UCSD

Academic Integrity Annual Report

2008–2009

Prepared by

Tricia Bertram Gallant, Ph.D.

Academic Integrity Office

University of California, San Diego

508A, Student Services Center, 9500 Gilman Drive, 0069, La Jolla, CA, 92093

858-822-2163; aic@UC San Diego.edu

http://academicintegrity.ucsd.edu

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Introduction

This is the third annual report of the Academic Integrity Office. As previously, this report includes the standard and expected statistics, a summary of accomplishments, and goals and issues for the future.

As I write this introduction, I find it necessary to be transparent that it is January 29, 2010, almost 5 months after the official end of the 2008-2009 academic year. The completion and release of my annual report is significantly delayed this year for a number of reasons, many of which I believe are temporary set-backs that will not be factors in the future. Of course, I could have chosen to produce a less comprehensive report in order to release it in a more timely manner. However, I determined that, in this case, details trump timeliness. This annual report conveys the only systematic information we have regarding the state of academic integrity on this campus and thus, it provides much needed information for making plans and decisions about the future academic integrity initiative.

One of the reasons for the delay in the report was the jump in allegations from 446 (07-08) to 711 (08-09). While this jump may concern folks that more students cheated in 08-09 than any other year in the UC San Diego history, the concern would not be grounded in the data. In fact, even with a reporting rate of 711 per year, we can assume that more students are cheating than being reported. For the purposes of elucidation, let's assume that each of those 711 allegations involved 711 different undergraduate students (which they did not). At that reporting rate, 3% of our 22,500 undergraduate population was reported for cheating in 2008-2009. This is substantially less than the national self-reported cheating rates of 8% - 42% (depending on the act). If UC San Diego students are similar to the average North American student, then we can assume that the number of students cheating on our campus at least once per year ranges from 1800 to as many as 9450. Thus, a report of 711 allegations remains an underreporting of actual cheating! It seems fairly logical, then, to assume that the increase is a result of enhanced faculty detection and reporting. This is, indeed, good news. Faculty resistance to reporting cheating is one of the most common organizational obstacles to creating cultures of academic integrity on college and university campuses. Faculty awareness of cheating can also encourage faculty to rethink mechanisms of assessment and opportunities for preventing cheating, which should ultimately diminish the amount of cheating that occurs. If 2008-2009 can serve in any way as a valid indicator of progress, UC San Diego seems to be doing well in its academic integrity initiative.

Although we have much more we could be doing (a topic I address in the last part of this report), I invite everyone involved in the academic integrity initiative (and those not yet a part of it) to congratulate themselves on their efforts and dedication to enhancing the integrity of the academic work completed on our campus. Students, faculty and the University as a whole will be better off if we can assure our constituents that our coursework and degrees were earned through honest, fair and integrous efforts.

Respectfully submitted,
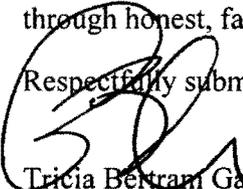
Tricia Bertram Gallant, Ph.D.
Academic Integrity Coordinator

Executive Summary

Of the 711 academic misconduct allegations[1] made in 2008-2009, 91% were pursued by Instructors as official cases, a much higher number than in any of the previous years for which we have data.

Table 1: Year by Year Comparison of Allegations

Academic Year	Allegations Pursued by the Instructor	Allegations Not Pursued by the Instructor	Total Allegations
2003-2004	229	137	366
2004-2005	221	86	307
2005-2006	276	76	352
2006-2007	255	88	343
2007-2008	388	58	446
2008-2009	649	62	711

The increase in allegations led to a reduction in the timeliness of allegation resolution (trending toward 2006-2007 timelines) and a reintroduction of a backlog in allegations waiting to be heard by the Academic Integrity Review Board. Currently the average wait-time for 08-09 cases going to Review is 79 business days (over 3 months), an average that will increase as some 2008-2009 cases will not be heard until the Spring 2010 quarter.

However, despite the increased case workload for the Academic Integrity office (and the Colleges), we managed to implement some significant enhancements in 2008-2009. Specifically, we implemented new hearing procedures (now called "Reviews"), an academic integrity seminar for students who violate the Policy, a Peer Educator program, and a modest educational campaign in Spring 2009. These accomplishments are described in more detail in this report.

This report also covers some interesting and relevant statistics, such as:
- An increase in reporting by social science division, particularly the economics department
- The number of students held responsible by the Academic Integrity Review Board dropped 12 percentage points
- This year, first year students were more likely to be alleged with exam cheating (it was plagiarism last year)
- The grade distribution of native freshmen alleged to have cheated is an almost perfect bell curve, however transfer students have a skewed bell curve toward the lower end of the GPA range.
- 31% of the 711 allegations involved students who are not U.S. citizens; 33% of those students are from Korea and 23% from China or Hong Kong.

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[1] I use both the terms "allegation" and "case" throughout this document. Allegation is used as an umbrella term to encompass all accusations of academic misconduct in the form of an IP "faculty hold pending academic misconduct" on a grade sheet. Case is used to refer only to those allegations that become official through a report of academic misconduct to the Academic Integrity Office.

I. Integrity Update: Are We Paying Attention?

In last year's report, I issued the following statement:

> *I implore everyone in the University community to join in the academic integrity initiative to shape a culture at UC San Diego that communicates to students a clear, convincing, and compelling argument for ethics and integrity to prevail over dishonesty and corruption.*

I made this statement after reviewing headlines and events of the year that seemed to suggest that, as a country, we were facing a moral and ethical crisis. Of course, the year of 2009 did little to improve our outlook on the ethicality of our nation. We witnessed the sub-prime mortgage scandal, the exposure of the Bernie Madoff scheme, the audacity of the automaker CEOs who arrive in private planes to beg the government for monies, and the selfishness of Wall Street CEOs who continue to rake in tremendous profits while homeowners are foreclosing and would-be-retirees are forced to continue working because their pensions have been decimated. For years the educational system has ignored the benefits of ethical education and the construction of ethical infrastructures to support healthy ethical environments in which students, faculty and staff can thrive. If the events of 2009 cannot convince us that ethics must be a strategic priority of every educational institution, then I'm not sure what will.

But, I can tell you that some people are paying attention. There are organizations out there that have been attempting to raise the world's awareness to the problem of unethical behavior in the academy. The International Center for Academic Integrity (CAI) housed at Clemson University is one. I am the Chair of its Advisory Council and as we approach our 20th anniversary, we are considering new ways of drawing college and university presidents' attention to academic integrity, including the construction of an Integrity Sustainability Ratings Project. The U.S. Office of Research Integrity is, along with its sister organizations around the world, is trying to enhance the integrity of research and encourage institutional infrastructures to support healthy ethical research environments. In addition, there are multiple resources, in the form of journal articles and books, available on the subject of reducing cheating and corruption and creating ethically healthy organizations. In 2009, my co-authored book (with Stephen Davis & Patrick Drinan) "Cheating in school: What we know and what we can do" was published by Wiley-Blackwell. We cover the issue of cheating from middle school through graduate school in this book, and make suggestions for changing our cultures by changing attitudes, moving cheating from merely morally disagreeable to morally reprehensible. Other valuable readings include various UNESCO reports (including Hallak & Poisson's 2007 "Corrupt schools, corrupt universities") and article called "Moral positions and academic conduct" (John Bruhn and co-authors, 2002) and one entitled "Values education: sustaining the ethical environment" (Haydon, 2004).

