Senate

Appeals Process Timeline

- **Student contests decision/sanctions**
 - 10 instructional days
- **AIRB schedules hearing**
 - 60 instructional days
- **AIRB generates post-hearing decision letter**
 - **30 instructional days

Appeals Process Logistics & Resources

- Recusal Policy and Confidentiality
- Who will review what?
 - Arts/Humanities/Social Ecology/Social Sciences
 - Business/Education/COHS/Law
 - Bio Sci/Engineering/ICS/Phy Sci
- Hearing Script
- Letter Templates
- Senate Office Assistance

ACADEMIC SENATE RECUSAL POLICY*

In the university, the term “conflict of interest” refers to financial or other personal considerations that may compromise a faculty member’s professional judgment in administration, management, instruction, research, or other professional activities. Conflicts of interest have the potential to bias, directly or indirectly, important aspects of the councils’ work, including their recommendations about academic personnel decisions, proposals for degree programs and academic units, budgetary and planning decisions, faculty grants programs, and other areas of shared governance. Senate council/committee members must always keep potential conflicts in mind and recuse themselves where a conflict of interest arises.

Recusal Policy

(A) Senate council/committee members must recuse themselves in the following circumstances:

1. The Senate council/committee member has, or has had, a family relationship with the applicant, such as that of a current or former significant other, partner, or spouse, or child, sibling, or parent.
2. The Senate council/committee member has a personal financial interest in the outcome of the action item.
3. The Senate council/committee member believes that his or her recusal is necessary to preserve the integrity of the review process.

(B) Upon joining the Senate council or committee, each member will be informed of this recusal policy and will be expected to abide by it.

ACADEMIC SENATE RECUSAL POLICY* (continued)

Comment

In carrying out their work, Senate council/committee members are expected to rely on their academic expertise, experience, and judgment, and so professional agreements or differences of opinion are not by themselves a basis for recusal.

Grey Areas

In “grey areas” where a Senate council/committee member is uncertain regarding recusal, he or she may disclose the potential grounds for recusal to the Senate council or committee Chair. The Chair may then determine whether the member should recuse himself or herself, or the Chair may seek the advice of other council/committee members in making this determination. The Chair or members may suggest that a member abstain from voting when a conflict of interest exists. The Chair should consult the whole council/committee regarding potential grounds for his or her own recusal. In making its determination regarding recusal in grey areas, the council/committee will take into account the fact that, by design, each member brings valuable and unique expertise to the council/committee as a whole.

**Roberts Rules of Order, Newly Revised* guides all Senate meetings.

Approved by the Senate Cabinet: May 19, 2009

Questions and Wrap-Up

- **AIRB Meeting**
 - Monday, October 8th, 9 – 11am
Aldrich Hall 338
- **First scheduled hearing date**
 - Friday, October 5th, 9 -11
Aldrich Hall 338

Thank you for attending!