



Academic Integrity Annual Report

2007-2008

Prepared by

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Academic Integrity Office

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Introduction

This is the second annual report of the Academic Integrity Office. As with the inaugural annual report, this one includes statistics on the number and character of misconduct cases, the pattern of decision-making (contested or uncontested), the severity of sanctions (both administrative and academic), a summary of the year's accomplishments, characteristics of students being reported for academic misconduct, and the classes from which allegations stem.

In last year's report, I offered my perspective on the challenges and opportunities in UC San Diego's academic integrity initiative and suggested goals for 2007-2008. Thus, in this report, I review those challenges, opportunities, and goals (do they still exist? Did we make progress?), as well as propose a new set of goals for 2008-2009.

I am deeply indebted to the passion that many on this campus have for academic integrity. Maintaining and enhancing the integrity of the academic enterprise cannot be done by one person or one office alone. Without the passion of the six colleges (most notably the Deans of Student Affairs, Provosts, and Writing Programs), our librarians, the Center for Teaching Development, faculty, Academic Affairs, Associated Students, and Academic Senate, the progress we made over the course of 2007-2008 simply could not have been made. I was struck this year by the tremendous amount of cooperation and participation among the various stakeholders and look forward to extending the arm of partnership to the student body itself.

Lastly, I thank Academic Affairs, in particular Barbara Sawrey and the staff of Undergraduate Education and Program Planning, for welcoming me onto their team this past year. Your support is much appreciated.

Respectfully submitted,

Tricia Bertram Gallant, Ph.D.
Academic Integrity Coordinator

Executive Summary

Of the 446 academic misconduct allegations¹ made in 2007-2008, 87% 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

In summary, there have been great strides made this year in improving the academic integrity process and environment at UC San Diego, including:

- a reduction of the allegation backlog from 142 to 3 open cases
- a 10 business days decrease in the time it takes to resolve allegations
- a more timely closing of cases, with only 19% of the 2007-2008 allegations still open
- presentations made to over 900 UC San Diego community members
- the separation of the Policy on Integrity of Scholarship from the Student Conduct Code
- the development of an Academic Integrity Seminar for students who violate the Policy

This report also covers some interesting and relevant statistics, such as:

- Homework academic misconduct is the most commonly reported Policy violation
- The majority of allegations stem from college writing programs and physical science classes
- 69% of the allegations are resolved by students accepting responsibility for the violation
- 80% of the students heard by the Academic Dishonesty Hearing Board are held responsible
- 81% of students who violate the Policy are assigned non-academic disciplinary probation and some type of educational intervention (e.g., Academic Integrity Seminar)
- Male students are more often reported in biological sciences and engineering, while female students are reported more often in physical sciences, social sciences and the college writing programs.
- First year students may have a particularly difficult time in courses requiring writing; although first years account for only 35% of all students alleged with Policy violations, they account for 50% of those alleged with plagiarism
- Students are less likely to be reported for policy violations as they progress in their educational degree
- Lecturers are more likely to report Policy violations than any other faculty

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: Widespread Ethical Misconduct & Corruption?

In last year's report, I noted that student academic misconduct is commonplace across the United States and Canada: approximately 74% of students self-report engagement in plagiarism; 66% in unauthorized collaboration; 25% in fabrication/falsification and fraudulent behaviors; 20% in exam copying; and, 13% in the use of unauthorized aids during examinations (~13%)².

This last year of newspaper headlines and events experienced by UC San Diego suggest that the problem of ethical corruption continues to exist, if not grow and become more serious. We heard of a grade changing scheme at Diablo Community College, one that affected UC San Diego to which many Diablo students transfer³. UC San Diego's own Preuss School was embroiled in its own grade-tampering allegations⁴. The Graduate Management Admissions Council (GMAC) filed suit against a company that was running a website to provide unauthorized GMAT answers to potential test-takers⁵. Dozens of Duke MBA students were alleged with cheating after they collaborated on a take-home test⁶. And, several universities were exposed for awarding degrees to people who had otherwise not earned them⁷. These are just five of the many corruption stories that made the news over the course of the year since my last annual report.

The newspaper headlines and public events of 2007-2008 suggest that students may perceive themselves to be acting in ways that are congruent with standard practices in education. Are we facing an unprecedented level of ethical corruption in American education? Or, do the levels remain the same and the increased press coverage reflects the good news that the public has had enough and is demanding ethical behavior? Though we cannot begin to address those questions in an annual report, the answers really do not matter for the purposes of our UC San Diego academic integrity initiative.

What does matter is that we address student perceptions and behaviors. If students perceive widespread cheating and dishonesty, even the most honest student may find herself cheating under the impression that she has no choice. Or, if students do not hear the University publicly condemn unethical behavior or do not see the University supporting ethical behavior, then even the most integrous student may find himself cheating under the impression that the behavior is no longer unacceptable. One thing is clear. We must not assume that others will develop (or have developed) the ethical compass of our student body. As a university, we have a responsibility to ensure that, first, our students understand that we value integrity and ethics and that, second, our graduates leave UC San Diego as ethical and responsible world citizens. Thus, 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.