UC San Diego is poised to be at the forefront of this growing academic integrity movement. And by this, I mean the movement toward enhancing the integrity of the academy and of all of the work we do within and in support of teaching, learning, research and service. We are poised because we have the people, some of the infrastructure and the passion to make changes. We have some data (in the form of these annual reports) and the knowledge and instruments to collect more data. And we are an institution to which other people look for models and innovation. Even with the economic times as they are, we can choose to pay attention. We can choose to continue and accelerate our forward momentum. We can choose to be on the forefront of the academic integrity initiative. We simply have to, well, choose.

II. 2008-2009 Noteworthy Items

i. Managed a Doubling of Faculty Reports

In 2008-2009, we experienced a doubling in faculty reports of academic misconduct allegations since the 2006-2007 academic year. At the publication of this report on January 29th, 2010, 92% of 2008-2009 cases are closed (see Table 3).

Table 2: Status of 2008-2009 Allegations

	ACADEMIC MISCONDUCT ALLEGATIONS							
	OPEN ALLEGATIONS				TOTAL OPEN	CLOSED	UNRESOLVED	TOTAL ALLEGATIONS
	Pending Charge	Pending Resolution	Pending Review	Pending Grade				
Fall 2008	0	0	0	3	3	**207**	0	**210**
Winter 2009	0	0	4	2	6	**203**	1	**210**
Spring 2009	0	0	17	13	30	**204**	0	**234**
Summer 2009	0	0	3	9	12	**45**	**0**	**57**
TOTAL	**0**	**0**	**24**	**27**	**51**	**659**	**1**	**711**

Of the 51 cases still open, almost half of those (47%) are Pending Review, meaning that 24 students are still waiting to have their cases decided by the AIRB. The backlog of Review requests is unfortunate given that it will only continue to build; the majority of student Review requests for 2009-2010 cases will not be heard until the 2010-2011 academic year.

Because of the increase in the number of cases, 2008-2009 allegations, on average, are taking longer to resolve than those from 2007-2008. Following is a quick comparison which shows that the timeliness for 08-09 falls in between that achieved in 2006-2007 and that achieved in 2007-2008 (except in the first column where there continues to be marked improvement)[2]. If the increase in reporting trend continues, we may experience a decline in timeliness back to the levels experienced before the AIC position was created.

Table 3: Timeliness of Cases

	AVERAGE NUMBER OF BUSINESS DAYS BETWEEN				
	Case delivery & Notice sent to student	**Notice sent & Meeting date (Policy stated 10 days)**	**Meeting Date & Resolution received by AIC***	**Case Delivery & Resolution Rc'vd (Policy stated no longer than 30 business days)**	**Case delivery and Close of case**
07-08	4.71	12.36	8.94	23.55	67.04
08-09	**3.57**	**16.29**	**14.17**	**33.51**	**71.39**
06-07	7.24	20.28	12.40	37.87	76.58

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[2] Note that by "resolution" we mean the resolution with the Dean (which means "acceptance of responsibility," "allegation withdraw" or "Review requested"), not necessarily the final resolution of the case (a decision by the AIRB). The timing on resolving cases that go to Review is covered later in this report.

It is important to note that these averages do not include the timeliness of the resolution of allegations still open, so the 08-09 averages are going to increase once all allegations are resolved. The situation should be monitored in 2009-2010 as the volume of reports in 2008-2009 could be simply a blip in what is otherwise a normative pattern of reporting (for example, I can say that the total number of Fall 2009 allegations is half of that received in Fall 2008).

ii. Implemented New Review Procedures

The procedures for "hearings" were redesigned in 07-08 and implemented in the 08-09 academic year. Not only did they acquire a new name, from Academic Dishonesty Hearings to Academic Integrity Reviews, but they received an overall revamping to reduce unnecessary legalisms and improve efficiency and fairness. Specifically we: removed courtroom-like procedures (e.g., opening statements, cross-examination of witnesses, closing statements); created Review Packets (a compilation of allegation reports, statements and documentation) that allow Panel members to review the allegation and documentation before they speak with the involved parties; loosened the structure of the Reviews slightly to allow for more fluid conversations rather than stilted turn-taking; and allowed instructional assistants (particularly Teaching Assistants) to be present through the Review if they were directly involved in the allegation. As a result, the Reviews seem to be less adversarial, more efficient, and more orderly. Although further improvements could be made (e.g., scheduling Reviews in a room with a round table set-up to remove additional barriers; improving training of advocates so that their approaches to Reviews are less legal-like), the changes made thus far have been beneficial for both the students and faculty involved.

iii. Administered and Taught the Academic Integrity Seminar

In cooperation with the Council of Deans (COD), the Academic Integrity Office was able to develop an Academic Integrity Seminar for students who have violated the Policy. And, in June, 2008, COD began assigning the Academic Integrity Seminar to students in place of the Ethics Workshop (offered through Student Policies & Judicial Affairs).

The purpose of the seminar is to provide students with a structured opportunity to learn from their experience, raise awareness of academic and professional integrity, and build their capacity for completing their academic work with integrity. The Seminar is taught by Tricia Bertram Gallant and assisted by Peer Educators---student volunteers who are trained to advise students, make presentations, and facilitate discussions (see next noteworthy item).

Students sign up for different sections of the seminar. In 2008-2009, the sections were limited to enrolment of 12 students. There were 8 sections offered in the Fall, Winter and Spring quarters, and 2 sections offered during Summer sessions. As a result, 253 students took the Seminar in 2008-2009.

The Seminar includes two meetings (for 2 hours each time) spaced with several weeks in between meetings to allow time for reflection, processing, and learning. In addition, students complete a pre and post assessment (to assess learning and change in attitudes) as well as multiple assignments created to facilitate their learning from the Policy violation. In 2008-2009, the assignments included a case study of their violation, a letter to a stakeholder, a stakeholder's response letter, academic conduct observations, and a final assignment entitled "In Their Own Words: Student Voices About Academic Integrity." In the final assignment, students could choose the purpose (e.g., to talk to new students, to ask for changes by the University), the audience (e.g., new students, the Chancellor, faculty), and the

format (e.g., art, media or the written word). We received some phenomenal pieces through this process and are working on creating a website to post these and make them publically available.

iv. Created a Peer Educator Program

The addition of student volunteers in the capacity of Peer Educators is a very noteworthy development in 2008-2009. Not only did they assist with the Seminar (thereby making it possible for the Academic Integrity Office to have the capacity to offer the seminar to over 250 students), but they ran the first academic integrity education campaign directed toward students.

v. Executed an Educational Campaign

The four Academic Integrity Peer Educators ran our first campus-wide academic integrity educational campaign directed toward students. This campaign included "What Is Your Reason?" flyers posted around campus, online polls completed by hundreds of students, table tents in the libraries and dining halls, and awareness posters on library walk. Although this was a limited campaign given our lack of bodies to execute it, we received several comments on the effectiveness of the flyers so we believe it was a wonderful start on our campus.

vi. Developed Additional Educational Workshops

In addition to the implementation of the Academic Integrity Seminar, the Academic Integrity Office also worked with some of the writing program coordinators, the libraries and Counseling & Psychological Services (CAPS) personnel to create additional educational workshops for students who violate academic integrity standards. These workshops included: 1) Collaboration: How We Stand on the Shoulders of Others With Integrity (created by Carrie Wastal, Muir College Writing program); 2) Documented Essays: Managing the Research and Writing Process (created by Pam Wright, Dimensions of Culture program, and Holly Bauer, Warren Writing program); 3) Strategies & Tools to Avoid Plagiarism (Gayatri Singh, Dominique Turnbow, and Alana Moore, UC Libraries); 4) Managing Test Anxiety (Yong Park, CAPS)

By the end of the academic year, we were still working out logistical obstacles, but managed to assign or have students self-select into both the "Documented Essays" workshop and the "Strategies & Tools" workshop (which turned out to be one-on-one consultations with library staff).

