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Academic Integrity Annual Report

2006-2007

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Prepared for the Committee on Educational Policies (CEP), Council of Provosts (COP), and Vice Chancellor-
Student Affairs (VCSA) by the Academic Integrity Coordinator

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Introduction

This is the first annual report of the Academic Integrity Coordinator as required by the Policy on Integrity of Scholarship. The Policy asks for statistics on the number and character of misconduct cases, the pattern of decision-making (contested or uncontested), and the severity of sanctions, both administrative and academic. I have also chosen to include additional statistics regarding the year's accomplishments, characteristics of students being reported for academic misconduct, and the classes from which allegations stem.

In addition to these statistics, I have added some perspective on the challenges and opportunities facing UCSD as it continues with an academic integrity initiative, as well as suggested goals and activities for the 2007-2008 academic year. This report does not include information on the activities or efforts of other departments or units on campus (e.g., CEP presentations to academic departments; college presentations to students; or, workshops and Turnitin.com services offered by Student Policies & Judicial Affairs) in which the AIC is not involved. Thus, the picture presented in this report is only partial; future reports may be expanded to include a more complete picture of UCSD's academic integrity initiative if and when the various efforts are coordinated.

It is hoped foremost that this first report provides a stimulus for discussion and development of the vision of UCSD's academic integrity initiative. In addition, this report should provide a baseline measure for consideration of educational and prevention interventions across the institution, as well as a comparison of years over time that will help the University understand the impact it may be having on integrity in academic work.

Respectfully submitted,

Tricia Bertram Gallant, Ph.D.
Academic Integrity Coordinator

Executive Summary

In 2006-2007, there were 342 allegations¹ of academic misconduct, 254 (or 74%) of which were pursued by Instructors as official cases. As shown in the table below, the number of cases pursued in 2006-2007 is higher than 2003-2004 and 2004-2005, but lower than in 2005-2006.

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	254	88	342

As the AIC, my focus during the 2006-2007 year was to reduce the backlog of pending allegations and cases, ensure efficiency of processes and follow-through on Policy, connect with other campus units and departments, and become familiar with UCSD. This report demonstrates that for the most part, these objectives were accomplished. For instance, there has been a substantial decrease in the backlog of allegations and cases from 2003-2006 from 275 open cases to 22. This includes a clearing of the 32 pending hearing backlog. Our processes have improved; by the end of the academic year, 65% of all 2006-2007 allegations have been resolved and closed. And finally, I was able to connect with a variety of other units on campus (e.g., extension studies, summer sessions, international scholars office, departmental undergraduate advisors, departmental TA advisors, the writing programs, and OASIS) to not only offer presentations and workshops, but to stimulate discussion and begin planning for future initiatives.

This report highlights some important statistics regarding Policy violation allegations. For example, the majority of allegations pursued as cases of academic misconduct in 2006-2007 were resolved at the level of the college dean with the student accepting responsibility for the violation as alleged. Only 12% of all cases proceeded to a hearing in front of the Academic Dishonesty Hearing Board (ADHB). Plagiarism was the most common Policy violation allegation in 2006-2007, a trend that has remained consistent since 2003 although allegations of unauthorized aid (e.g., the provision or use of old lab reports, old essays, or examination aids) have increased consistently since 2004 and are now almost at par with plagiarism allegations.

In addition to basic statistics, this report also suggests three areas of challenge/opportunity for the academic integrity initiative at UCSD: increasing transparency, framing the issue of academic integrity, and determining focus of the initiative. Finally, in light of those challenges and opportunities, this report ends by suggesting four main goals (and 10 accompanying activities) for 2007-2008: expanding educational efforts, increasing student voice, enhancing faculty participation, and revising hearing processes.

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 whether in the form of an IP “faculty hold pending academic misconduct” on a grade sheet or an official case filed with the AIC. Case is used to refer only to those allegations that become official through a report of academic misconduct.

I. Academic Misconduct in Colleges & Universities

Student academic misconduct is not a unique problem to UCSD. Research conducted has repeatedly demonstrated that students commonly complete their academic work in ways that colleges and universities consider unacceptable. Surveys completed between 2002-2005 by over 71,000 undergraduate students in the United States and Canada show that students self-report engagement in activities that constitute plagiarism (~74%), unauthorized collaboration (~66%), fabrication/falsification (~25%), fraudulent behaviors (~25%), copying during examinations (~20%), and use of unauthorized aids during examinations (~13%)².

Although the statistics seem staggering at first glance, McCabe and others have found that institutional efforts to reduce incidents of academic misconduct by enhancing academic integrity on campus can be effective³. Institutional silence or inaction on the issue can be perceived by students to be in support of the “cheating culture” in which short-cuts and lapses in integrity are not only allowed, but approved of⁴. An institutional focus on academic integrity, on the other hand, communicates a message that counters the normalization of academic misconduct within the student subculture. Institutional intervention is also effective in its simple articulation of institutional norms and expectations for academic work, thereby reducing misconceptions and misunderstandings of legitimate academic work within the undergraduate student body. This articulation is particularly critical because numerous research studies by McCabe and others have shown that there is a great disparity in the perceptions of academic misconduct between faculty and students. For example, McCabe’s surveys have shown that a majority of faculty (at least 80%) consider unauthorized collaboration, plagiarism, and unauthorized aid as serious cheating, while the percentage of students who feel the same is much smaller (i.e., 32-57%). Clearly, the socialization of students into the expectations and norms of the academy would prove helpful, as would the articulation of clear rules and guidelines for the completion of academic work.

