

CHOOSE INTEGRITY

ACADEMIC INTEGRITY OFFICE

AY24-25 | Annual Report



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MESSAGE from the DIRECTOR

Dear Colleagues -

Silicon Valley advises us to “move fast and break things”. Integrity, however, requires slow and deliberate reflection, consideration and decision-making. Rushing to judgment when facing an ethical situation is bound to fail.

While Silicon Valley continues to move fast on artificial intelligence and break everything we’ve known about teaching, learning and assessment, it’s our job to pause. To breathe. To center ourselves in our mission, in learning and pedagogical sciences, and in our disciplines. Only when we are centered, and only when we think slowly, will we find the right answers to the assessment that’s broken, the intrinsic motivation that’s lost, and the perseverance that’s been weakened.

This is what the Academic Integrity Office at UC San Diego is here to do. To support instructors in contemplating and making the changes to their courses and your assessments. To support students in making thoughtful ethical decisions while under stress and pressure, and while facing unbelievable temptations and opportunities for outsourcing. And to support both in understanding when GenAI is detrimental to learning and when it might amplify it.

We see your struggle. It’s challenging right now to be a student. We feel your pain and will help you work through it.

It’s challenging right now to be an instructor. We’re here to support you, so don’t hesitate to let us know how we can best do that.

Dr. Tricia Bertram Gallant

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ACADEMIC INTEGRITY OFFICE

OFFICE UPDATES

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The Academic Integrity Office
promotes & supports a culture
of integrity in order to reinforce
quality teaching & learning

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MISSION & VALUES



| MISSION |

The Academic Integrity Office promotes & supports a culture of integrity in order to reinforce quality teaching & learning

| VALUES |

Collaboration

We believe that when we interweave individual talents, knowledge, and experiences, our mission is most achievable.

Optimism

We believe that bringing positive motivation to our daily work will make a difference and inspire optimism in others.

Dedication

We believe that a focused enthusiasm about our work will enable us to turn beliefs into action even in the face of obstacles or challenges.

Innovation

We believe in openly and critically thinking of new ways to serve the campus community and achieve our mission.

Integrity

We act courageously to uphold fairness, honesty, respect, responsibility and trustworthiness, even when it is difficult to do so.

OFFICE STAFFING

During AY24–25, the Academic Integrity Office (AIO) experienced a period of significant staffing transition across both career and student staff roles.