These workshops were developed because we understood that the Academic Integrity Seminar would not be able to address many of the issues that lead to academic integrity violations such as poor research and writing skills, weak time management skills, test anxiety, and so on. Although students may enter our community with high grade point averages, many of them lack basic study, writing and academic skills. Thus, we hope to continue to offer these workshops to students and make more extensive use of them in the 2009-2010 academic year and beyond.

vii. Launched the Academic Integrity Website

After many months of work, the http://academicintegrity.ucsd.edu website was launched! It includes information for both students and faculty, as well as the public at large, from advice on reporting and responding to allegations, to enhancing academic integrity and reducing cheating on campus.

III. Review of 2008-2009 Academic Misconduct Allegations

i. Type of Academic Misconduct Allegations

In Figure 1, we can see that academic misconduct in the completion of out-of-class assignments (including take-home exams) or homework continues to be the most likely allegation. Unlike in 2007-2008, however, this allegation came from a variety of academic departments, including 28% from the Physics 1A-C lab series classes, 17% from engineering, 15% from the Division of Biological Sciences, 14% from Economics, and 11% from the writing programs. The more important news remains positive-- fabrication/falsification and fraud, two of the most serious categories of academic misconduct---continue to be rare allegations at UC San Diego.
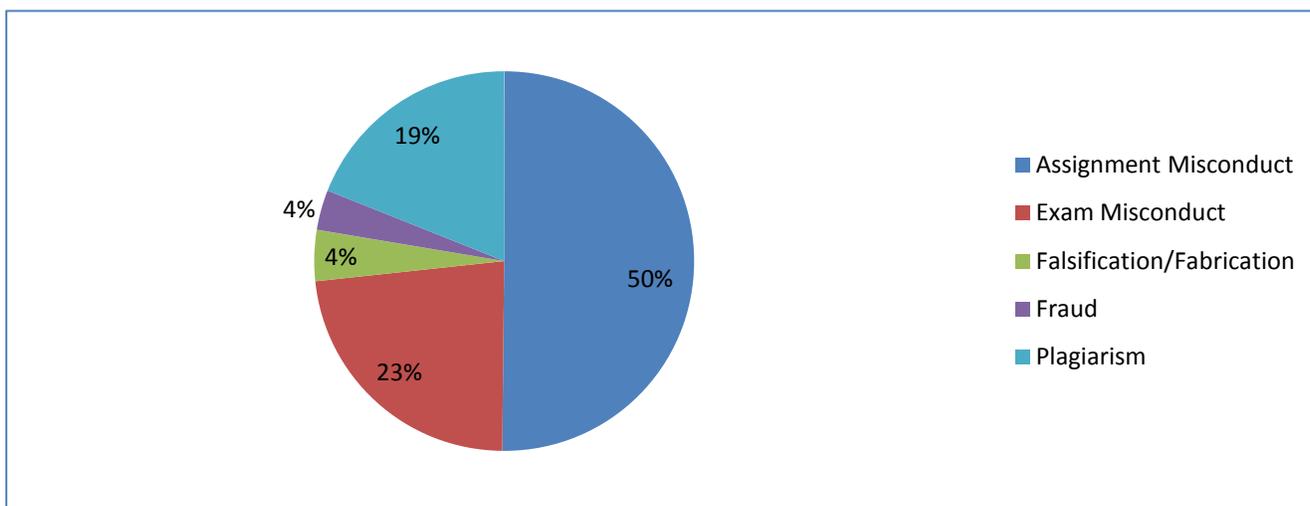

Figure 1: Allegation Type as a Percentage of Total Allegations Pursued

ii. Classes in which Violations were Alleged

Of the 711 total allegations made against all students (undergraduate, graduate, exchange and extension students) in 2008-2009, the majority stemmed from Physical Sciences (28%), Social Sciences (25%), and the College Writing Programs (19%). This represents a slight drop in the overall percentage for the physical sciences and the college writing programs, yet, this drop is caused not by reduced reporting, but an increase across the board, especially from the three other divisions. Table 5 on the following page breaks down the allegations by department and division/school.

If we remove the writing program allegations from the overall count, a slight majority (51%) of all other allegations stem from lower division courses. However, a difference by the academic division in which the class falls can be observed in Figure 2. The majority of the allegations stemming from the Arts & Humanities Division, Division of Biological Sciences, and Social Sciences Division were from upper division classes. On the other hand, the majority of allegations stemming from the Physical Sciences (i.e., Chemistry, Math & Physics) and Engineering occur in lower division courses.

