In Spring 2011, UCSD held its first annual “Honoring Academic Integrity” ceremony. Pictured here are some of our student volunteers (from left to right—Yvonne Lee, Mark Yu, Chris Yin, Karissa Barnett, Kristina Thai, Lucero Leon, Hannah Kang, Zarina Sharifi, Bello Fausat, David Dihn, Nick Graham and Derek Cheng) posing behind the 5 pillars of academic integrity.

“An academic community of integrity advances the quest for truth and knowledge by requiring intellectual and personal honesty in learning, teaching, research, and service.”

Academic Integrity @ UC San Diego: Annual Report Card

2010-2011
THANK YOU to our education & outreach partners!

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THANK YOU for Donations
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AI Winners!
In 2010-2011 we ran our second contest, “Imagine a University without Cheating” and “Face-2-Face With Academic Integrity” week. Tony Lak took top prize in the contest (see last page).

Thanks to broad-based campus support, we were able to host our first annual awards and educational ceremony. “Honoring Academic Integrity @ UC San Diego” was attended by 75 people and EVC Subramani, Professor Rickless and Dr. Bertram Gallant all spoke.

Four awards were presented at the ceremony:

Faculty Award
Michael G. Anderson
(Physics)

Syllabus Award
Patrick Patterson
(History)

Student Award
Julie Nguyen & Nancy Pham

AI Ally Award
UCSD Libraries

"An academic community of integrity fosters a climate of mutual trust, encourages the free exchange of ideas, and enables all to reach their highest potential."
An academic community of integrity establishes clear standards, practices, and procedures and expects fairness in the interactions of students, faculty, and administrators.
Who was reported for violating academic integrity in 2010-2011?

Differences by Major

Although engineering majors only account for 18% of the undergraduate student population, they account for 41% of the students reported for violations. The percentage of biology students reported is far less than the percentage in the overall student population.

There is a perception that first year students are the most likely to violate academic integrity, but in the 2010-2011 year, freshmen represented only 8% of those reported (even though they represent 18% of the UCSD undergraduate population).
Contrary to what people might expect, not all students reported for cheating are in academic risk. 73% of students reported for academic integrity violations had GPAs above 2.5; 22% were on the border with a GPA between 2.0-2.49. The average GPA of students reported for academic integrity violations was 2.78.

International students account for 14% of the students reported for policy violations, though they only account for 4% of the overall UCSD population.
Who alleged academic integrity violations in 2010-2011?

The School of Engineering accounted for 1/3 of all academic integrity violation allegations made in 2010-2011.

Half of all academic integrity violation allegations come from Lecturers; this makes sense since lecturers often teach the greatest number of classes, and the largest classes, in some departments.
What types of academic integrity violations were alleged?

Although assignment/homework misconduct (e.g., copying assignments from another student; using an unauthorized aid) was the most commonly reported violation, plagiarism and exam misconduct were also very common.

Students at the lowest end of the GPA scale are reported most predominantly for exam and assignment misconduct. Students in the other GPA ranges are predominantly reported for assignment misconduct.
What was the Process like?

Although there are some exceptions, most commonly, cases are closed (measuring from date case delivered to recording of the grade) in under 90 days.

The majority of allegations, 90%, regardless of any independent variable, were resolved informally; 10% of the allegations were resolved formally by the Academic Integrity Review Board (AIRB).
All students, regardless of the violation, had a disciplinary record created, and the majority were assigned disciplinary probation and the Academic Integrity Seminar. However, for more serious violations, suspension was also quite common.

Of those students who accepted responsibility or were held responsible, the majority received an F in the course. However, students alleged with assignment/homework misconduct were more likely to be assigned a C.
The statistics and graphs provided in this report represent just a sampling of the data available. If you have a specific question or data request, please let us know.

The winner of our “Imagine a University without Cheating” contest, Tony Lak, submitted the drawing to the right. Tony’s drawing illustrates the temptations a student faces during an exam and the strength and personal qualities he will need to resist those cheating temptations.

Dr. Tricia Bertram Gallant, the AI Peer Educators, or the AIM! Student Organization are available to make presentations on academic integrity to you and your constituents. These can be tailored to your specific departmental or organizational needs. Please contact us to arrange one today!