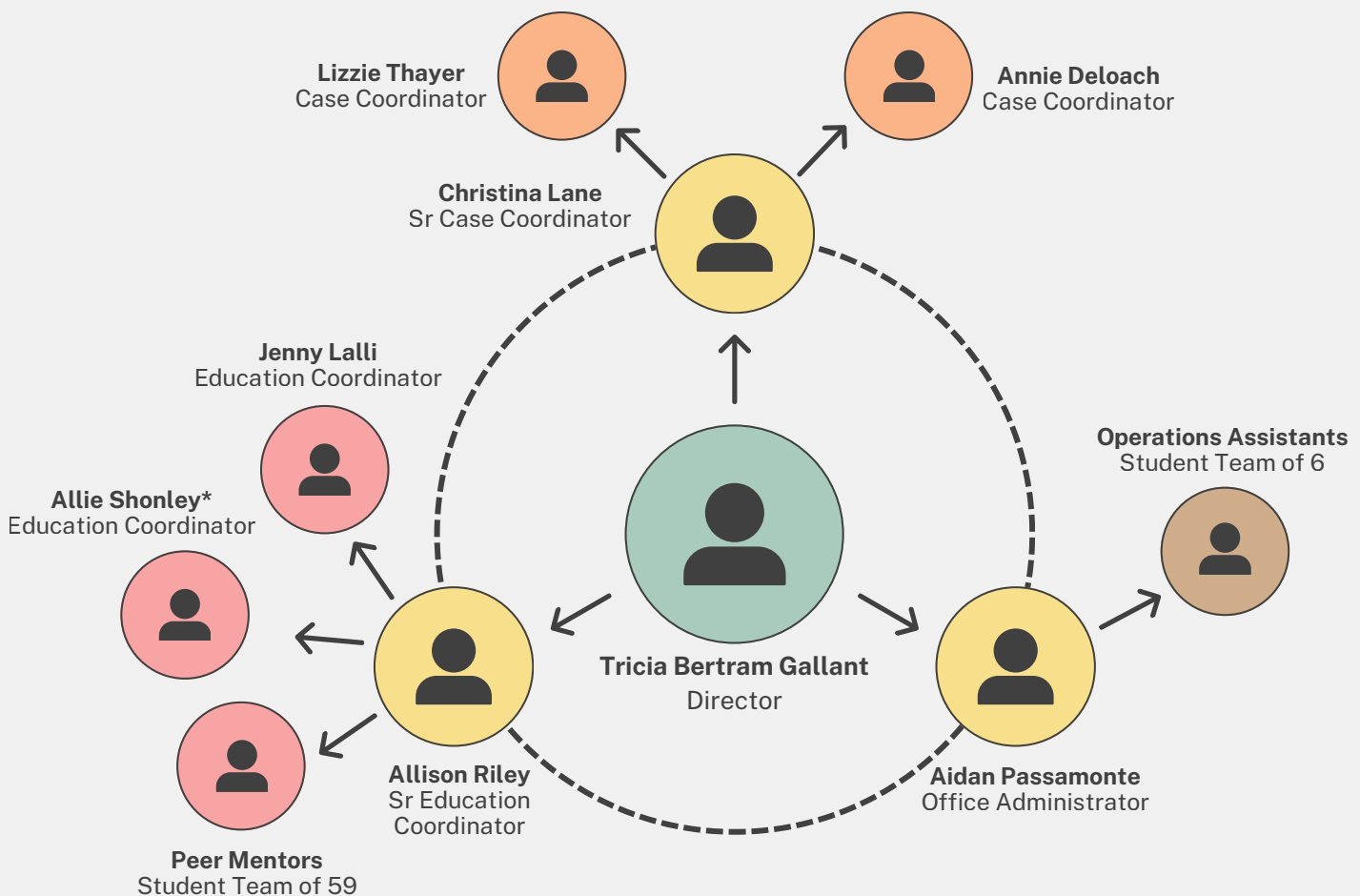
Career Staff:

Early in the year, the Education Coordinator position responsible for overseeing the Integrity Mentorship Program and student mentors was eliminated following the transition of Allie Shonley out of the role in January. During this period, Senior Education Coordinator Allison Riley assumed oversight of the mentorship program and student mentors while also partnering with Jenny Lalli to thoughtfully redesign the after-education program in response to reduced staffing capacity. Later in the academic year, Jenny departed the office in July 2025.

Student Staff:

On the student staff side, the office faced an overall reduction in available hours. This, along with the restructuring of our after-education curriculum, prompted the consolidation of the Peer Educator and Integrity Mentor roles into a newly structured Peer Mentor position. This new role expanded student responsibilities to include facilitation of primary after-education programming as well as mentoring.

Despite these challenges, the AIO staff navigated the year with a strong commitment to the office's core values of collaboration, optimism, dedication, and innovation. In particular, Allison Riley's leadership, adaptability, and willingness to take on extended responsibilities ensured continuity of services during a demanding transition period.



*Position eliminated Jan 2025

Thank you to our Partners & Colleagues

The AI Office could not fulfill our mission of promoting and supporting a culture of integrity in order to reinforce quality teaching and learning without our wonderful staff, colleagues, partners and volunteers.



**AI REVIEW
BOARD MEMBERS**



**COMMITTEE FOR
ACADEMIC INTEGRITY
POLICY & PROCEDURES
MEMBERS**



**RESOLUTION
APPROPRIATE
ADMINISTRATIVE
AUTHORITIES**

And a heartfelt thank you to all those who support academic integrity at UC San Diego in many other ways including:

- the Library and the Commons for partnering with us on after-education workshops
- the instructors and instructional assistants who work to prevent & report integrity violations;
- all of the departmental, college & ISEO advisors who help our faculty and students understand and enact the academic integrity policy;
- the students who, every day, make the decision to choose integrity;
- the members and staff of Academic Senate, in particular the Educational Policy Committee, who support, author and/or approve our policy, procedures and sanctioning guidelines; and,
- the Dean (John Moore), Associate Dean (Christine Alvarado), Assistant Dean (Pamela Fruge) and staff within the Division of Undergraduate Education, including our DUE colleagues in the Triton Testing Center and Office for Students with Disabilities.