At this point in time, without having conducted surveys of our own population, we do not know how many UCSD undergraduate and graduate students are engaging in behaviors that we consider academic misconduct. We also do not know what our students think of academic misconduct and how their perceptions might differ from those of our faculty. Having such data may prove helpful for UCSD as it moves forward in its academic integrity initiative. In the meantime, we can know what types of academic misconduct get reported, how these cases turn out, and some characteristics of the students alleged to have violated our Policy on the Integrity of Scholarship. With time and a collection of additional data, we should be able to paint a revealing picture of academic misconduct (and integrity) at UCSD.

² McCabe, D. (2005). Cheating among college and university students: A North American perspective. *International Journal for Educational Integrity*, 1 (1), 1-11.

³ McCabe, D., & Pavela, G. (2000). Some good news about academic integrity. *Change*, 33 (5), 32-38.

⁴ McCabe, D. (2005); Callahan, D. (2004). *The cheating culture: Why more Americans are doing wrong to get ahead*. Orlando: Harcourt.

II. 2006-2007 Accomplishments

i. Reduction of the Allegation Backlog

When I began the position in August, 2006, I was only responsible for academic misconduct allegations from 2005 forward, and was not responsible for coordinating hearings. However, by November, I took over full responsibilities for academic misconduct regardless of the year in which the charges were initiated. At that time, I was presented with 275 outstanding allegations, backlogged in various stages of the process, as shown in the following table:

	ACADEMIC MISCONDUCT ALLEGATION BACKLOG (September, 2006)						
	OPEN ALLEGATIONS ⁵				TOTAL OPEN	CLOSED	TOTAL ALLEGATIONS
	Pending Charge	Pending Resolution	Pending Hearing	Pending Grade			
2003-2004	22	2	0	4	28	338	366
2004-2005	25	4	4	23	56	251	307
2005-2006	77	36	28	50	191	161	352
TOTAL 2003-2006	124	42	32	77	275	750	1025

The most problematic areas in the backlog are shown in the Pending Charge, Pending Hearing, and Pending Grade columns of the above table. The number of lingering allegations (Pending Charge column) and those resolved cases still requiring a change of grade (Pending Grade column) were problematic because outstanding IPs unnecessarily hinder students' academic progress and graduation. It took a substantial amount of effort to reduce the Pending Charge and Pending Grade numbers from 201 to 14. However, I am pleased to report that only 22 allegations from 2003-2006 remain open, and the majority of these only became official cases in the Spring quarter of 2007. This type of backlog will be avoided in the future I have established both relationships with academic department staff and procedures for communicating more regularly with academic staff and faculty.

Although a much smaller number, the backlog of pending hearings was also problematic because of the effort and time it takes to coordinate and hold hearings. For example, holding 32 hearing takes a minimum of 128 hours, not including the time needed to secure and train an Academic Dishonesty Hearing Board (ADHB) and juggle participants' schedules. However, with cooperation from the 6 College Deans of Student Affairs, Graduate Studies, and Academic Senate's Committee on Committees, we were able to secure a full ADHB and thus hold 12 hearings in the fall, 14 in the winter, and 11 in the spring quarters (8 cases were dismissed before a hearing was held). Although this is great progress, the table below illustrates that hearing

⁵ **Pending Charge:** An allegation has been made in the form of an IP grade "pending academic dishonesty," but the AIC has not received a report; **Pending Resolution:** A case has been forwarded to the Dean but remains unresolved; **Pending-Hearing:** A hearing in the case has been requested but not yet heard; and, **Pending-Grade:** These cases have been resolved but are awaiting grade submission by the faculty.

backlogs continue to accumulate over the summer months; we are now facing an 18 hearing case backlog as we begin the 2007-2008 academic year.

ACADEMIC MISCONDUCT ALLEGATIONS (as of 9-25-07)							
	OPEN ALLEGATIONS				TOTAL OPEN	CLOSED	TOTAL ALLEGATIONS
	Pending Charge	Pending Resolution	Pending Hearing	Pending Grade			
2003-2004	3	2	0	6	11	355	366
2004-2005	0	2	0	0	2	305	307
2005-2006	1	4	0	4	9	343	352
TOTAL 2003-2006	4	8	0	10	22	1003	1025
PLUS THE CURRENT ACADEMIC YEAR							
2006-2007	22	41	18	37	118	224	342
TOTAL 2003-present	26	49	18	47	140	1225	1367

ii. Completion of Workshops and Presentations

According to the AIC job card, approximately 30% of my time was to be spent providing academic integrity education and training to the campus community. Unfortunately, far less than that was able to be accomplished in my first year on the job. However, I was able to conduct a few workshops and presentations. Specifically, over 230 teaching assistants (along with some staff and faculty) were reached through the offering of 10 workshops including: 5 for the Center for Teaching Development (CTD); 2 for the Biological Sciences department; and, 1 for each of the Math, Biological Engineering, and Electrical & Computer Engineering departments. Presentations were also made throughout the year to a variety of other groups including: Education Studies, TA Advisors, OASIS, Career Services, ODAPA, and the Warren College Writing Program. Although these accomplishments represent a laudable beginning, many more educational opportunities for students, staff, teaching assistants, and faculty need to be offered throughout each academic year to ensure that the counter-cultural message of academic integrity is being heard by all the stakeholders.

iii. Separation of Academic and Non-Academic Cases

The other major accomplishment this year was the separation of academic and non-academic misconduct cases from a central database which tracks student misconduct. This project was not completed by myself but steered by a group of individuals chaired by Dean Patty Mahaffey (Muir College) and completed by the Provost IT Services Group. The separation within the central database allows for more effective management of the process associated with the Policy on Integrity of Scholarship and will eventually enable comprehensive reporting capabilities.

