

# Understanding Evidence

**Session #2** Integrity administrators' biweekly webinar series

Wanda Moore & Greer Murphy - June 13, 2025

[wanda.moore@stonybrook.edu](mailto:wanda.moore@stonybrook.edu)  
[greer.murphy@academicintegrity.org](mailto:greer.murphy@academicintegrity.org)

Administrator, referring a case for Review Board consideration at **UCSC**, May 2025:

“To me this case is complicated by a lack of irrefutable proof from the instructor. What this means is the **burden of proof is shifted to the student, away from the instructor** and this is what I am ultimately uncomfortable with.”

Reporting instructor, to the Academic Integrity Office at **Stony Brook**, May 2025:

“I must include additional details about this case, as I find it hard to comprehend that they are doing the work that they are submitting for this class. **I’m going to leave it to you to disentangle this mess.**”

## Plan for today ...

Context: Co-facilitators, campus structures

Investigation: Structures, roles, rules

Evidence: Preponderance, clear + convincing

Decisions: Using + applying evidence

Scenario discussion, Q&A, future challenges

Additional readings & wrap-up!



## Your Co-Facilitators ...

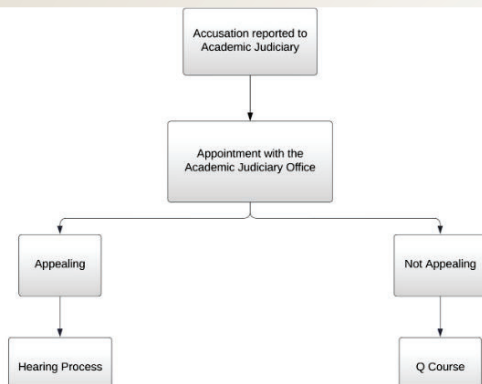
**Wanda M. Moore, MS** is the inaugural Academic Integrity Officer at Stony Brook University (2006- present). She serves as the Hearing Officer of the Academic Judiciary Committee and serves on various academic and university committees in the role of advocate, expert, and educator.



**Greer Murphy, EdD** came to integrity work from a background in applied linguistics, teaching and learning, and writing program administration. She currently serves on ICAI's Board of Directors as Vice President for Strategy & Membership. Professionally, Greer directs the Academic Integrity Office at the University of California, Santa Cruz.



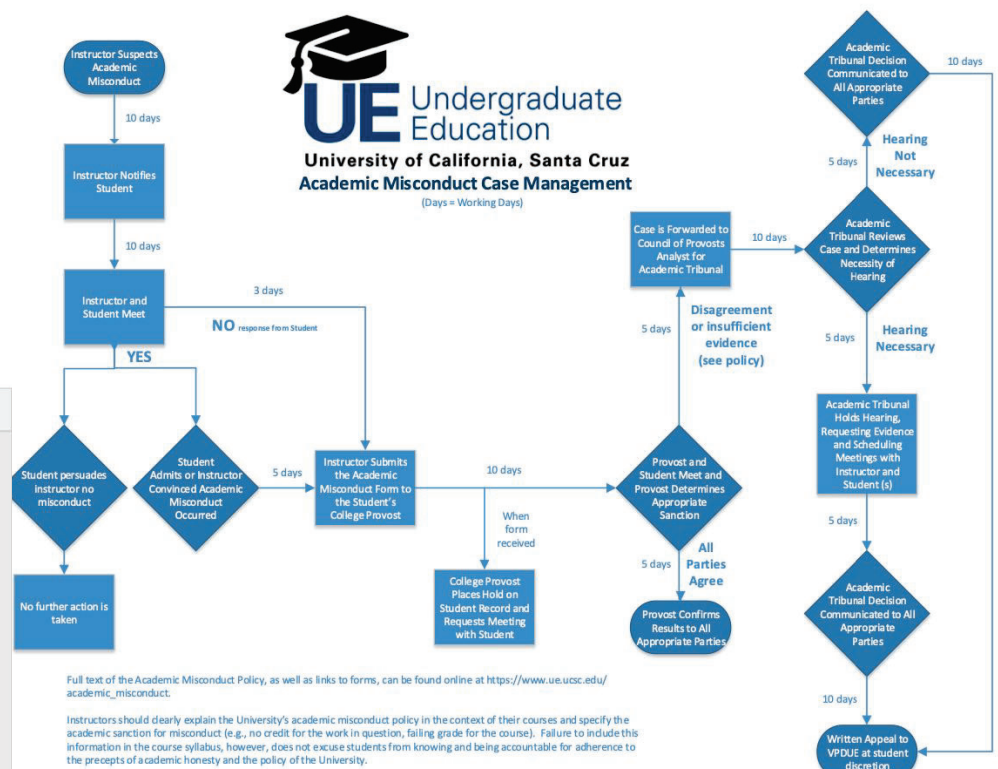
## Stony Brook campus structure/AI process



### Evidence

The standard of evidence used by the hearing board is "clear and convincing." Students may be found responsible on the basis of direct evidence, circumstantial evidence, or a combination of the two. This may include, for example, any of the following: a dramatic change in writing style; possession of accessible notes, devices (i.e. mobile phones, clickers, calculators, translators, etc.), or similarly prohibited material during an exam; observed communication between students during an exam; or unusual similarity among exams, papers, assignments, projects, or other work, including similarity with online resources.