Promoting and supporting academic integrity is a collaborative effort and we're so proud to be a part of a community that commits to that effort every day.



ACADEMIC INTEGRITY OFFICE

CASE STATISTICS

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Demographics and outcomes
for students reported for
academic integrity violations
from 9/23/2024 through
9/28/2025.

”

TOTAL REPORTS

During the 2024-2025 academic year, the Academic Integrity Office (AIO) managed 1,118 total concerns of academic integrity violations. Of those, 1,035 cases resulted in formal reports. This is a 8% decrease from the 2023-2024 academic year.

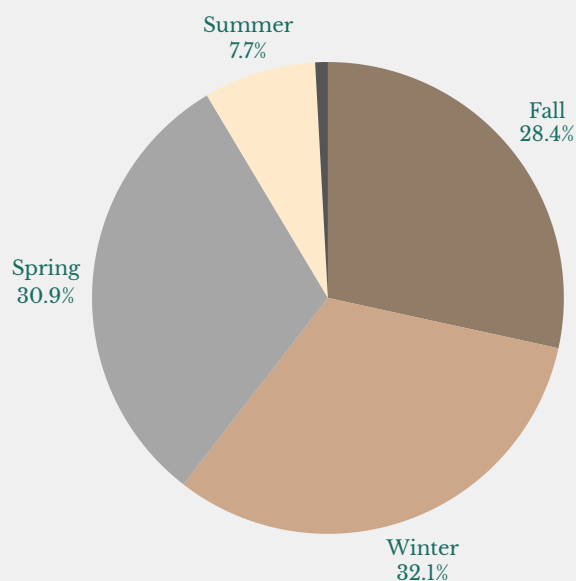
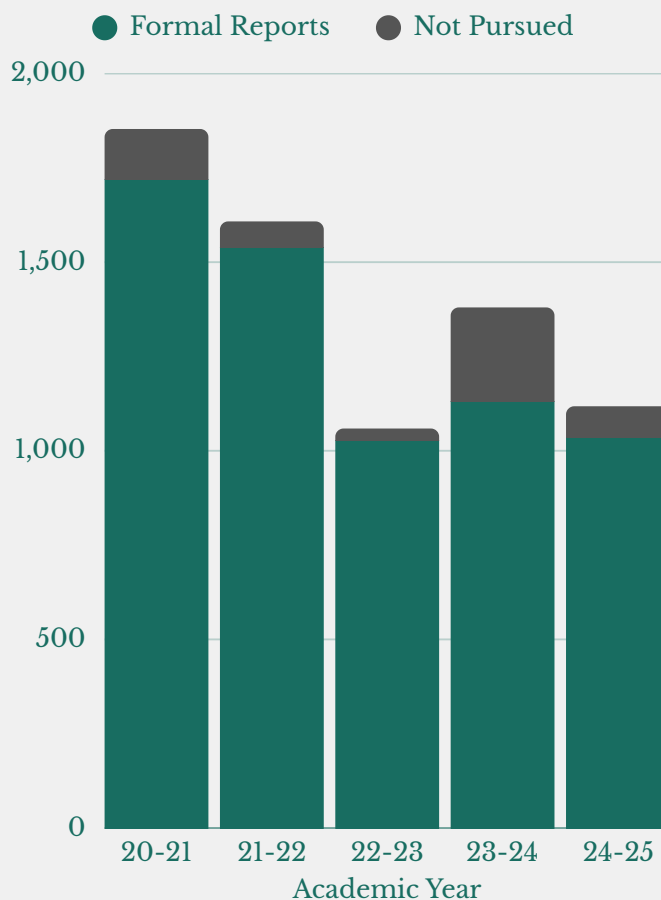
1,118

TOTAL CONTACTS

Although overall report volume declined compared to last year, the workload per case increased substantially due to the sharp rise in reports involving generative artificial intelligence. In the 2023-2024 academic year, the AIO received 181 reports that included potential GenAI use. In 2024-2025, that number increased to 438 GenAI-related reports. Overall, resolving GenAI cases is more resource intensive than resolving other types of cases.