III. Number and Characteristics of Academic Misconduct Allegations

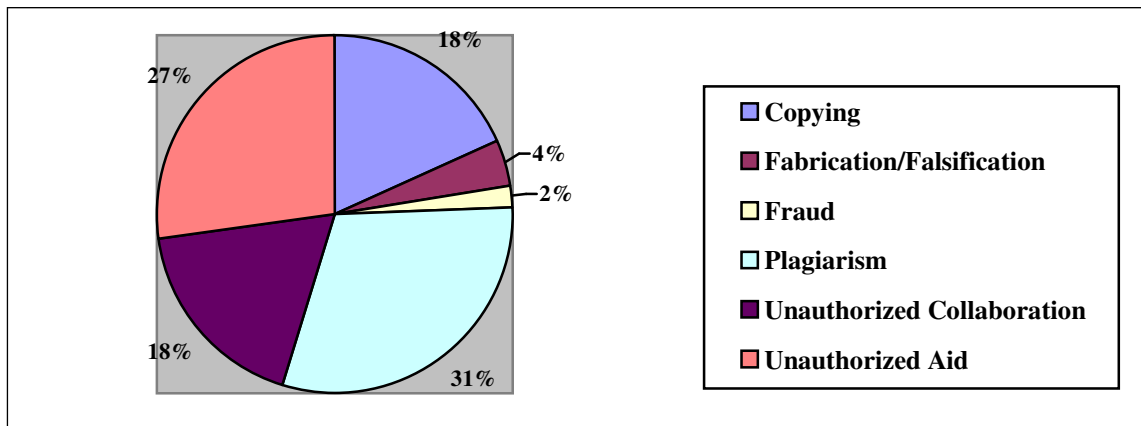
i. Kinds of Academic Misconduct Allegations Made in 2006-2007

UCSD has not formally defined the various forms of academic misconduct that can occur in undergraduate or graduate classroom work. However, operational definitions are necessary in order to achieve a shared understanding of the state of academic misconduct at UCSD. This is particularly important because the research has shown that there exists disparate conceptions of the extent and seriousness of various forms of academic misconduct. The following definitions, derived from UCSD's Policy on Integrity of Scholarship and research sources on academic misconduct, were constructed by the AIC for the purpose of this report and would not necessarily accurately represent the reporting instructor's interpretation.⁶

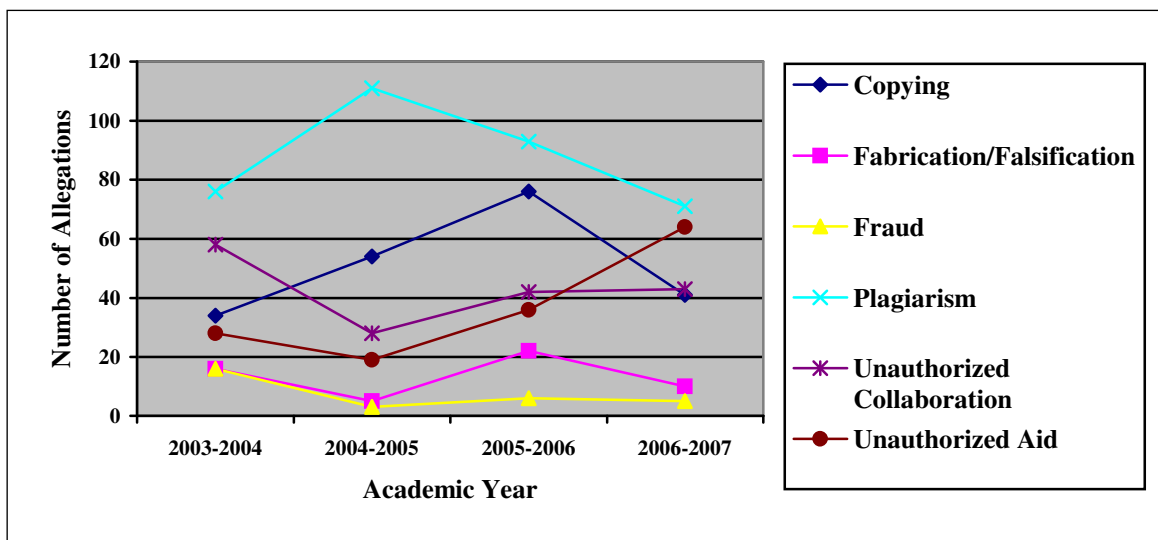
- Copying - copying from another student during an examination.
- Falsification/Fabrication - altering graded exams for re-grade, making up data for a lab report, creating false bibliographies; submitting substantially the same material in more than one course; using fabricated reasons to be excused from assignments or assignment requirements (e.g., deadlines).
- Fraud – less common but more serious, including such behaviors as: completing, allowing another, or using another person to complete an examination or assignment in total or in part; misrepresenting a faculty member in order to acquire a solutions manual or examination from a publisher; or, submitting (and passing off as one's own) entire papers purchased or secured from another source.
- Plagiarism – the use of secondary research, literary, or digital sources (whether paraphrased or copied) without appropriate attribution or without following citation conventions.
- Unauthorized Collaboration – working with other students or in groups when not authorized to do so by the instructor.
- Unauthorized aids---use during examinations (e.g., “cheat sheets”) or the use or provision of aids in the completion of homework or written assignments (e.g., old lab reports, old papers, old exams). Note: Students' use of old lab reports or writing program papers to produce their own assignments are characterized as unauthorized aid rather than plagiarism because the issue is less that they did not cite, but more that they used material they should not have used. If a student copies a lab report or paper in totality and submits as their own work however, this was categorized as fraud.

⁶ I recommend that UCSD settle on some operational definitions and ask faculty to indicate the type of violation when reporting academic misconduct so statistics represent the violation allegation accurately.

Using these operational definitions, we can see that Plagiarism and Unauthorized Aids were the most common Policy violation allegations made in 2006-2007. The positive news is that the more serious violations---fabrication/falsification and fraud---are rare allegations at UCSD.



The next graph illustrates that the kinds of academic misconduct alleged (as coded by the AIC) have varied over time, although plagiarism has always accounted for the majority of alleged violations.