Table 4: Breakdown of Allegations by Course Area in which Violation Occurred

| CLASS IN WHICH VIOLATION WAS ALLEGED	Total # of Allegations	% of Allegations
Arts/Humanities	**43**	6%
History	11	2%
Literature	14	2%
Music	3	0%
Philosophy	14	2%
Other Academic Programs	1	0%
Biological Sciences	**73**	10%
BIBC	41	6%
BICD	9	1%
BIEB	2	0%
BILD	7	1%
BIMM	12	2%
BIPN	2	0%
Engineering	**88**	12%
Biological Engineering	1	0%
Computer Sci & Eng	44	6%
Electrical & Computing	30	4%
Mech & Aerospace	3	0%
Structural Engineering	10	1%
Physical Sciences	**190**	27%
Chemistry	34	5%
Math	41	6%
Physics	115	16%
Social Sciences	**171**	24%
Anthropology	1	0%
Cognitive Sciences	3	0%
Communications	11	2%
Economics	83	12%
Linguistics	2	0%
Political Science	20	3%
Psychology	18	3%
Sociology	15	2%
Other Academic Programs	18	3%
Scripps Institute of Oceanography	**5**	1%
College Programs	**141**	20%
Culture, Art & Tech	32	5%
Dimensions of Culture	10	1%
Making of the Modern World	80	11%
Muir College Writing Program	9	1%
Revelle Humanities	7	1%
Warren College Writing Program/Academic Internship	3	0%
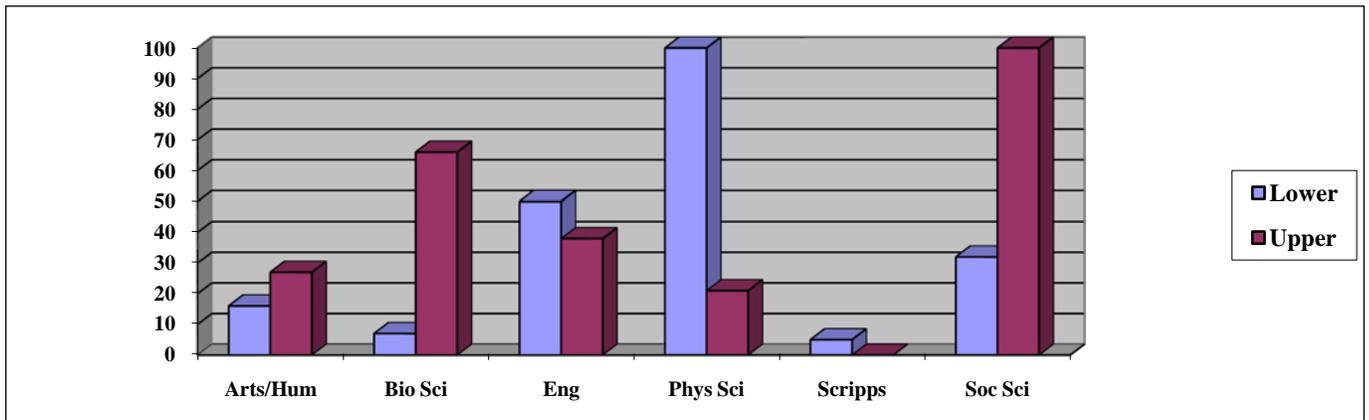
Figure 2: Comparison of Divisions/Schools by Class Level of Allegation

When comparing 2008-2009 to previous years (see Figure 3), it is evident that the number of allegations stemming from the various academic areas has varied over time. Only the Biological and Physical Sciences show a progressive increase in allegations over time, and none show a progressive decrease.
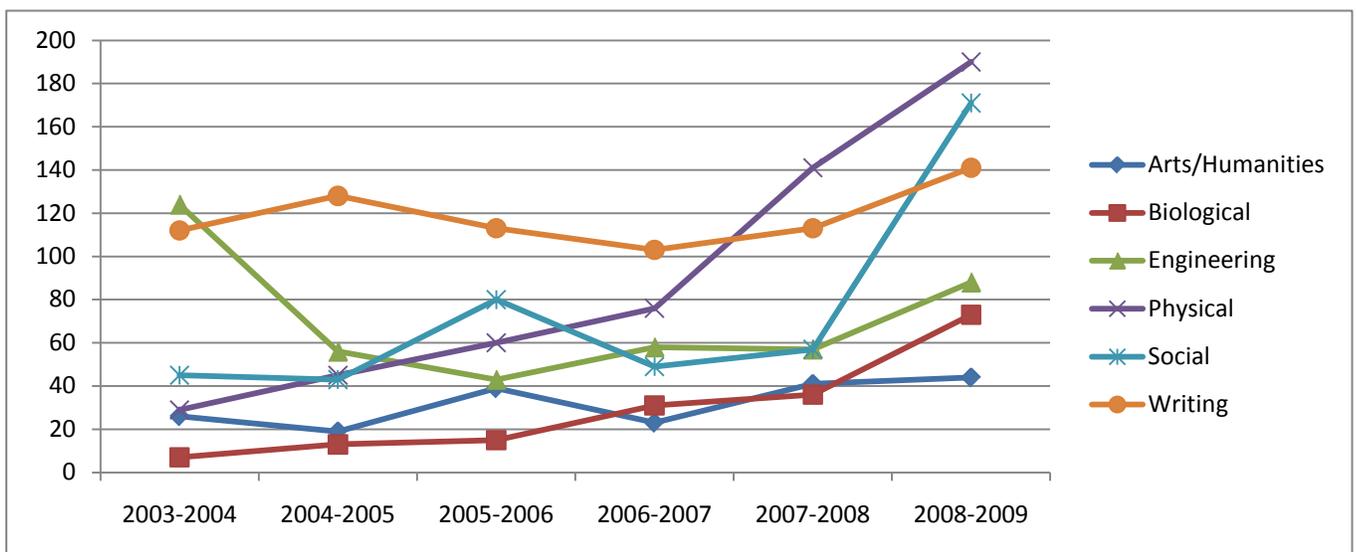

Figure 3: Annual Comparison of Allegations by Division/School

iii. Resolution of Academic Misconduct Allegations

Of the cases pursued, 68% were resolved by the student accepting responsibility for the academic misconduct during the meeting with a dean of student affairs (see Figure 4). Another 111 of the allegations were withdrawn by the instructor and in 95 of the cases, the student requested a review. Unlike in the previous two years, physical science students joined other students in accepting responsibility for misconduct the majority of the time.

Of the 96 cases that were sent to the AIRB for resolution, less than half (45) were reviewed during the 2008-2009 academic year. Another fifth (19) were heard in Fall 2009, and a fifth (21) are scheduled to
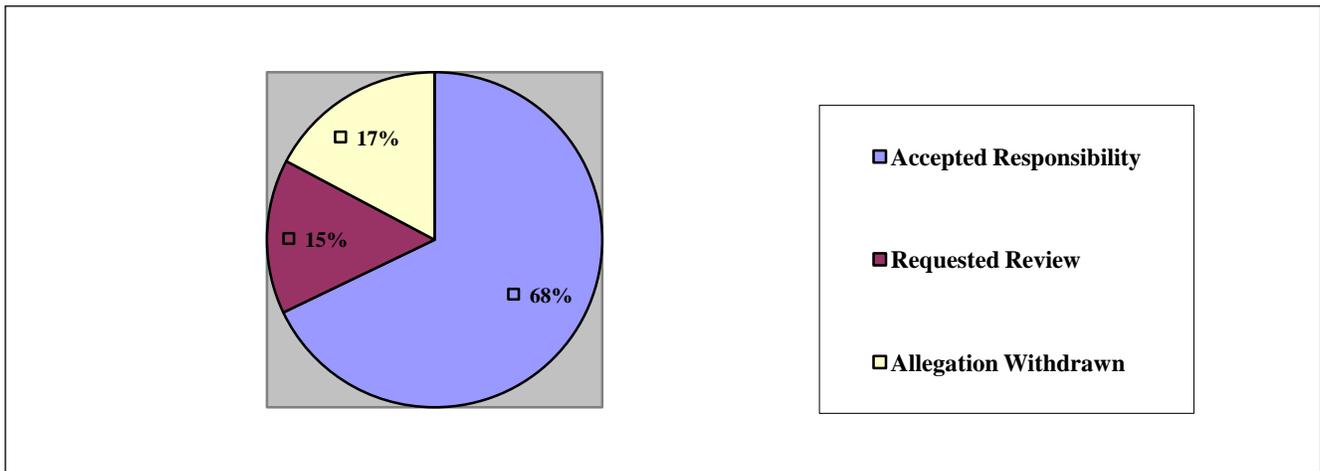
Figure 4: Resolutions Reached in Meetings with the Deans of Student Affairs

be heard in Winter 2010 and the final 11 to be reviewed in Spring 2010. That means that over 50% of allegations referred to the AIRB are resolved in the academic year following the one in which the allegations occurred. This delay in resolution cannot currently be avoided given the number of Reviews to be held and the restrictions of Policy that require, for example, a college dean of student affairs to preside over every Review. This requirement, for the most part, restricts us to holding no more than 18 Reviews per quarter (at a rate of 3 Reviews per Dean). New ways of conceptualizing the make-up of the AIRB Panel and administrator of the Review process need to be considered if we wish to reduce the waiting time for students who request that the AIRB review the allegations made against them.

iv. Reviews Held

There were 59 Academic Integrity Reviews held in 2008-2009; 14 of those heard allegations that were levied in the 2007-2008 academic year. The allegations heard included: exam cheating (54%), homework/assignment cheating (29%), fabrication/falsification (10%), and plagiarism (7%).