142%

INCREASE IN GENAI REPORTS



SANCTION GUIDELINES

The Administrative Sanctioning Guidelines ("Guidelines") aim to establish a consistent and structured approach to managing and assigning administrative consequences for academic integrity violations. The Guidelines use three criteria to determine a proposed disciplinary sanction: Academic Level, Violation History, and Type of Violation. Points for each of these criteria are tallied to create an overall sanctioning guidelines score. Disciplinary actions are then assigned based on the overall point value and professional judgment.

Violation History

1st	0
2nd.....	150
3rd+.....	300

Violation Type

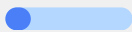
Minor.....	50
Moderate	100
Serious	150
Egregious	200

Academic Level

Undergraduate	75
Masters	125
Ph.D.....	200

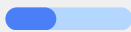
Proposed Disciplinary Action Points Range

125-150



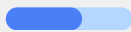
Formal
Warning

151-200



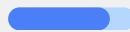
Disciplinary
Probation

201-225



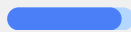
Deferred
Suspension

226-300



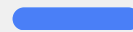
Quarter
Suspension

301-375



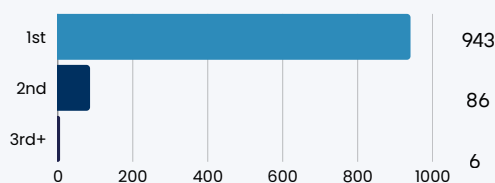
Year
Suspension

376+



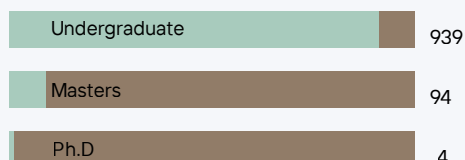
Dismissal

Violation History



The guidelines support the principle that students with a history of academic integrity violations warrant a more serious disciplinary response. These figures show that the majority of students are not reported for repeated violations (a trend consistent over time).

Student Level

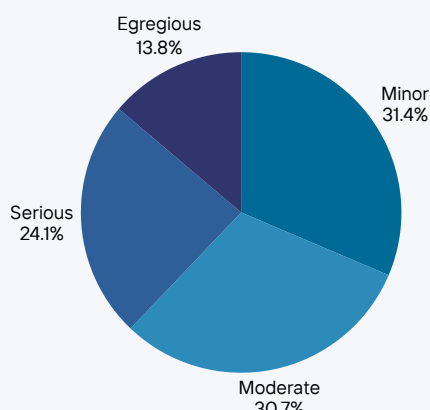


The guidelines support the principle that as students gain more seniority in higher education, they should be held to a higher standard of behavior.

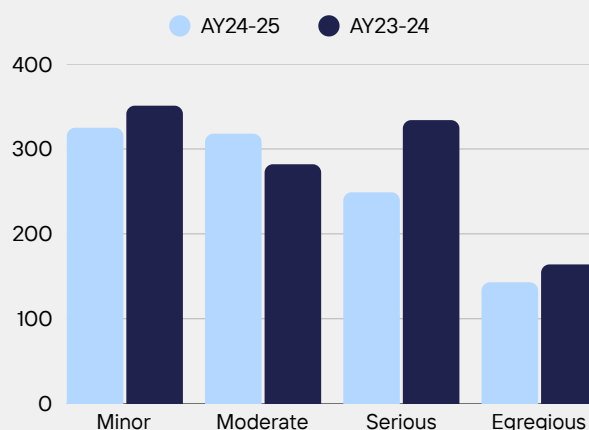
Types of Violations

The guidelines support the principle that more serious violations warrant more serious disciplinary actions. The behaviors listed below are examples of behaviors, but the list is not exhaustive. The professional analyzing the case has professional judgment in assessing the violation type based on the information provided.