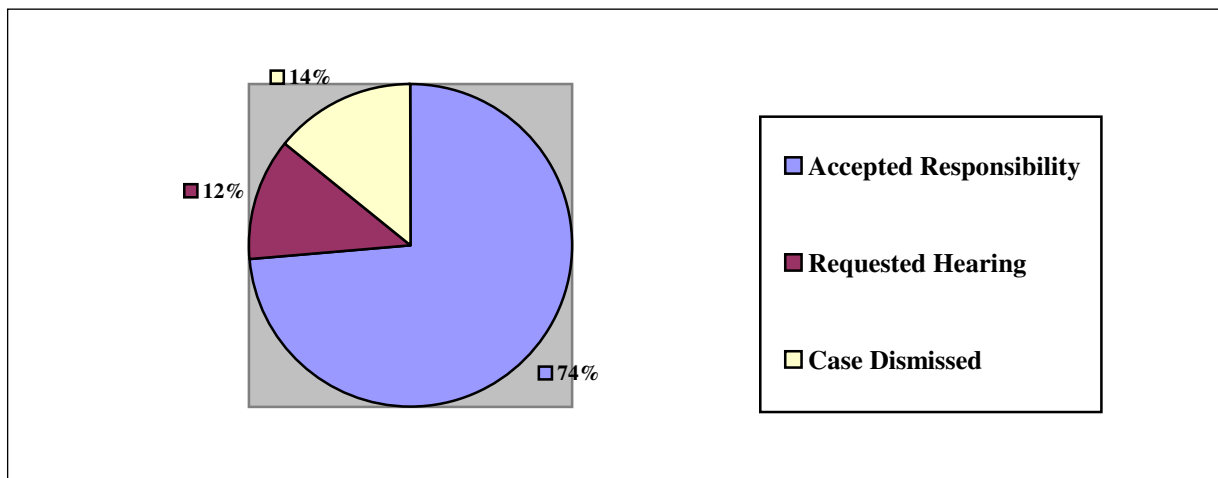


ii. *Outcomes of Academic Misconduct Allegations Made in 2006-2007⁷*

In total, 342 allegations of academic misconduct were made during the 2006-2007 academic year and by September 24th, 2007, 254 of those allegations had been pursued as official cases. Of those cases pursued, 157 have been resolved by the student accepting responsibility for the

⁷ The 2006-2007 numbers presented throughout this report represent a static snapshot of academic misconduct allegations as of September 26th, 2007. So, for example, the number of allegations made in 2006-2007 may increase as Instructors continue to come forward with cases from spring quarter and summer sessions, or as previously submitted IPs turn into official misconduct cases.

academic misconduct during the meeting with a dean (see the figure below). Another 30 of the cases were dismissed by the instructor and in 26 of the cases, the student requested a hearing. Only physical science students requested hearings at an equal rate to accepting responsibility; all other majors accepted responsibility for misconduct the majority of the time.



Just over half (54%) of all students who accepted responsibility for a Policy violation as alleged were assigned non-academic disciplinary probation, an ethics workshop, and a reflective paper as the administrative sanction. The remaining 46% received various other sanction combinations with 19% receiving a one quarter suspension and 3% receiving a longer suspension (i.e. one or two years) or dismissal from the University.

With respect to academic sanctions, a course grade of F was assigned in 36% of the resolved cases, followed by a grade in the C range (at 30%), B range (at 18%), D range (10%), and finally in the A range (6%).

iii. Characteristics of Students Alleged to Violate Policy

Of the 342 allegations made in 2006-2007, 337 were made against UCSD undergraduate students⁸. Of these allegations, 35% were against social science majors, 57% against male students, 69% against students who entered as first-year freshmen, and 32% against students who were in their first year at UCSD.⁹

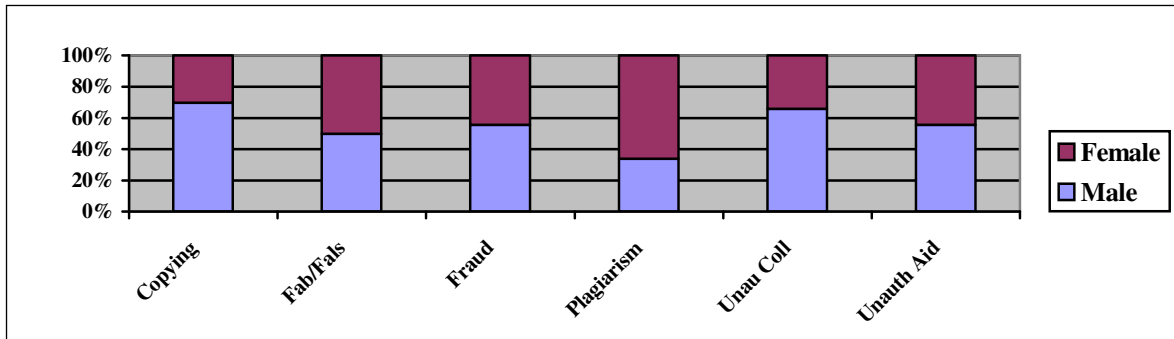
Most students were alleged of a Policy violation in a class within their own discipline (i.e., engineers in engineering classes; physical science students in physical science classes). However, biological science majors were alleged equally in biological science classes and

⁸ Of the remaining 5 allegations, 2 were made against graduate students, 2 against exchange students, and 1 against a summer sessions student.