In the end, 59% of the students who were heard by the Academic Integrity Review Board during the 2008-2009 academic year were found responsible for violating the Policy as alleged. This is a 21 percentage point decrease from previous years (in which 76-80% of students were held responsible). This change could be the result of the cases heard (perhaps insufficient information was presented), the new Review procedures, and/or simply an aberrant year. Regardless, the Reviews should be continually monitored to ensure that the process and structure results most often in fair and informed decisions for each individual case.

v. Sanctions and Educational Interventions Imposed

Of those who accepted responsibility or were found responsible by the Academic Integrity Review Board thus far, the majority were put on non-academic disciplinary probation (92%) and assigned to take the Academic Integrity Seminar (83%). A small percentage of students also were assigned to another type of educational intervention (e.g., a paper, community service, counseling), suspension or dismissal from the University of California (see Figure 5). The percentages total greater than 100% because students are usually assigned more than one sanction (e.g., probation and Seminar).
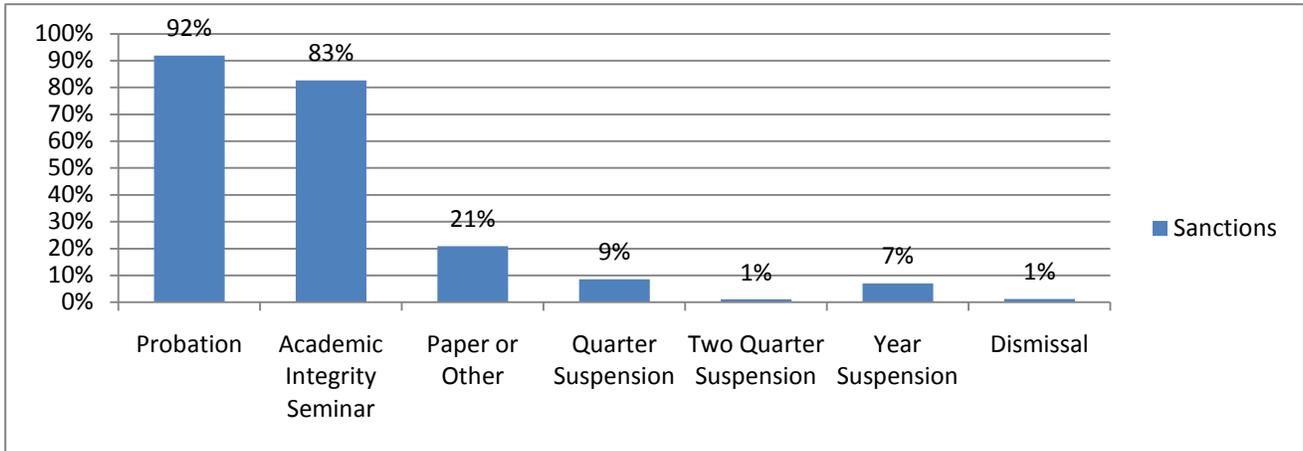
Figure 5: Sanctions Imposed for Policy Violations

Of the 655 grades assigned thus far, Figure 6 illustrates that almost a third of students fail courses in which academic misconduct was alleged.
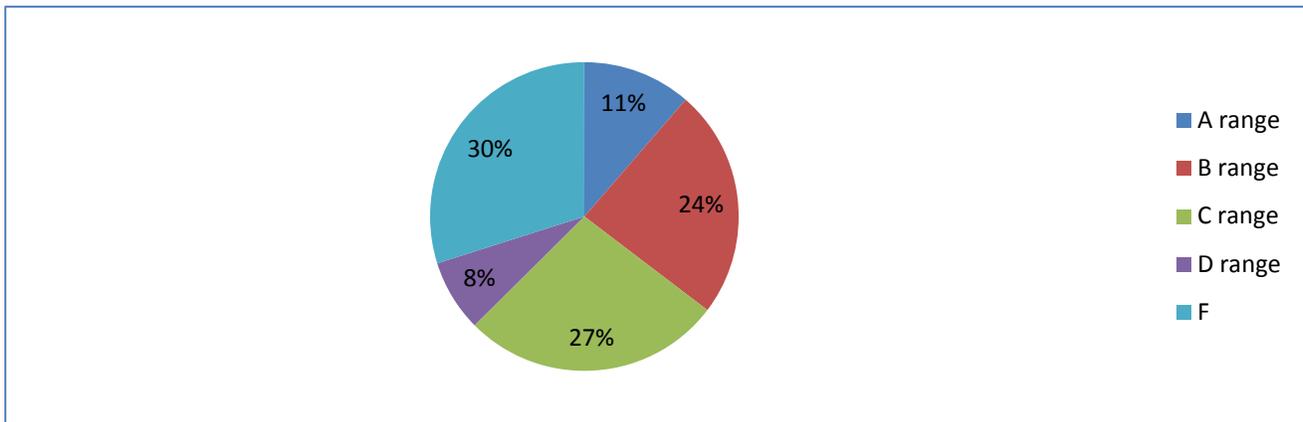

Figure 6: Distribution of Grades Assigned After Resolution of Allegation

Figure 7 illustrates grades assigned by allegation resolution. As to be expected, the imposing of an F grade is less likely if the allegation is withdrawn, the students if found not responsible, or the case was never pursued.
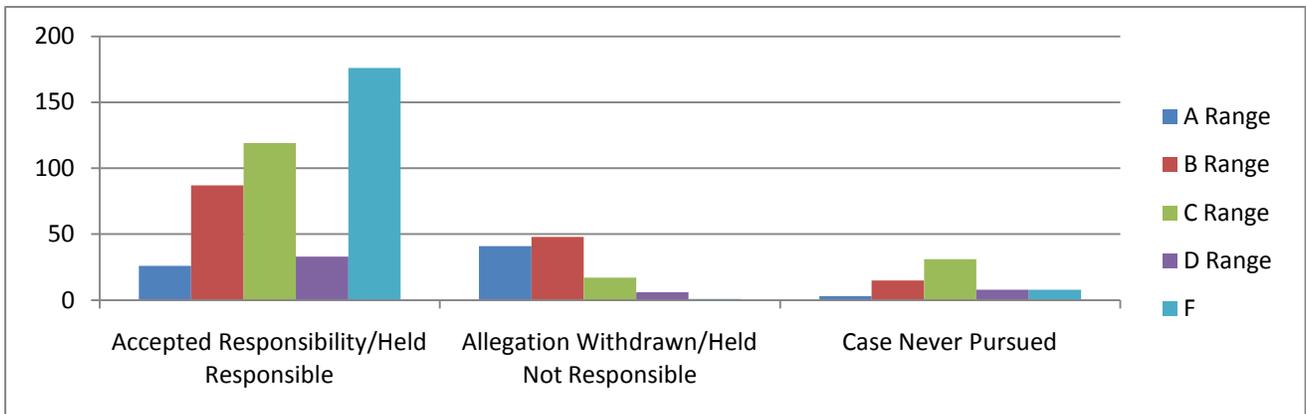