Violation Type

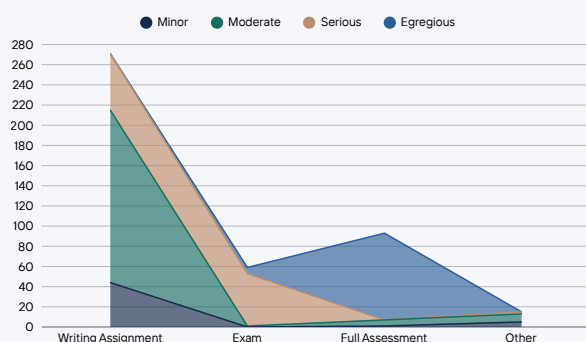
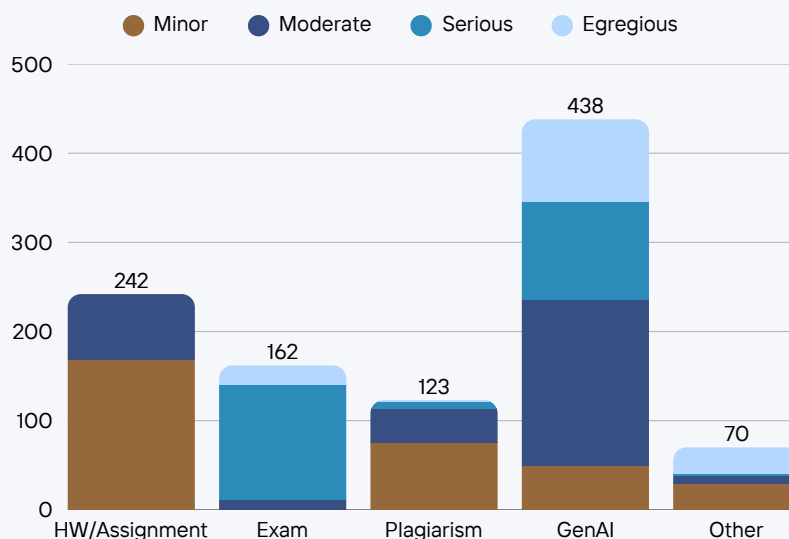


Year Comparison



Specific Violation Type

The Sanctioning Guidelines include example behaviors associated with each violation type. Some behaviors may fall into different violation categories depending on the specific circumstances and significance of the allegation. For example, an exam may be classified as Moderate or Serious based on the proportion of the assessment affected. The chart to the right highlights the five most common categories of reported behaviors across all violation types.



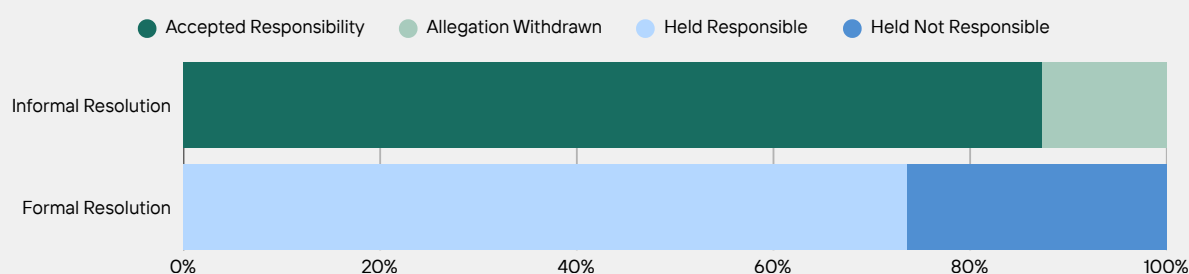
GenAI

Generative Artificial Intelligence (GenAI) cases continued to be a significant driver of academic integrity concerns during the reporting period, increasing by 142% over the previous year. The chart (left) breaks down GenAI cases by general assessment type and level. GenAI cases are often more complex than other violation types, requiring additional assessment, evidence review, and follow-up by Resolution Officers, thereby increasing the administrative workload associated with case resolution.

Resolutions & Outcomes

During AY24–25, 90% of reported students participated in one or more meetings with a Resolution Appropriate Administrative Authority (AAA) to discuss their case, review available options, and navigate the Academic Integrity process. Resolution AAAs include Academic Integrity Office staff members (4), College Deans of Student Affairs (8), and College Student Care & Accountability Specialists (6).

Academic integrity cases may be resolved through either an informal or formal process. Informal resolutions occur when a student accepts responsibility for a violation or when an allegation is withdrawn because there is insufficient information to proceed. During AY24–25, **86% of cases were resolved informally**, with an average resolution time of 15 business days. Cases that are not resolved informally proceed to a formal review before the Academic Integrity Review Board (AIRB), which determines whether a violation occurred. Formal cases required substantially more time and coordination, averaging 90 business days to resolution.