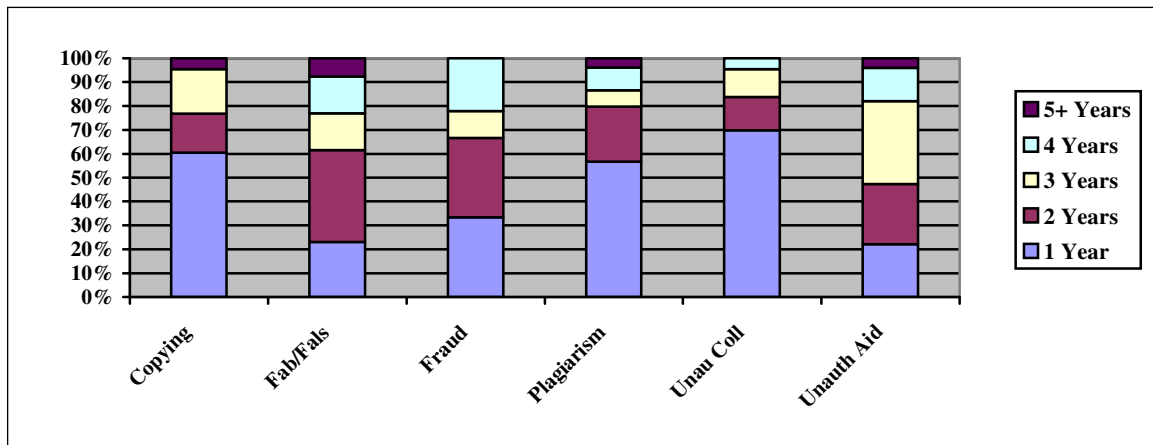
⁹ When referencing the year of the student, this report is referring to the number of years the student has been at UCSD, not their academic standing or level. For example, “first year” refers to all students who were in their first, second or third quarter at UCSD when alleged to have violated the Policy.

physical science classes (35% each), and social science students were most often alleged in writing program classes at 43% (compared to 31% alleged in social science classes).

Male students were accused at almost equal rates in engineering (28%), physical sciences (26%), and writing program (22%) classes; females were most often accused in writing program classes (38%). As is shown in the chart on the next page, the other difference between male and female students can be found in the type of alleged violation. Allegations of copying and unauthorized collaboration were levied more often against male students, while allegations of plagiarism appear to be heavily levied against female students.

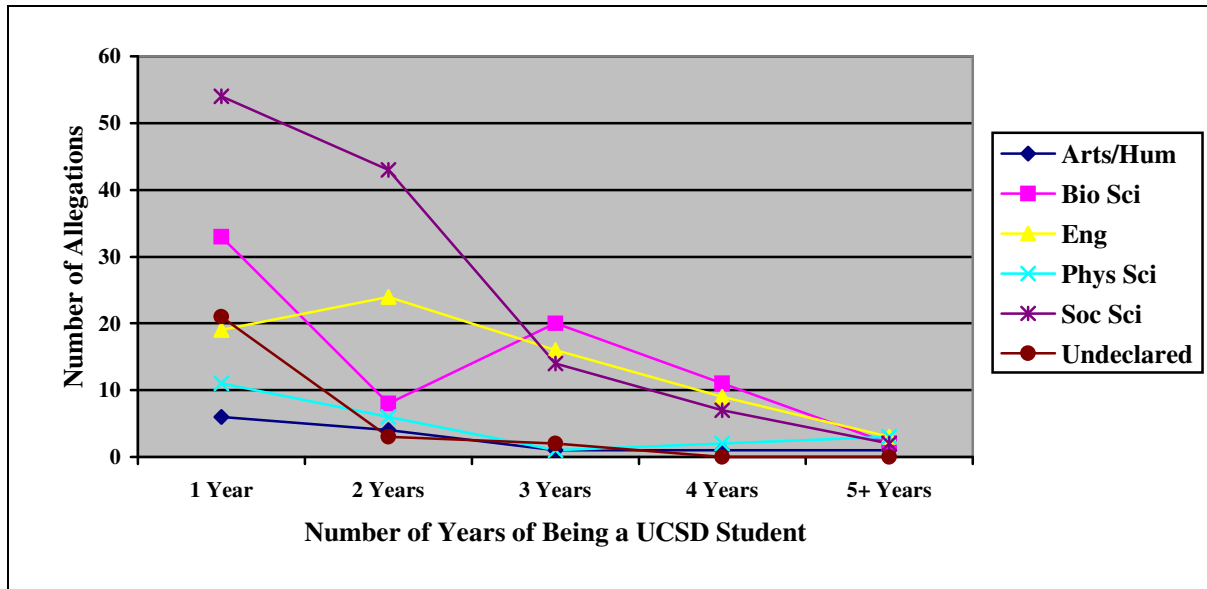


Although students in their first year at UCSD only accounted for 45% of all students alleged to have violated the Policy in 2006-2007, they accounted for the majority of those alleged with copying (~62%), plagiarism (~57%), and unauthorized collaboration (~70%). Students who had been at UCSD for 2-3 years, however, comprised the majority of those alleged with unauthorized aid (65%).