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

³ Lee, H. K. (2007, July 24). Prosecutors allege grade scandal Diablo Valley College students face conspiracy charges. *San Francisco Chronicle*. Retrieved online July 24, 2007 from www.sfgate.com

⁴ McDonald, J. (2007, December 19). Principal at Preuss abruptly steps down. *San Diego Union Tribune*. Retrieved online December 19, 2007 from <http://signonsandiego.com>

⁵ See <http://www.findingdulcinea.com/news/Americas/July-08/GMAT-Scandal-Concerns-Test-Takers.html> for details.

⁶ Powers, E. (2007, May 10). Cheating on a different level. *Inside Higher Education*. Retrieved May 10, 2007 from www.insidehighered.com

⁷ Jaschik, S. (2008, August 19). Another inappropriately awarded degree. *Inside Higher Education*. Retrieved August 19, 2008 from www.insidehighered.com

II. 2007-2008 Accomplishments

i. A/n (Almost) Elimination of Backlog

We are pleased to report that all but 3 of the 142 cases that were open at the writing of the last annual report have been closed (see Table 2).

Table 2: Academic Misconduct Allegation Backlog

	ACADEMIC MISCONDUCT ALLEGATIONS						
	OPEN ALLEGATIONS				TOTAL OPEN	CLOSED	TOTAL ALLEGATIONS
	Pending Charge ⁸	Pending Resolution ⁹	Pending Hearing ¹⁰	Pending Grade ¹¹			
2003-2004	0	0	0	0	0	366	366
2004-2005	0	0	0	0	0	307	307
2005-2006	0	1	0	0	1	351	352
2006-2007	0	0	2	0	2	341	343
TOTAL 2003-2007	0	1	2	0	3	1365	1368

Table 2 shows one case under the Pending Resolution column. This case involves a summer session student. Unfortunately, the Policy does not provide guidance on the responsible administrator for non-UC San Diego summer session students, so this case remains unresolved.

Table 2 also shows two cases under the Pending Hearing column. These two cases involve two students who have been dismissed from the University of California for previous academic integrity violations. These cases remain open because the Policy only provides two options for proceeding: 1) the instructor could withdraw the allegations, or 2) the cases remain as pending hearing until such time that the students are readmitted and the hearings can be held. The first option is not preferable for the instructor and the second option is not preferable for the University. Thus, it may be appropriate for the CEP's AI Work Group to investigate Policy alternatives to such a situation.

ii. Continued Improvement in Timeliness of Process

As of November 14th, 2008, I am pleased to report that 81% of the allegations have been resolved and closed with only 19% remaining open at various stages of the process (see Table 3).

⁸ Pending Charge: The instructor submitted a grade of IP "pending academic dishonesty," but has not officially filed an academic misconduct case

⁹ Pending Resolution: These cases have been filed with the AIC and forwarded to the Dean but are unresolved; or, the case has been formally resolved but the Dean has yet to impose sanctions

¹⁰ Pending-Hearing: These cases have proceeded from the meeting with the Dean to a formal request for a hearing

¹¹ Pending-Grade: These cases have either been informally or formally resolved and Letter #4 sent to faculty, but are awaiting grade submission

Table 3: Status of 2007-2008 Allegations

	ACADEMIC MISCONDUCT ALLEGATIONS						
	OPEN ALLEGATIONS				TOTAL OPEN	CLOSED	TOTAL ALLEGATIONS
	Pending Charge	Pending Resolution	Pending Hearing	Pending Grade			
Fall 2007	0	0	0	2	2	102	104
Winter 2008	0	2	0	13	15	136	151
Spring 2008	0	12	7	23	42	113	155
Summer 2008	1	2	3	20	26	10	36
TOTAL 2007-2008	1	16	10	58	85	361	446

This is a major improvement over the status of allegations at this same time last year; despite an overall 23% increase in the allegation workload, the percentage of closed allegations has risen from 65% to 81%. It is expected that the majority of the open allegations will have progressed to Pending Grade or Closed status by the end of the fall quarter. The addition of a part-time administrative assistant was critical to this effort; we certainly can no longer function with a one person academic integrity office. In addition, with the virtual elimination of the pending allegations and cases backlog from previous years, the Academic Integrity Office, College Deans of Student Affairs, and Graduate Studies were able to focus primarily on allegations that arose during the academic year.