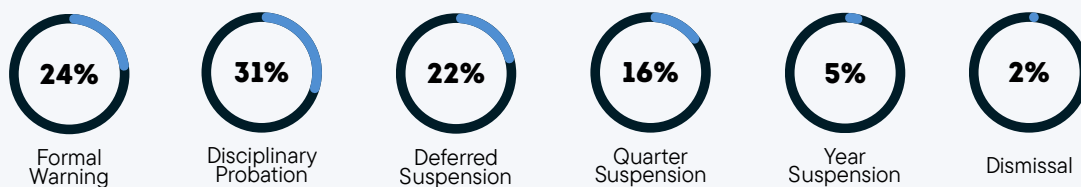


Sanctioning Guidelines

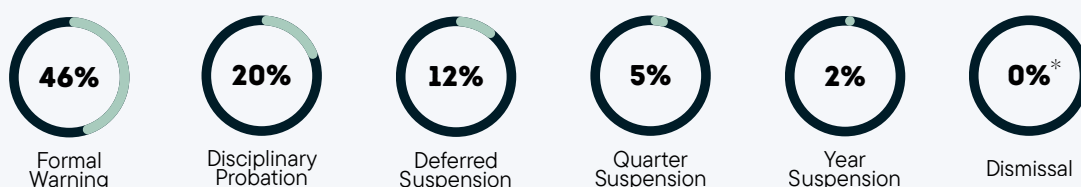
If a student is responsible for a violation, either by accepting responsibility or being held responsible, the case is referred back to the Resolution AAA for sanctioning. Resolution AAAs review the Sanctioning Guidelines and apply their professional judgment to determine an appropriate disciplinary action. Recommendations involving suspension or dismissal are presented to the Sanctioning Body, comprised of the Deans of Student Affairs and the Assistant Dean of GEPA for graduate student cases, for review and approval prior to assignment.

The following charts compare the Proposed Disciplinary Actions, per Guidelines, with the actual Disciplinary Actions assigned:

Proposed Disciplinary Action



Assigned Disciplinary Action



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EDUCATION

”

All humans make mistakes
and those mistakes offer us an
opportunity to learn and grow,
both personally and
professionally.

”

I pledge to be fair to my classmates and instructors by completing all of my academic work with integrity. This means that I will respect the standards set by the instructor and institution, be responsible for the consequences of my choices, honestly represent my knowledge and abilities, and be a community member that others can trust to do the right thing even when no one is watching. I will have the courage to always put learning and my own integrity ahead of any grade.

I join the movement to learn.

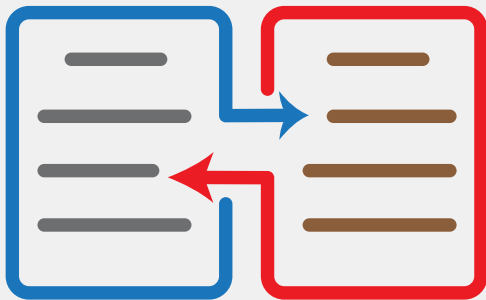
I join the movement by pledging to always choose integrity.

CHANGES TO AFTER ED

As discussed earlier in our staffing updates, our after-education program experienced a set-back in January 2025 when our Integrity Mentorship Program (IMP) Coordinator position was eliminated due to budget cuts.

Our Senior Education Coordinator, Allison Riley, worked to ensure that IMP continued, along with the AI Seminar, for the remainder of the academic year, while also getting to work on a plan to save our after-education programs despite the cut.

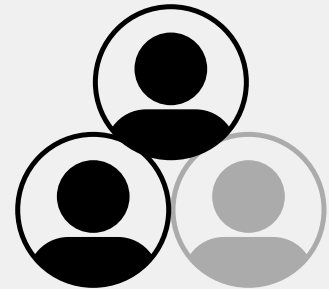
The summer of 2025 was spent reworking our After Education curricula. To reduce the administrative workload of running our intensive educational program, we folded two programs (Academic Integrity Seminar and IMP) into one: The Ethics Lab. We also combined our Peer Educator and Integrity Mentor positions into one - Peer Mentors.