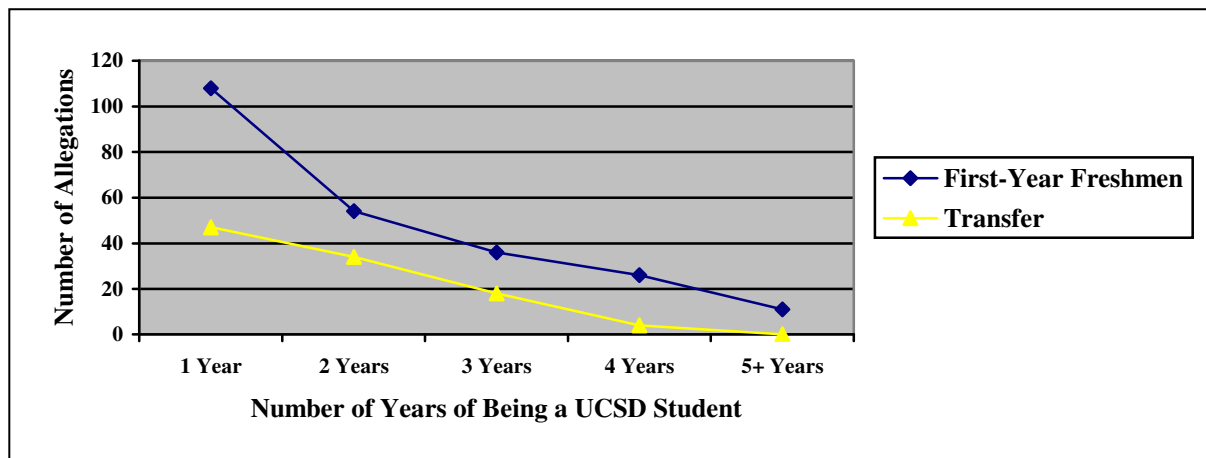


In general, we can see from the next chart that students who have been at UCSD for 10 quarters or longer, regardless of their discipline, were alleged with Policy violations less frequently than students newer to the institution during the 2006-2007 academic year. However, there are two odd variations to note. First, there were slightly more allegations made against second year engineering students than engineering students in any other year. Second, biological students in their second year at UCSD experienced far fewer violation allegations than those students in

their third or fourth year at UCSD (i.e., it is not a progressively downward trend for biological science students).



The next graph illustrates a similar pattern when comparing students who entered as first-year freshmen versus those who entered as transfer students. As would be expected, students further along in their program at UCSD seem to be alleged of academic misconduct less frequently than newer students.

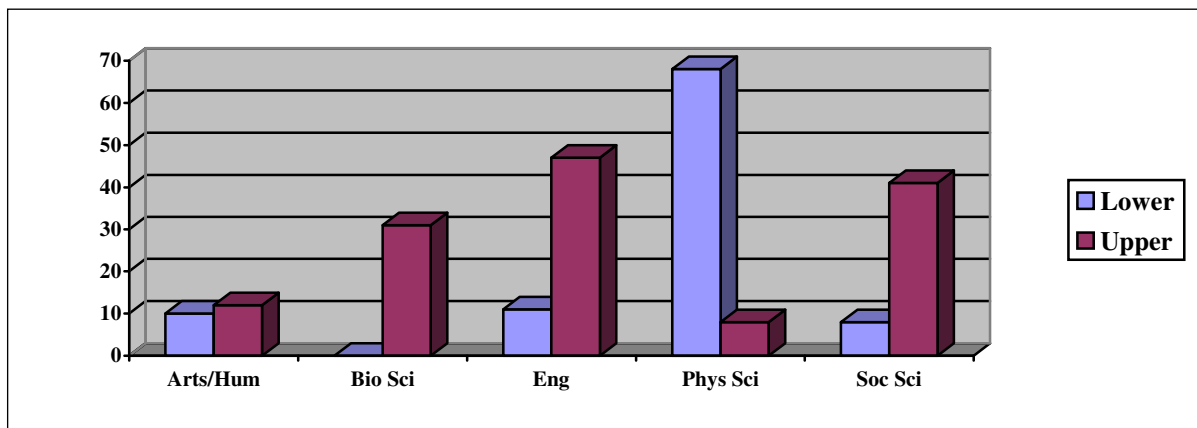


iv. Classes in which Violations were Alleged in 2006-2007

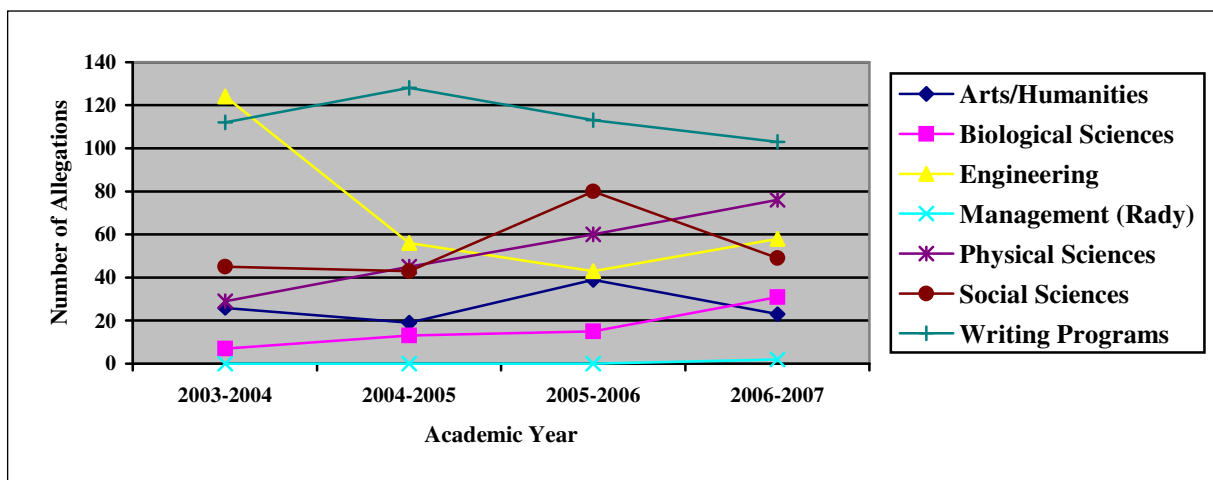
Of the 342 total allegations made against all students (undergraduate, graduate, exchange and extension students) in 2006-2007, the majority stemmed from the various College Writing Programs (30%) and Physical Sciences classes (22%). The table on the following page breaks down the allegations by discipline and division/school.