As a result, the time it takes to process Policy violation allegations has been greatly reduced. For example, the average number of business days between the student notification date and the date of the meeting between the student and the dean decreased from 23 to 12 business days (these numbers include some severe outliers as is illustrated by additional statistics---in 2007-2008, 7 business days is the most common and 9 business days is the median). As another example of the improvement in processing times, the average number of business days for an allegation to be resolved decreased from 36 business days in 2006-2007 to 24 business days in 2007-2008.

iii. Increase in Educational Presentations and Workshops

The number of presentations and workshops given on the topic of academic integrity greatly increased from 2006-2007 to 2007-2008. In total, over 900 UC San Diego community members were reached through presentations/workshops to the following groups:

- New student athletes (~60 attendees)
- Triton Athlete’s Council (~23 attendees)
- Incoming international students (~480 attendees)
- Teaching assistants (~170 attendees)
 - Center for Teaching Development
 - Physics
 - Making of the Modern World
 - Computer Science & Engineering
 - Economics
- BioEngineering students (~200 attendees)
- Graduate Summer Teaching Fellows (~ 10 attendees)
- Economics temporary faculty and lecturers (~30 attendees)

iii. Update of Policy and Separation of Policy from Conduct Code

Though still awaiting final approval, the AI Office worked in cooperation with Committee on Educational Policies (CEP), Council of College Deans of Student Affairs (COD), Council of Provosts (COP), Academic Senate, and Student Policies and Judicial Affairs (SPJA) to remove the Policy on Integrity of Scholarship from the UC San Diego Student Conduct Code and amend the Policy to update information and clarify processes. The separation of the Policy from the Code was desirable because it simplifies the process of Policy amendments (which will no longer require changes to two campus documents) and clearly represents the decision the University made regarding the separation of academic from non-academic misconduct. The amendments of the Policy were largely focused on the hearing process which will enable us to run less legalistic and adversarial hearings than historically.

iv. Reassignment of AI Office from Student to Academic Affairs

In November, 2007, the reporting structure changed for the Academic Integrity Office from the Vice Chancellor Student Affairs to the Associate Vice Chancellor Academic Affairs. This move was relatively seamless, though not unchallenging, and there was no disruption to the operation or efficiency of the office during that time. This move has, I believed, proved to be beneficial because it has given the issue of academic integrity greater visibility within Academic Affairs and successfully brought Academic Affairs into the conversation with Student Affairs and Academic Senate. An academic integrity initiative cannot be successful on a campus without a cooperative partnership between these three important University constituencies. I hope that the University can now focus on bringing students into the academic integrity conversation in a more strategic and purposeful manner.

v. Development of the Academic Integrity Seminar

In cooperation with COD, the Academic Integrity Office was able to develop an Academic Integrity Seminar for students who have violated the Policy. This Seminar is intended to provide students a structured opportunity to learn from their experience, develop their ethical decision making skills, and build their capacity for completing the remainder of their academic work with integrity. In June, 2008, COD began assigning the Academic Integrity Seminar to students in place of the Ethics Workshop (offered through Student Policies & Judicial Affairs).

III. Defining Academic Misconduct

One of the recommendations made in the 2006-2007 report was to operationally define the various forms of academic misconduct that can occur in undergraduate or graduate academic work. Unfortunately, this has not yet been done. Last year, I proposed some categories and definitions (see left column in Table 4 on page 6). However, academic integrity research suggests that students perceive assignment cheating (such as copying homework and unauthorized collaboration) to be significantly less serious cheating than examination cheating (such as copying or using unauthorized aid)¹². So, after another year of reviewing allegations and recent research, I suggest some modifications to these original categories (see right column of Table 4).

I hope that in the 2008-2009 year we can discuss and establish categories and definitions that UC San Diego adopts for reporting and record-keeping purposes. For the purposes of this annual report, I will use the categories and definitions in the right hand column.

IV. Review of 2007-2008 Academic Misconduct Allegations

i. Type of Academic Misconduct Allegations

In Figure 1, we can see that academic misconduct in the completion of assignments or homework is significantly more likely to be alleged; however, almost half of those allegations are from the Physics 1A-C Lab courses. If the 74 assignment/homework allegations from the physics lab series are disregarded, the percentage of assignment/homework, exam, and plagiarism allegations would be equal. 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.