Figure 7: Academic Grades Assigned According to Allegation Resolution

IV. Characteristics of Students Alleged with Policy Violations

Of the 711 allegations made in 2008-2009, 697 were made against UC San Diego undergraduate students, 6 against UC San Diego graduate students, and 8 against non-UC San Diego students (taking classes through an exchange program, Extension or Summer Sessions). Of these allegations, the majority were made against social science majors (40%) and biological science majors (33%); 52% against male students, 69% against students who entered as native freshmen, and 35% against students who were in their first year at UC San Diego.[3]

Most students were alleged of a Policy violation in a class within their own discipline (i.e., engineers in engineering classes; physical science students in physical science classes). However, biological science majors were alleged most often in physical science classes (51%) and arts and humanities majors in college writing programs (50%) and social sciences (43%).

i. Differences by Gender

Although male students account for 52% of the students alleged with academic misconduct, they account for 56% of all students alleged in Arts & Humanities classes and 83% of those alleged in engineering classes. Female students, on the other hand, are disproportionately alleged in biological science classes (68%). As is shown in Figure 8, a gender differential can also be found in the type of alleged violation. Allegations of homework/assignment cheating were levied more often against male students, while allegations of falsification/fabrication and fraud appear to be levied more often against female students.
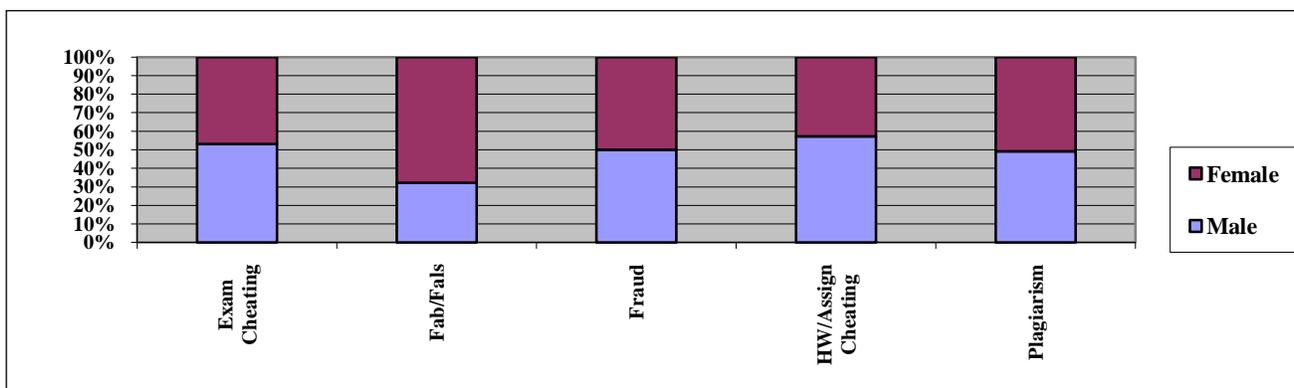

Figure 8: Gender Differences by Allegation Type

ii. Differences by Year of Alleged Violator

Although students in their first year at UC San Diego only account for 35% of all students alleged to have violated the Policy in 2008-2009, they account for 47% of students alleged with exam cheating (in 2007-2008, the major issue for first year students was plagiarism). Second and third year students are disproportionately represented in fraud allegations, a disturbing fact considering the serious and intentionality of such an allegation.

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3   When referencing the year of the student, this report is referring to the number of years the student has been at UC SAN DIEGO, not their academic standing or level. For example, "first year" refers to all students who were in their first, second or third quarter AT UC SAN DIEGO when alleged to have violated the Policy.
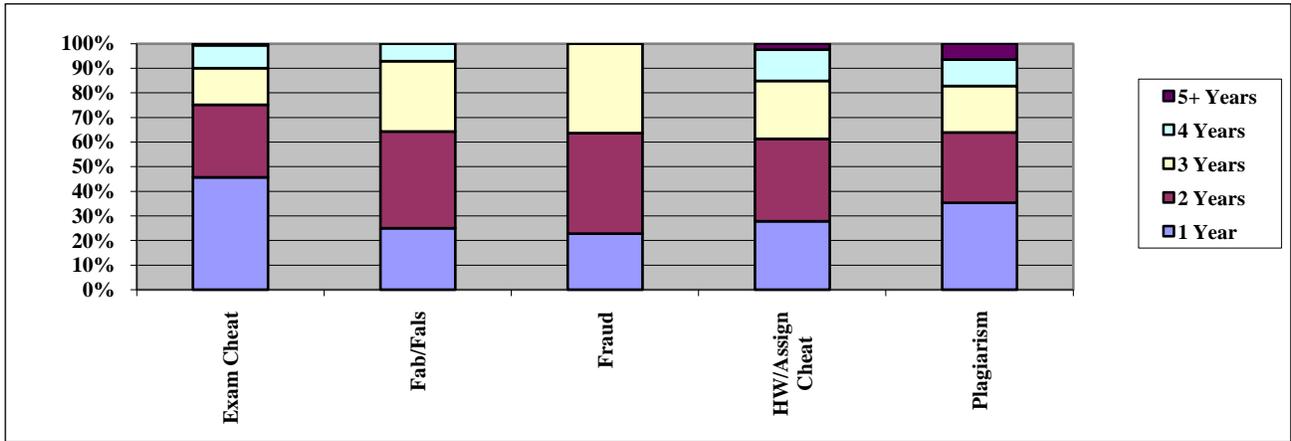
Figure 9: Differences in Allegations by Students' Academic Year