	TOTAL	% of All Cases
CLASSES IN WHICH VIOLATION WAS ALLEGED		
History	11	3%
Literature	9	3%
Other	2	1%
Philosophy	1	0%
Arts/Humanities	23	7%
BIBC	28	8%
BIBD	1	0%
BIMM	2	1%
Biological Sciences	31	9%
Bio Engineering	5	1%
Computer Sci & Eng	34	10%
Electrical & Computing	8	2%
Mech & Aerospace	3	1%
Structural Engineering	8	2%
Engineering	58	17%
Graduate School	2	1%
Chemistry	15	4%
Math	41	12%
Physics	20	6%
Physical Sciences	76	22%
Cognitive Sciences	4	1%
Communications	14	4%
Economics	3	1%
Linguistics	2	1%
Other	7	2%
Political Science	10	3%
Psychology	4	1%
Sociology	5	1%
Social Sciences	49	14%
Culture, Art & Tech	15	4%
Dimensions of Culture	9	3%
Making of the Modern World	61	18%
Muir College Writing	10	3%
Revelle Humanities	8	2%
Warren College Writing Program	0	0%
Writing Programs	103	30%
TOTAL CASES	342	

If we remove the writing program allegations from the overall count, the majority (57%) of all other allegations stem from upper division courses (as illustrated in the chart on the next page). However, a difference by the academic division in which the class falls can be observed (see chart on next page). Allegations in Upper Division classes are much more common in Biological Sciences, Engineering, and Social Sciences. On the other hand, the majority of allegations stemming from the Physical Sciences (i.e., Chemistry, Math & Physics) occur in lower division courses.



When comparing 2006-2007 to previous years, 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.



v. Hearings Held

There were 38 hearings held in 2006-2007; 30 stemmed from allegations made between 2003-2006 and 8 stemmed from the 2006-2007 academic year. The charges heard in those hearings included: copying (32%), fabrication/falsification (22%), fraud (5%), plagiarism (19%), unauthorized collaboration (11%), and unauthorized aid (11%). In ranking the charges from most to least common, we can see that this pattern is almost an inverse of the pattern illustrated on page 5 of the report. So, although copying, fabrication/falsification and fraud make up only 25% of charges overall, they represent 59% of the cases that go to hearing.

In the end, 76% of the students who were heard by the Academic Dishonesty Hearing Board during the 2006-2007 academic year were found responsible for violating the Policy as alleged. Of those found responsible, 46% were sanctioned with probation, ethics workshop and/or a reflective paper. Of the remainder, 18% were dismissed (as a result of a second violation), 21% received a one or two year suspension (in addition to probation, workshop, and/or paper), and 14% received a one quarter suspension (in addition to probation, workshop, and/or paper).

IV. Challenges and Opportunities

With any new initiative, there are always lingering issues that can offer both challenges to success or opportunities for growth and development. The academic integrity initiative at UCSD is no different. As the relatively new Academic Integrity Coordinator, I see three main areas that continue to provide both challenges and opportunities for great success.

i. Transparency

Institutional integrity demands that the Policy, process, decision-making, and outcomes be as transparent as possible—that is, visible, predictable and understandable¹⁰. Transparency is important because it minimizes inaccurate perceptions, improves communication, and models that which we expect of our students. However, in order for the issue of academic misconduct to be visible and the Policy and processes predictable and understandable, we need to produce and disseminate information that is easily understood and simple to access. Currently it is difficult for any member of the UCSD community or general public to learn about academic misconduct or the academic integrity initiative; it seems, in fact, almost secretive. Examples of opportunities where we could enhance transparency include: an academic integrity website for UCSD which covers the scope of the problem and the University’s responses to the problem; the publication of the sanctions that can be levied for academic misconduct; the publishing each year of academic misconduct statistics such as those found in this report; a representative committee of faculty, administrators and students who review the Policy and decide on processes; and, public statements (e.g., through presentations, workshops, newspaper advertisements) by various people at all levels of the University on behalf of academic integrity at UCSD. Given the diversity of our student body and their university academic preparation, we must be transparent about the standards (i.e., the “rules”), expectations, and norms of the academy and help them understand those cultural components. In other words, we cannot assume that students, parents, K-12 teachers, or the general public “know” and/or share UCSD’s conceptions of academic integrity.

ii. Framing

Academic misconduct (and integrity) happens in the classroom and in activities related to the classroom. The integrity of a student’s academic work is intimately tied to the structure and culture of the teaching and learning environment. And, every classroom, instructor, and discipline may have different rules and expectations for legitimate academic work. For example, in the mathematics discipline, “unauthorized collaboration” is often not alleged because collaboration is an acceptable and valued normative behavior. Thus, the framing of academic integrity is most important at the level of the individual classroom, and faculty should be encouraged and supported in their attempts to frame the issue for their students. However, as a higher education organization, UCSD also has the opportunity to provide a broad framing of the issue to guide faculty, administrator and student conduct and dialogue. For example, what is

¹⁰ See discussions of the importance of transparency for preventing corruption by: Decoo, W. (2002). *Crisis on campus: Confronting academic misconduct*. Cambridge, MA: The MIT Press, and also by Hallak, J., & Poisson, M. (2007). *Corrupt schools, corrupt universities: What can be done?* Paris: International Institute for Educational Planning.