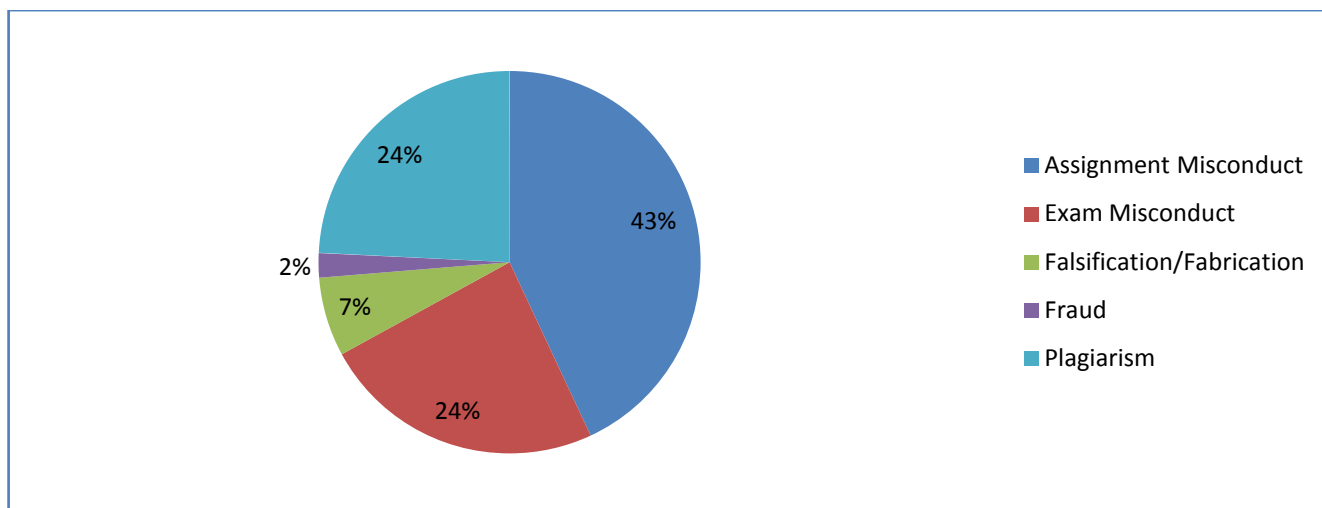


Figure 1: Allegation Type as a Percentage of Total Allegations Pursued

¹² McCabe, Ibid.

Table 4: Definitions of Academic Misconduct Categories

2006-2007 Annual Report Categories	Categories Proposed in 2007-2008 Report
<p>Unauthorized Collaboration</p> <ul style="list-style-type: none"> • working with other students or in groups when not authorized to do so by the instructor. 	<p>Assignment/Homework Misconduct</p> <ul style="list-style-type: none"> ○ Copying homework, assignments or labs from others ○ Collaborating with others on an independent assignment
<p>Copying</p> <ul style="list-style-type: none"> • copying from another student during an examination. 	<p>Examination Misconduct</p> <ul style="list-style-type: none"> • Possession, provision or use of unauthorized aids (e.g., cheat sheets, cell phones, class notes) • Copying from another student on a quiz, test or exam
<p>Unauthorized aids</p> <ul style="list-style-type: none"> • 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). 	
<p>Plagiarism</p> <ul style="list-style-type: none"> • the use of secondary research, literary, or digital sources (whether paraphrased or copied) without appropriate attribution or without following citation conventions. 	<p>Plagiarism</p> <ul style="list-style-type: none"> ○ Resubmission of an already submitted paper ○ Direct copying and pasting from a secondary source without any citation in an essay or research paper
<p>Falsification/Fabrication</p> <ul style="list-style-type: none"> • 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). 	<p>Falsification/Fabrication</p> <ul style="list-style-type: none"> ○ Altering a graded examination for a regrade ○ Replacing name on another’s assignment and handing it in as one’s own ○ Fabricating data for a lab or research paper assignment
<p>Fraud</p> <ul style="list-style-type: none"> • 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 • submitting (and passing off as one’s own) entire papers purchased or secured from another source. 	<p>Fraud</p> <ul style="list-style-type: none"> ○ Taking exam for other student (vice versa) ○ Stealing answers/advance copy of exam ○ Changing/Helping to change any recorded assignment or course grades on Instructor or University records ○ Submitting an entire paper written by another

ii. *Classes in which Violations were Alleged*

Of the 446 total allegations made against all students (undergraduate, graduate, exchange and extension students) in 2007-2008, the majority stemmed from the College Writing Programs (25%) and Physical Sciences classes (31%). Table 5 on the following page breaks down the allegations by discipline and division/school.

If we remove the writing program allegations from the overall count, the majority (55%) 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. 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) and Arts & Humanities occur in lower division courses.