Our Academic Integrity Seminar (initially created in 2008) became The Ethics Lab (Core) and our IMP (initially created in 2016) became The Ethics Lab (Expanded). This combination also enabled us to reduce the number of student staff members, making supervision more manageable for the one remaining Education Coordinator and helping us to remain within budget. We also eliminated the Collaborating with Integrity workshop (the content was folded into The Ethics Lab) and the two plagiarism-related workshops (due to a severe decrease in cases involving non-GenAI related plagiarism), although their associated Canvas modules are still available as optional education (as is the Critical AI Literacy Canvas module). The Ethics Lab was slated to launch in fall 2025.

Overall, as a result of budget cuts, we had to eliminate:

- the Education Coordinator Position responsible for the Integrity Mentorship Program and the Integrity Mentors
- our other, less attended, after-education workshops including: Collaborating with Integrity, Strategies & Tools to Avoid Plagiarism, and How to Write with Sources
- peer-to-peer advising appointments. Students can no longer get free, in-house advising appointments from the AI Office from beginning to end of the process.



4.8K

**FACILITATED
TRAINING
HOURS**

920

**STUDENTS
COMPLETED
TRAINING**

AFTER EDUCATION PROGRAMS

AI TRAINING PREPARATION

908 Meetings Facilitated

Facilitated by student staff, this requirement, which includes a written reflection and a 1:1 meeting, is the first step students must complete before beginning their AI training. The meetings are in-person and last 20 minutes.



AI SEMINAR



835 Students Successfully Completed

The AI Seminar is an integral component of the core AI Training curriculum and is assigned to nearly all students. Large group sessions are led by an AIO Education Coordinator, while Peer Educators guide smaller group discussions. Alongside these meetings, students are required to complete three written assignments. Two of these assignments serve as the foundation for engaging group discussions during the seminar sessions.

INTEGRITY MENTORSHIP PROGRAM

154 Students Successfully Completed

The Integrity Mentorship Program (IMP) offers students a chance to demonstrate their commitment to education and their ability to adapt for success. Over five weeks, each Mentee is paired with a Mentor for weekly meetings, supplemented by tasks and a final reflection paper. The IMP facilitates personal growth and skill development that benefits students throughout their lives.



OTHER WORKSHOPS



423 Students Successfully Completed

In addition to the AIOs core training program and IMP, students may be assigned additional workshops to address specific skills or individual circumstances including: Collaborating with Integrity, Plagiarism and/or Paraphrasing Workshops, and Reflection Papers. Unfortunately, due to reductions in AIO staffing, the listed workshops were eliminated effective AY25-26.

AFTER EDUCATION EVALUATIONS

The participation of Peer Educators and Mentors is essential to the educational programs of AIO. These dedicated team members strive to inspire their peers to learn from their journeys and promote integrity. Following training, students complete program evaluations and the responses are overwhelmingly positive. We have included a sample of the comments students made about their experiences collaborating with their Peers and Mentors.

The course really enlightened my passions for ethics and honesty, especially when related to academia.

My Peers have been amazing throughout the seminar! Their energy and support created such a welcoming environment where learning felt easy and enjoyable. Honestly, this seminar became the highlight of my week, and I'm really grateful for their effort in making it such a great experience.

My Peer helped us through our thought process and how we can grow and change in the future which was helpful for learning.

My Peer was always kind, empathetic and understanding - great to have him.

My Peer was awesome! Super empathetic and understanding since he has been in the same situation.

Overall I thought this seminar was great, I learned a lot of information that I will apply to not only academic contexts but in my everyday life.

My Mentor was very prepared to mentor me. They were very empathetic and personable and made me comfortable to express my values, thoughts, and emotions throughout the process. Definitely helped me look at my situation in a positive light.

I think the overall experience was very helpful; it helped me learned how to evaluate my values, stakeholders, and possible options for action whenever I need to make a decision. My mentor is awesome and super patient. Overall, I am very grateful for both the opportunity to learn and my mentor.

I think this was overall a very positive experience. I loved my mentor, they were so kind and really cared about my success. I really felt understood by them and I am so glad they were my mentor in the IMP program. Thank you so much for everything!

These weekly goals helped build my confidence, and I started to feel like I was rebuilding the trust I had lost with myself after my academic integrity violation.

I am not perfect, and I know I'll face even harder challenges again. But now, I feel more prepared to face those challenges without compromising my values. I'm grateful for the opportunity to reflect, learn, and grow through IMP program, and I am committed to carrying these lessons with me into the future, academically, professionally, and personally.

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