

## Academic Integrity Violation Process

The business school has an established process to manage suspected academic integrity violations for graduate students. This process is outlined below.

As a faculty member at the International Business School, what do I do if I suspect an integrity violation?

### Step 1: Suspicion of an integrity violation

There is currently no “official” list of what constitutes an integrity violation at Brandeis, but here are some examples of potential violations.

- Copying work from another student
- Offering help to another student or sharing answers during an exam
- Using a smart phone, tablet, or laptop during an exam
- Using notes of any kind during an exam unless permitted by the instructor
- Using material for a paper or assignment without giving proper credit
- Copying another student’s homework or paper whole or in part
- Doing group work when the assignment calls for individual work only
- Posting homework, projects, papers, or exams or answers to any of the above on any website

If the situation in question does not fit into one of these categories, or if you are unsure, consult with Kate Goldfield, the Associate Dean for Academic Affairs and Student Experience (X62260), ([goldfiel@brandeis.edu](mailto:goldfiel@brandeis.edu)).

### Step 2: Assuming the situation qualifies, meet with student(s) in question

The goal of this meeting is to gather information and to understand what happened from the student’s perspective. No determinations or decisions should be made at this time. If you feel that this meeting would benefit from a third-party presence, the instructor may choose to bring Kate Goldfield into this step.

### Step 3: Consult with Kate Goldfield about how to best handle the situation

The goal of this meeting is to determine whether it makes sense to move the case onto the next step in the process. That decision will be made collaboratively between the instructor and Kate Goldfield.

Decision 1: If this is a situation where the instructor feels that this is a “teachable moment” and the violation is a result of a misunderstanding, the instructor may choose to ask the student to redo the assignment, or no action may be taken. Please let Kate Goldfield know of this. A note will be kept about this meeting.

Decision 2: The violation is of greater concern than a “teachable moment” and the instructor feels it should have an impact on the student’s grade in the assignment or course. Instructors will then move onto the next step in the process - Step 4, which is an official meeting with Kate Goldfield and the Associate Dean.

**Step 4: Meet with student, Kate Goldfield, and the Associate Dean**

The goal of this meeting is to decide whether the situation should be handled at IBS (and if so, how) - or whether the violation merits consideration at the University level, which is Step 5. Possible consequences at this level include redoing the assignment or receiving a failing grade for the assignment. If more severe consequences are under consideration, the case should be referred to the University level. A case in which a student's failure in an assignment might result in the student's failure in the course may still be resolved in Step 4.

**Step 5: Bring the situation to the University's Director of Academic Integrity**

Any case where the consequence of failing the course is under consideration should be referred to the University Director of Academic Integrity. The Director will meet with the student and discuss the case with the instructor involved. The Director will then make a recommendation as to what the consequences should be for the student. Possible consequences at this level include redoing the assignment, receiving a failing grade for the assignment, failing the course, disciplinary probation, or, in extreme cases, suspension or dismissal from the university. The instructor ultimately will work in conjunction with the Director to ensure that both agree on any grading consequences.

The student may also opt to have their case heard by a conduct board consisting of students, faculty and staff (following the process laid out in the Brandeis Rights and Responsibilities handbook).

Here are ways that faculty can promote academic integrity: [Academic Integrity Resources](#)