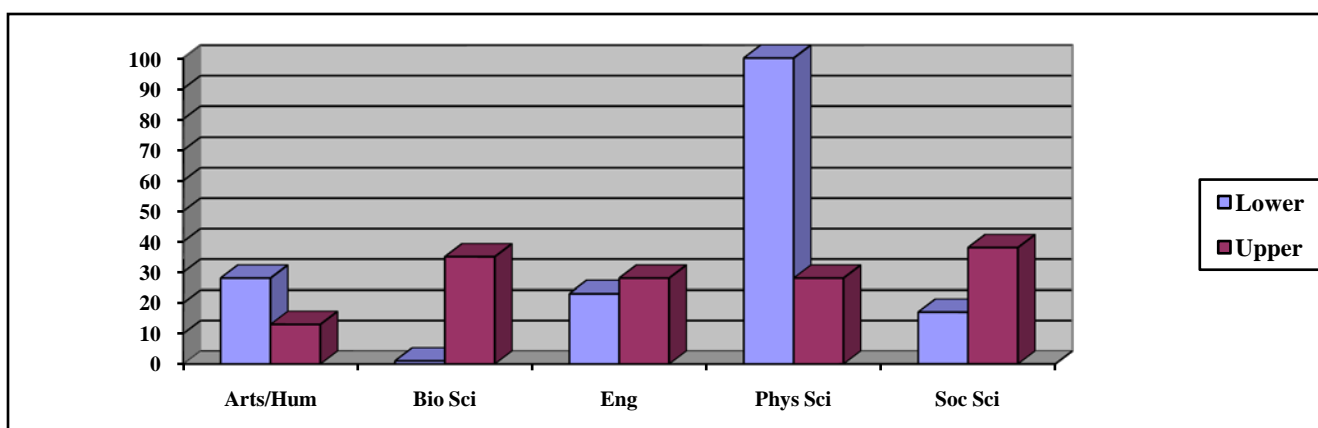


Figure 2: *Class Levels from which Allegations Stem (by division/school)*

When comparing 2007-2008 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.

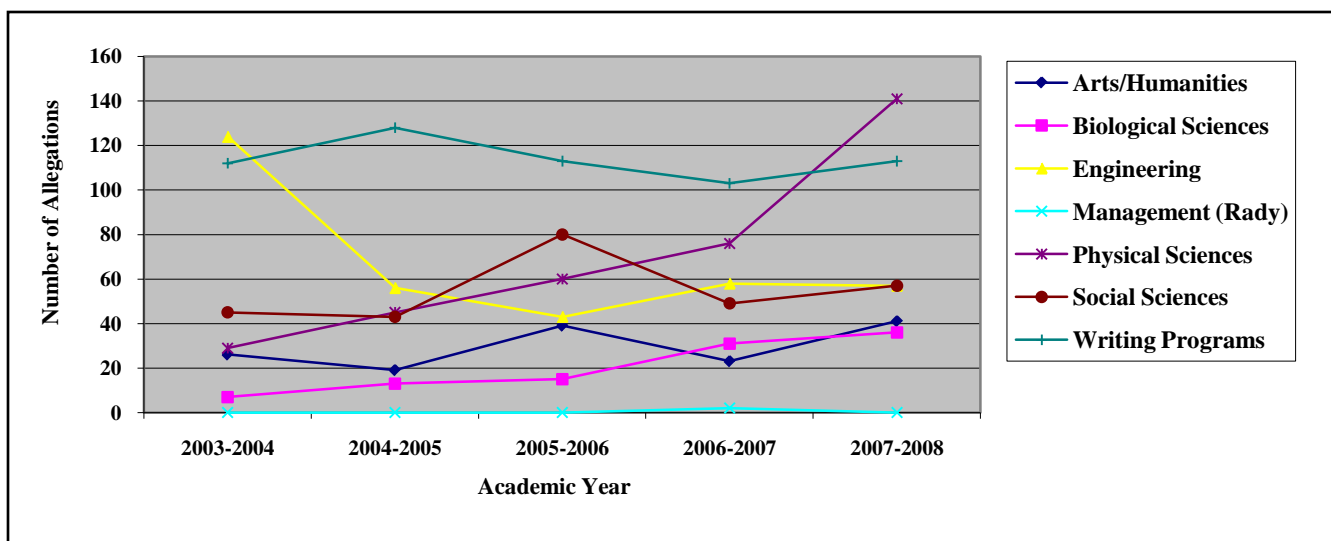


Figure 3: *Annual Comparison of Allegations by Division/School*

Table 5: Breakdown of Allegations by Course Area in which Violation Occurred

CLASS IN WHICH VIOLATION WAS ALLEGED	Total # of Allegations	% of Allegations
Arts/Humanities	33	7%
History	4	1%
Literature	5	1%
Music	6	1%
Philosophy	13	3%
Theatre	4	1%
Visual Arts	1	0%
Biological Sciences	36	8%
BIBC	15	3%
BICD	12	3%
BILD	1	0%
BIMM	6	1%
BIPN	2	0%
Engineering	57	13%
Bio Engineering	4	1%
Computer Sci & Eng	32	7%
Electrical & Computing	8	2%
Mech & Aerospace	12	3%
Structural Engineering	1	0%
Physical Sciences	140	31%
Chemistry	32	7%
Math	23	5%
Physics	86	19%
Social Sciences	65	15%
Cognitive Sciences	7	2%
Communications	2	0%
Economics	23	5%
International Studies	3	1%
Linguistics	8	2%
Political Science	5	1%
Psychology	8	2%
Sociology	9	2%
Writing Programs	114	25%
Culture, Art & Tech	6	1%
Dimensions of Culture	8	2%
Making of the Modern World	84	19%
Muir College Writing Program	9	2%
Revelle Humanities	7	2%
Warren College Writing Program	0	0%

iii. Resolution of Academic Misconduct Allegations

Of the cases resolved by November 14th, 2008, 254 were resolved by the student accepting responsibility for the academic misconduct during the meeting with a dean of student affairs (see Figure 4). Another 66 of the allegations were withdrawn by the instructor and in 46 of the cases, the student requested a hearing. Again, as with last year, only physical science students requested hearings at an equal rate to accepting responsibility; all other majors accepted responsibility for misconduct the majority of the time¹³.