Consistent with previous years, Figure 10 illustrates that students newer to UC San Diego are more likely to be alleged than other students. However, also consistent with previous years, second year biological science students are alleged more than students in any other year, which may be attributed to the vigilant reporting of homework and lab report copying in both the PHYS 1A-C lab series courses and BIBC 103 (both of which have academic integrity policies that prohibit students from copying from others---current or former---lab reports).
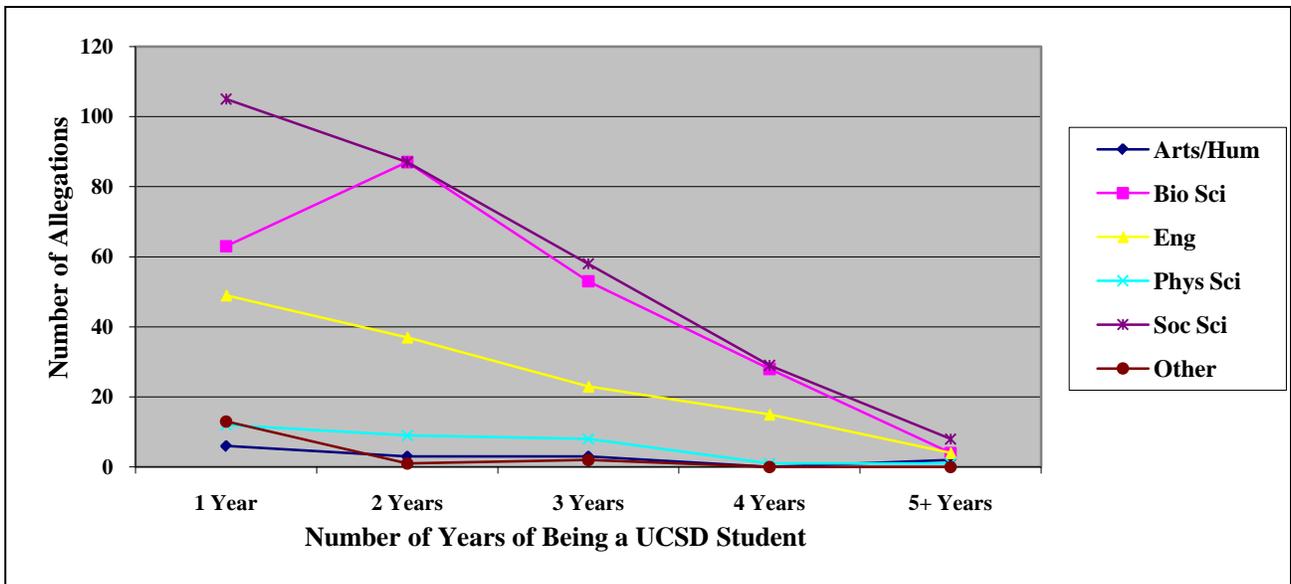

Figure 10: Number of Allegations by Students' Discipline and Years at UCSD

iii. Differences between Transfer Students and Native Freshmen

Transfer students represent 29% of students alleged with academic misconduct; native freshmen represent 69% of alleged Policy violators. Yet, transfer students are slightly disproportionately alleged with exam cheating (34%) and fraud (32%), while native freshmen are slightly disproportionately alleged with homework/assignment cheating (73%).

As can be seen in Figure 11, the grade ranges of native freshmen are distributed almost perfectly along a bell curve, meaning that native freshmen alleged to have cheated seem to be representative of the

general student population. Contrary to popular conception, it doesn't seem that struggling students or high achieving students are more likely to cheat than students in the middle of the GPA range. However, transfer students have a skewed bell curve toward the lower end of the GPA range.
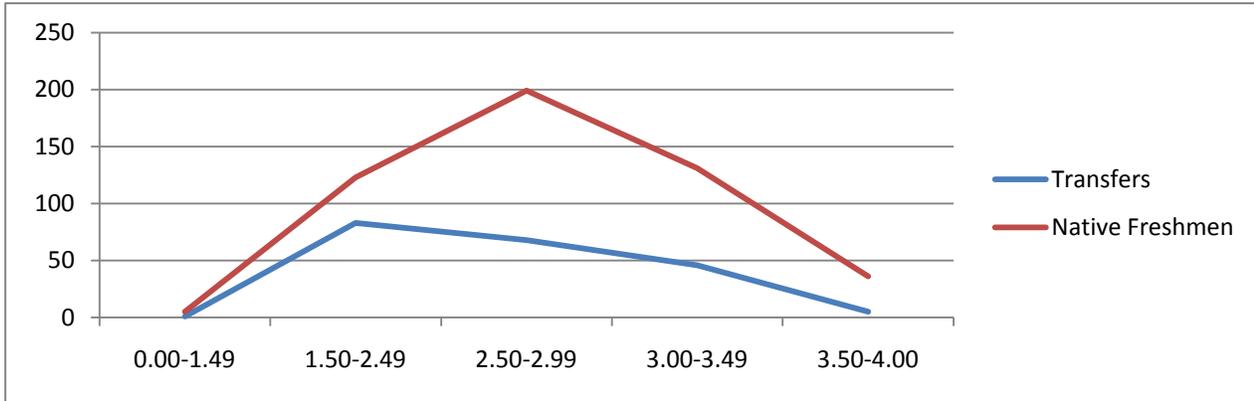

Figure11: GPA of Alleged Violator

Like in 2007-2008, Figure 12 illustrates that transfer students and native freshmen experience one similar pattern---students further along in their program at UC San Diego seem to be alleged of academic misconduct less frequently than newer students, although native freshmen experience a gradual decline, while transfer students experience a sharp decline after 2 years of being at UC San Diego.
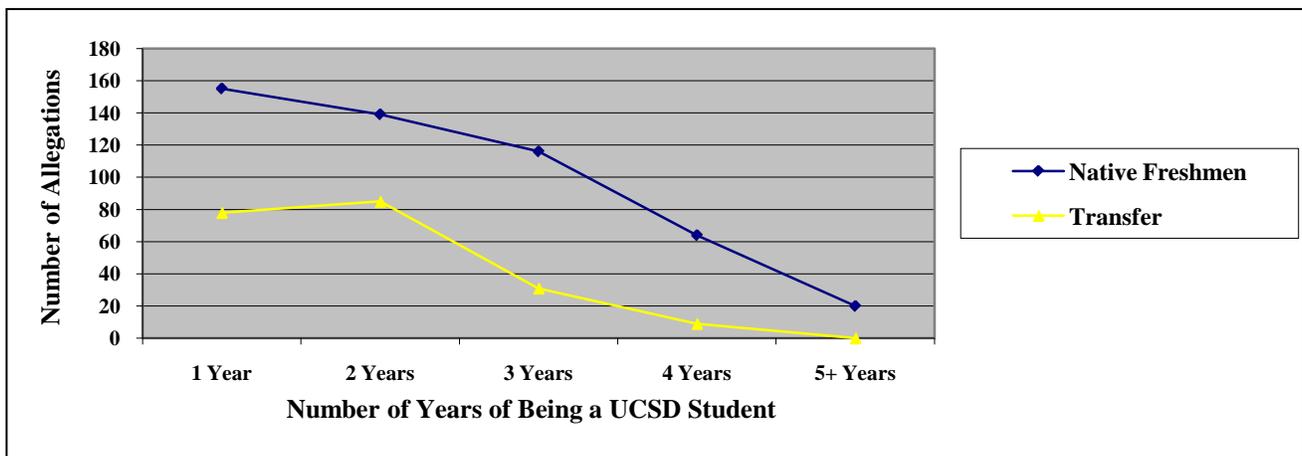

Figure 12: Number of Allegations Against Native Freshmen versus Transfer Students

iii. Differences between Citizens and Non-Citizens

Of the 711 allegations made, 215 were made against non-US citizens, and the majority of those students came to the U.S. from Korea, China or Hong Kong. The majority of citizens and non-citizens were reported for Assignment/Homework Misconduct (46 and 43% respectively), following with exam misconduct (21% each) and plagiarism (16 and 20% respectively). Non-US citizens (30% of those alleged) are only slightly over-represented (at 34%) in the population of students alleged with plagiarism. This figure may be a surprise to some who believe that non-native English speakers may be more likely to plagiarize because they do not understand Western citation conventions.