UCSD's stance on student academic conduct---is it about morality, responsible conduct, the teaching and learning environment, or something else entirely? In what ways should we communicate to students about the issue? For example, should we use the criminal or moral language (i.e., academic dishonesty, cheating, right/wrong) or should we use professional ethics language (i.e., responsible academic conduct, norms, standards)? Should the conversation of student academic integrity be framed as separate and distinct from that of research, teaching, or administrative integrity, or should they be considered together in a systemic framework? This type of framing obviously takes time to evolve within an organization as complex as UCSD. But, in relatively short order, we should be able to provide a rudimentary framing that may be helpful for disseminating the messages that are critical components to enhancing the integrity of the teaching, learning, and research environment at UCSD.

iii. Focus

Now that many of the technical issues surrounding the Policy and the process have been resolved and cases are being handled in a much more timely and responsible manner, UCSD can begin to consider the focus and direction of the future academic integrity initiative. I suggest that we begin by deciding whether the focus will be on discipline (i.e., the punishment and sanctioning) or on education (i.e., prevention and development). These two are not mutually exclusive (e.g., sometimes discipline is a part of the educational process), but one can be the focus with the other relegated to the background. For example, when discipline is the focus, attention and energies can be overly directed toward punishing the students for "bad behavior" rather than teaching the students acceptable and responsible ways for completing their academic work (and the reasons behind the rules and standards). On the other hand, if education is the focus, disciplinary procedures and sanctions are used to add value to the educative process and attention and energies are directed more to preventative outreach and developmental responses to Policy violations. There are numerous opportunities for UCSD in deciding, clarifying and articulating its focus with respect to the academic conduct of its student body.

UCSD may also then want to consider focusing not just on student behavior, but on larger questions of ethics in higher education and the dynamics, systems, structures, and cultures that affect the way in which we teach, learn, and research as a community. Based on my research, conversations with other institutions, and my work here, I believe that UCSD could position itself as a leader in the academic integrity movement if it develops a bolder vision of academic integrity as institutional integrity, rather than adopting the more common focus of academic integrity as student integrity.

V. Suggested 2007-2008 Goals and Activities

i. Expand Educational Efforts

To encourage transparency and to ensure that all are presented with the opportunity to learn about academic integrity as a central UCSD principle, I would like to see the six colleges, academic affairs, Senate, and my office expand our educational efforts. As a modest beginning, I suggest that we work together to complete four activities during the 2007-2008 year:

1. Create an educational “campaign,” that is, the academic integrity message that we, as an institution, want to express to all students and faculty. I suggest that the campaign be created by a university representative committee including the AIC, and representatives, from the faculty, student body, and the colleges.
2. Create a central information website to which university members and the general public can go for information about academic integrity and the initiative at UCSD. This project should be spearheaded and hosted by the AIC but constructed in collaboration with faculty, students and the colleges.
3. Require ALL incoming students to complete the Academic Integrity Tutorial; if needed, the office of the AIC should be able to assist with the administration of this activity.
4. Increase the number of academic integrity presentations and workshops offered to various members and sectors of the university community, and have these coordinated by the AIC into a central AI Educational calendar.
5. Explore the options for educating students after a Policy violation. Traditionally, and currently, students attend an Ethics Workshop coordinated by SPJA. I suggest that a representative committee (as described above) explore the current lesson plan and learning objectives, and brainstorm other/additional possibilities and opportunities that could be offered under the auspices of the AIC.

ii. Increase Student Voice

Increasing student voice in the Policy, the process and more broadly, the issue, is a vital priority for effectively addressing academic misconduct at UCSD. In my professional opinion, there has been a lack of student energy and discussion on academic integrity, the absence of which may make it doubtful that significant progress in enhancing academic integrity can be made. In addition, there are various activities occurring on campus among the student body that are disconnected from the university’s academic integrity initiative. For example, I discovered this year that Associated Students runs its own exam/test bank from which students can secure old examinations and test files that may or may not be approved by the faculty. I also discovered this year that the Jacobs School of Engineering Student Council has its own Honor Code and is attempting to encourage its faculty to blanket authorize the use of old examinations as legitimate study tools. Given all of the above, I suggest two main activities to increase student voice and participation during the 2007-2008 academic year:

6. Increase the number of students on the committee to review Policy and procedures. Currently, there is only one student representative on CEP (the AS Vice-President Academic Affairs). Considering the impact power and authority may have on a lone student facing numerous faculty members, the student voice in such a situation may not be particularly strong.
7. Survey students regarding their attitudes and perceptions of academic misconduct. At this point, we have no baseline measure from which to gauge our successes of our educational efforts and Policy. Collecting data directly from the student body would also give them an opportunity to voice their opinions in a confidential manner. If a full student-body survey is problematic, we could begin with surveying all those students who have been accused of misconduct or we could begin with one college population.

iii. Encourage Faculty Participation

Although the numbers of cases reported are actually quite significant (compared to other institutions), we know from anecdotal accounts that there are still many faculty on-campus who are not talking about academic integrity or reporting cases of academic misconduct. Faculty have relayed to me that there remain “urban legends” regarding the time and energy that the process takes, legends promulgated by faculty who have experience with the old system and are thus hesitant to report students and dissuade junior faculty from doing so as well. Other faculty have told me that the process also still feels too cumbersome---they would like to report students but feel that the current process remains overly bureaucratic and unnecessary, particularly in more simply plagiarism cases. Obviously, some of the issues may require further refinements to the Policy but, in general, I think that we can encourage faculty participation within the existing Policy and processes. Given this, I suggest three activities for 2007-2008:

8. CEP should continue and increase presentations to faculty departments, but include the AIC in the presentations. The active involvement of the AIC can personalize the process behind the Policy and provide the faculty with direct contact to an expert resource.
9. Conduct presentations and/or workshops for newly hired faculty (at all levels) and perhaps provide a brochure or specific-website to introduce them to the Policy and the processes.
10. Conduct a survey of UCSD faculty to ascertain their attitudes, perceptions of, and responses to academic misconduct. This survey would provide us with empirical data upon which to base our decisions for action.

iv. Revise Hearing Processes

I suggest that a major activity this year is to revise the hearing processes in a way that honors due process while ensuring that it is an educative, rather than legalistic, experience. An ADHB Working Group, which met during the Spring 2007 quarter, has brainstormed the possibilities and produced a report which was submitted to CEP and COD in July. I believe that this is an excellent report to use as a starting point for discussion.