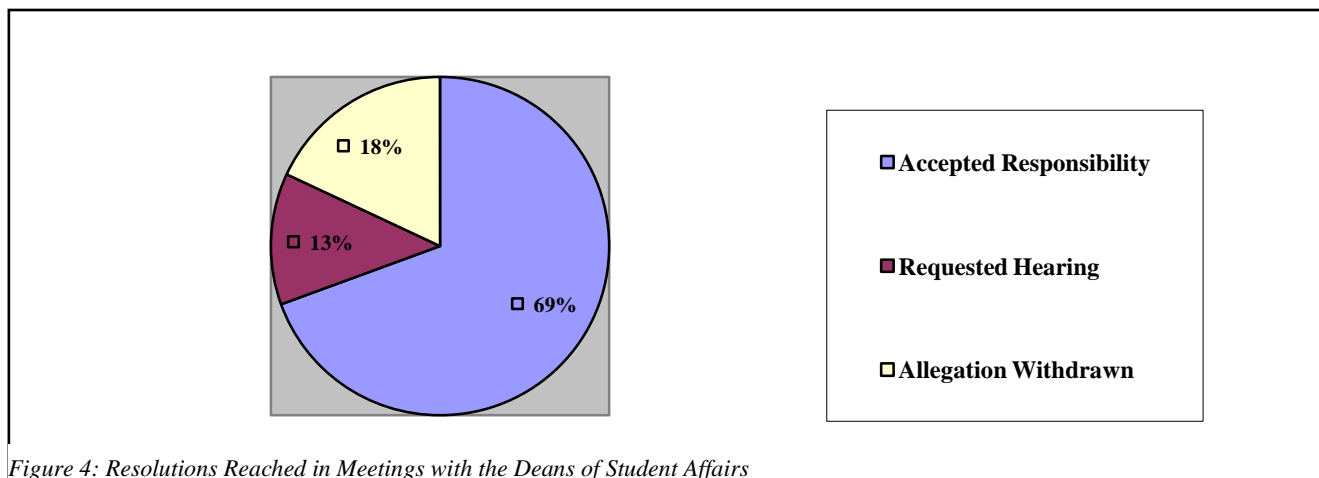


Figure 4: Resolutions Reached in Meetings with the Deans of Student Affairs

iv. Hearings Held

There were 49 hearings held in 2007-2008; 13 of those hearings heard allegations that were levied in the 2006-2007 academic year. The allegations heard included: homework/assignment cheating (51%), exam cheating (20%), fabrication/falsification (16%), fraud (4%), and plagiarism (8%).

In the end, 80% of the students who were heard by the Academic Dishonesty Hearing Board during the 2007-2008 academic year were found responsible for violating the Policy as alleged.

v. Sanctions and Educational Interventions Imposed

Of those who accepted responsibility or were found responsible by the Academic Dishonesty Hearing Board, the majority were assigned to an educational intervention (i.e., the Ethics Workshop or the Academic Integrity Seminar and/or a Reflection Paper) and put on non-academic disciplinary probation. The remaining received sanctioning from one-quarter suspension to dismissal from the University of California; some of those who were suspended also were assigned to an educational intervention. (see Figure 3).

¹³ This seems like an interesting area of study. Why are physical science students less likely than other students to accept responsibility? Is there less evidence? Do physical science students perceive the stakes higher than other students?