V. Instructors Who Report Policy Violations

As with 2007-2008, lecturers were far more likely in 2008-2009 to report academic misconduct than any other faculty.
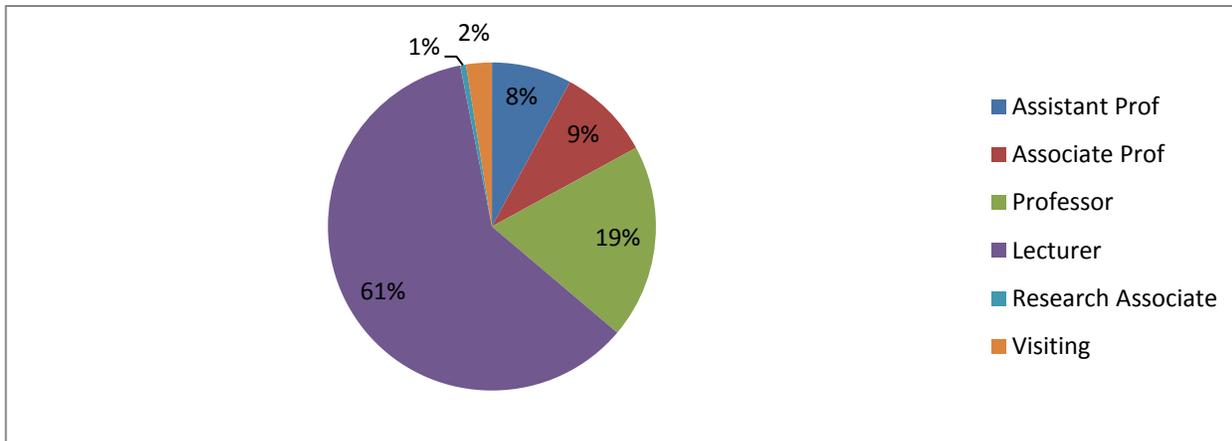

Figure 13: Type of Instructor Who Alleges Academic Misconduct

VII. Strategies & Goals for 2009-2010: Continuing to Make Progress

In the last two annual reports, I posited three issues that offered UC San Diego both challenges and opportunities for enhancing academic integrity on campus: transparency, framing, and focus. In this report, I revisit the concordant goals, as well as the progress made on them in the Appendix. In this section, however, I examine ways in which we can continue to make progress in 2009-2010, focusing on transparency and framing.

Transparency

I believe that the academic integrity initiative is now much more transparent to the UC San Diego community, especially to faculty and staff. This is largely due to annual presentations made to teaching assistants and academic departments, as well as the spreading of word from colleague-to-colleague. All first year undergraduates must now take an online Academic Integrity Tutorial (coordinated by the six colleges), but we still lack a mechanism for educating graduate student and students taking our courses through Extension Studies or Summer Sessions. Academic integrity is clearly a priority for the institution, otherwise the Office would not have had the support that it has had over the last three years. Still, there is more that could be done:

Goal 1: *Continue to work with key offices (e.g., Academic Senate, Academic Affairs, Admissions) to ensure that academic integrity is clearly communicated (orally and in writing) as a strategic priority for UC San Diego.*

Goal 2: *Conduct a more elaborate education and outreach campaign in 2009-2010.*

Goal 3: *Publish a newsletter and conduct workshops for new faculty.*

Goal 4:   *Reach out to academic departments to secure invitations to speak at faculty meetings.*

Goal 5:   *Find a way that all new students (not just matriculated undergraduates) can complete an AI Tutorial before starting classes.*

Framing

I have been working to help generate a UC San Diego of the student cheating problem and the goal of academic integrity. People seem to be resonating with the idea that student cheating can be used as a teachable moment to encourage thinking and exploration of professional ethics and integrity, and our roles as ethically responsible citizens. In other words, rather than see individual incidents of cheating as reasons to become demoralized and despaired, we can see choose to see them as opportunities. At the same time, we need to see the normalizing of student cheating (i.e., everyone does it) as a threat to our institutional integrity and work to reframe the perception of it from merely morally disagreeable to morally reprehensible. This reframing may help students come to realize that they too have a role to play in helping to create a culture in which cheating is the exception rather than the norm. To that end, I have one goal for 2009-2010:

Goal 5:   *Conduct an education and outreach campaign to reframe perceptions of cheating at UC San Diego.*

APPENDIX: An Update on 2006-2007 and 2007-2008 In-Progress or Not Started Goals

		Met	IP	Not Started	Comments
1	Create on an educational "campaign (06-07)	√			The Peers conducted a limited educational campaign directed toward the student body.
2	Create a central information website (06-07; 07-08)	√			Academicintegrity.UC San Diego.edu was launched by Winter 2009
3	Require ALL incoming students to complete the Academic Integrity Tutorial (06-07)	√			Graduate Students and non-UC San Diego students taking UC San Diego classes are still not yet required/able to do so, but this would be a good addition. Extension Studies is willing to work with us on this, but there is a technical hold-up at the moment (the tutorial is accessed through single sign-on)
4	Increase the number of academic integrity presentations and workshops (06-07)		√		
5	Explore the options for educating students after a Policy violation (06-07; 07-08)	√			Not only did we implement the Academic Integrity Seminar, but we offered additional educational opportunities for students (e.g., plagiarism workshops)
6	Survey students regarding their attitudes and perceptions of academic misconduct. (06-07)		√		There is still resistance to a full student body survey. However, thousands of UC San Diego students have now been surveyed through the Seminar and a research project with Dr. Michael Anderson (Physics). In 2009-2010, students in Muir College Writing Program will also be surveyed.
7	Continue and increase presentations to faculty departments (06-07)		√		
8	Conduct presentations and/or workshops for newly hired faculty (06-07)	√			New faculty newsletter; presentations through CTD
9	Conduct a survey of UC San Diego faculty (06-07)			√	There is still resistance to a faculty survey
10	Work with key offices (e.g., Academic Senate, Academic Affairs)			√	

#	Recommendation				Comments
	to ensure that academic integrity is clearly communicated as a strategic priority for UC San Diego. (07-08)				
11	Continue with regular meetings of the Academic Integrity Work Group to ensure that there is consistent communication and transparency between the critical stakeholders in the academic integrity initiative, in addition to discussing educational opportunities for students and faculty. (07-08)			√	The AI Working Group stopped having meetings after the revised Policy was drafted.
12	Work with key offices and the AI Work Group to develop a framing of the academic integrity @ UC San Diego message. Why is academic integrity important to UC San Diego and how does it fit into our Principles of Community and strategic initiatives? (07-08)			√	
13	Expand educational opportunities for students who violate the Policy on Integrity of Scholarship in order to help them develop as academic citizens	√			
14	Develop a viable Academic Integrity Peer Educator program to aid in the education of UC San Diego students and faculty. (07-08)		√		We had 2 Peer Educators in Fall 2008 and added 2 more in Winter 2009. A small start, but a start!
15	Continue to work with the Research Ethics Program to find ways to partner and clarify an ethics focus for UC San Diego. (07-08)		√		