## UC Santa Cruz campus structure/AI process



# Investigation structures

Reporting person or reporting instructor

Judicial office/ academic integrity staff

“I think that if people suddenly threw all of the faculty members’ publications through Turnitin it would shake up our understanding and assumptions and beliefs about plagiarism ... **there is such a lack of agreement.** Study after study has shown, you show this group of faculty five works and there will not be agreement on whether those works contain plagiarism or not. So **that’s fascinating, isn’t it? Even though it’s got more concrete, quote unquote, evidence than other kinds of cases of integrity violations.**”

Tricia Bertram Gallant, quoted in McMurtrie (2024)



## Standards of evidence

Preponderance- *likelier than not*

Clear & convincing- *highly likelier than not*

“Recent discussions with college attorneys and educators around the country confirmed a suspicion that **at many colleges and universities the standard of proof applied in student disciplinary cases is unstated and often unknown**. While colleges and universities have almost uniformly established constitutional procedures for dealing with allegedly misbehaving students, **the standard of proof issue is a mostly undiscovered booby trap** which can snare an otherwise well-run ... program.”

Long (1985), p. 73; emphasis added



# Evidence & decisions

Decisions about responsibility  
(academic vs. administrative)

Decisions about consequence  
(academic vs. administrative)

- Unusually long answer, compared to recent prelims.
- Writing style is very structured (i.e., uses headings, subheadings, and bullet points throughout).
- Uses common phrasing for LLMs. Two instances of 'in summary' and one of 'in conclusion'.
- Noticeably identical or very similar text, when compared to ChatGPT output.
- Content that is non-standard for health economics (i.e., not in any of the papers on our prelim exam reading list), but does appear in the ChatGPT output
- Feels "voiceless" and does not read similarly to known examples of writing by this student.

from Gerezgiher (2025), shared with  
by MPR News by reported student



## Scenario: The Take-Home Exam

Professor Nguyen assigns a 48-hour take-home exam for her upper-level economics course. Instructions include an honor pledge, clearly stating that students must work independently. They may consult online sources and the course text (as long as these are appropriately cited), but may not consult any other people and may not run their work through any artificial intelligence tools (not even for grammar checking).

Two days after the exam, a student emails Prof. Nguyen requesting that she submit a complaint to the academic integrity office. This student claims another student, Riley, was bragging in a groupchat about using ChatGPT to answer exam questions. The student attaches what they say is a screenshot of the groupchat, where Riley wrote:

“lol no idea what Q3 is about. maybe I should ask ChatGPT, not gonna fail over one dumb question.”

Prof. Nguyen summons Riley for a meeting. During the meeting, Riley:

- Admits that the groupchat message is real but claims they were joking, and did not use ChatGPT.
- Says they *did* use ChatGPT earlier in the semester to “study” (i.e., create summaries of the course readings), but did not do so during the exam.

During the meeting, Prof. Nguyen:

- Pulls up course LMS logs, which show that Riley accessed the exam only within the permitted time and that they uploaded answers before the deadline. No other digital forensics data are available.
- Notes that Riley’s response to Q3 includes phrases and terminology different from the course text, including references to readings not assigned for class. These look similar (in one case, identical) to what ChatGPT generated for the same prompt. Prof Nguyen has never heard of the sources, and cannot find them herself.

Riley repeats that they did not use ChatGPT to complete the exam, claims to have done ‘outside’ reading/looked up sources on their own, and says they don’t know how any of the other similarities would have gotten in there.

... thanks, ChatGPT!

What standard does your institution use? Do you feel it has been met in this case– if so, where? If not, why not?

How would your decision differ if the standard changed– e.g., from *preponderance* to *clear/convincing* or vice versa?

How would you, personally go about assessing credibility in a case like this? How does your policy / system / process do it?

How does circumstantial evidence like chat messages, “joking” tone, etc get weighed? How *should* it?

What further evidence would you want to see to be more sure about your decision-making with respect to **responsibility** / to **outcomes**?

### Questions?

Anything you wanted to comment on / ask about related to the pre-reads?

Anything you wanted to comment on / ask about related to the scenario?

What challenges do YOU think the future holds for evidence & investigations in the age of artificial intelligence?

What trends / opportunities might the future hold for those of us who work in academic integrity in some capacity?

## Sources / extra reading ...

Corbin, Dawson, & Liu (2025), [Talk is cheap: Why structural assessment changes are needed for a time of GenAI](#)

[anything Dawson or Liu create/ write/ post/ e.g., on LinkedIn]

[Yang v. Univ. of Minn.](#) (court ruling referenced in Gereziher)

The Cheat Sheet, including coverage of Yang's case ([ss. 336](#))

Flenady & Sparrow (2025), [Cut the bullshit: Why GenAI systems are neither collaborators nor tutors](#)

Ghimire & Edwards (2024), [From guidelines to governance: A study of AI policies in education](#)



# Understanding Evidence

**Session #2** Integrity administrators' biweekly webinar series

Wanda Moore & Greer Murphy - June 13, 2025

[wanda.moore@stonybrook.edu](mailto:wanda.moore@stonybrook.edu)  
[greer.murphy@academicintegrity.org](mailto:greer.murphy@academicintegrity.org)