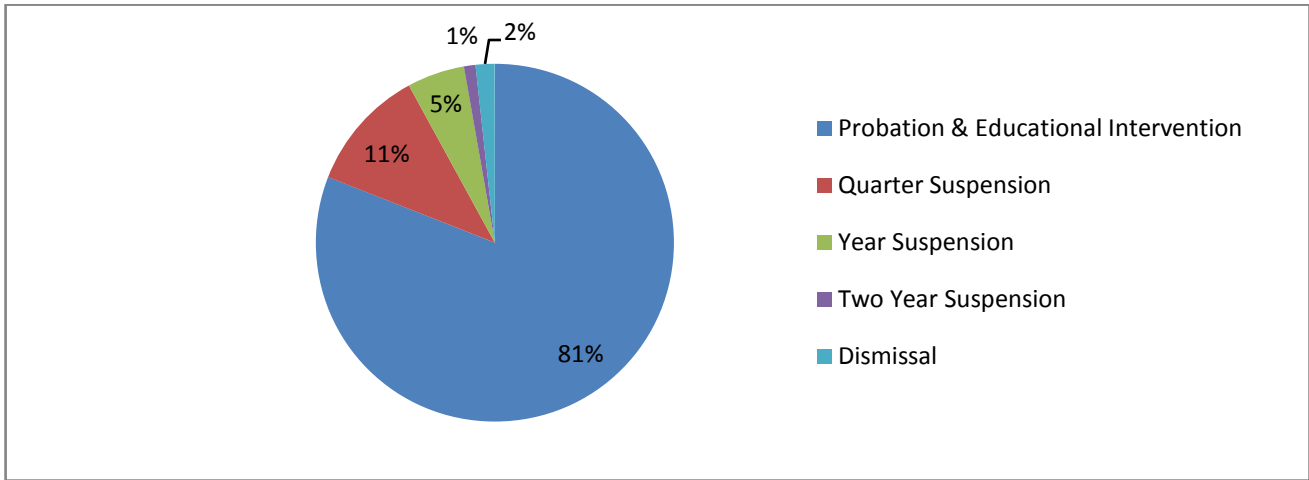


Figure 5: Sanctions Imposed for Policy Violations

Of the 333 grades assigned thus far, Figure 6 illustrates that less than one third of students fail courses in which academic misconduct was alleged.

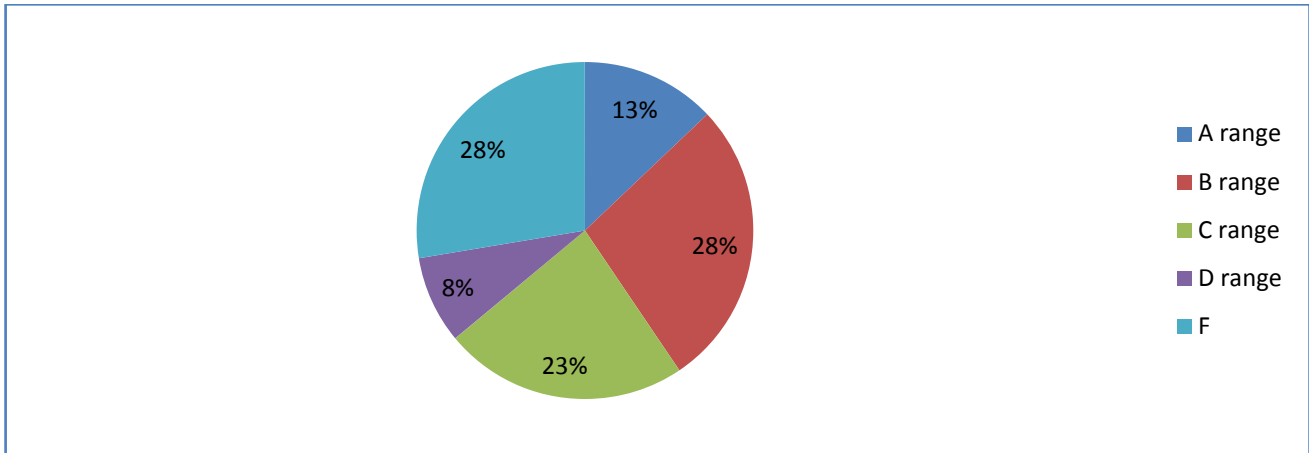


Figure 6: Distribution of Grades Assigned After Resolution of Allegation

Figure 7, on the next page, illustrates the breakdown of grades assigned by the allegation resolution (i.e., accepted responsibility/held responsible, allegation withdrawn/held not responsible, and case never pursued). As to be expected, the imposing of an F grade is much more likely when a student accepts responsibility or is found responsible for academic misconduct, than if the allegation is withdrawn, the students if found not responsible, or the case was never pursued.

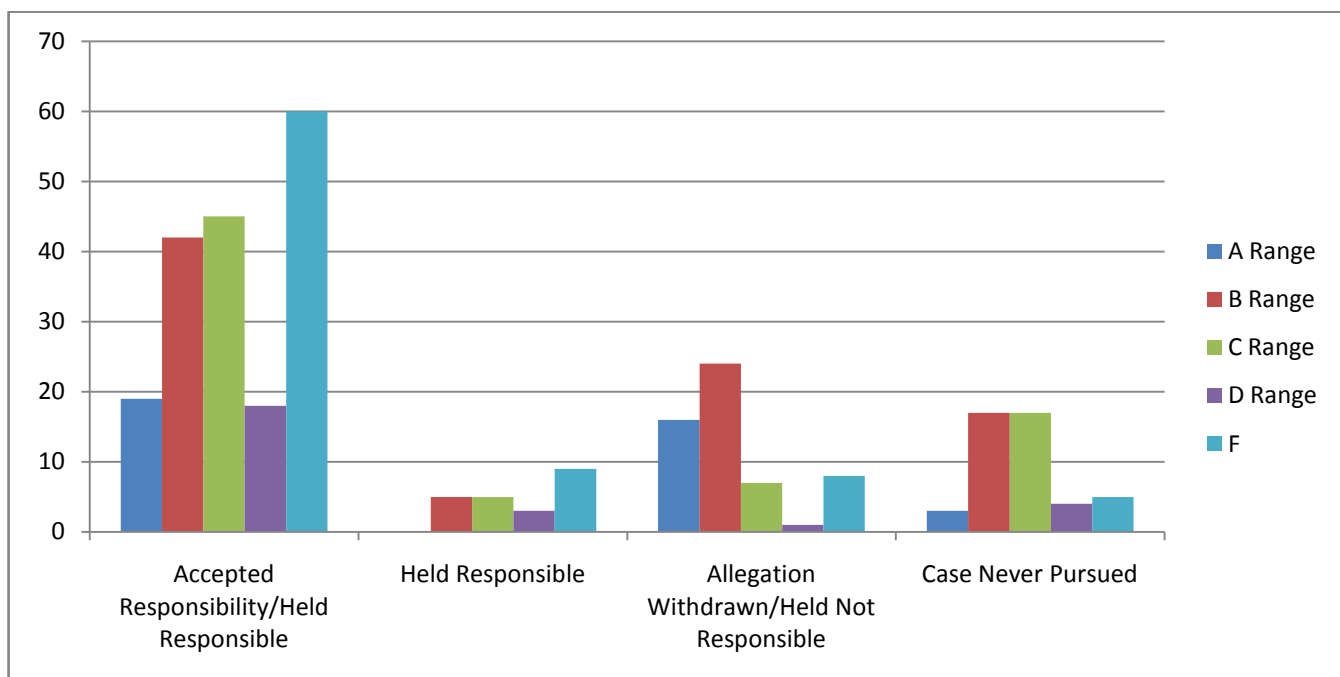


Figure 7: Academic Grades Assigned According to Allegation Resolution

V. Characteristics of Students Alleged with Policy Violations

Of the 446 allegations made in 2007-2008, 436 were made against UC San Diego undergraduate students and 10 against graduate students. Of these allegations, 34% were against biological science majors, 51% against male students, 71% against students who entered as first-year freshmen, and 40% against students who were in their first year at UC San Diego.¹⁴

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 (49%) and arts and humanities majors in college writing programs (42%), while social science students were equally alleged in social science and writing program classes at 35% each.

i. Differences by Gender

Male students were disproportionately alleged in biological sciences (58%) and engineering (77%) classes, while female students were disproportionately alleged in physical sciences (51%), social sciences (60%), and the college writing (57%) classes. As is shown in Figure 8, the other difference between male and female students can be found in the type of alleged violation. Allegations of fabrication/falsification, fraud and homework/assignment cheating were levied more often against male students, while allegations of plagiarism and examination cheating appear to be levied equally against male and female students.

¹⁴ 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.

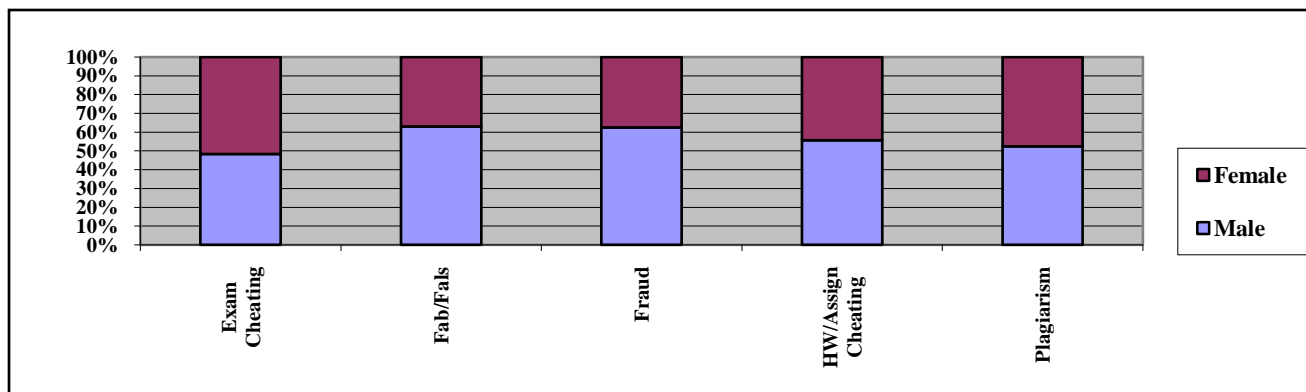


Figure 8: Differences in Allegations by Gender

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 2007-2008, they account for the majority of those alleged with plagiarism (~50%), which may indicate a need for more instruction in citation and attribution practices for first-year students.

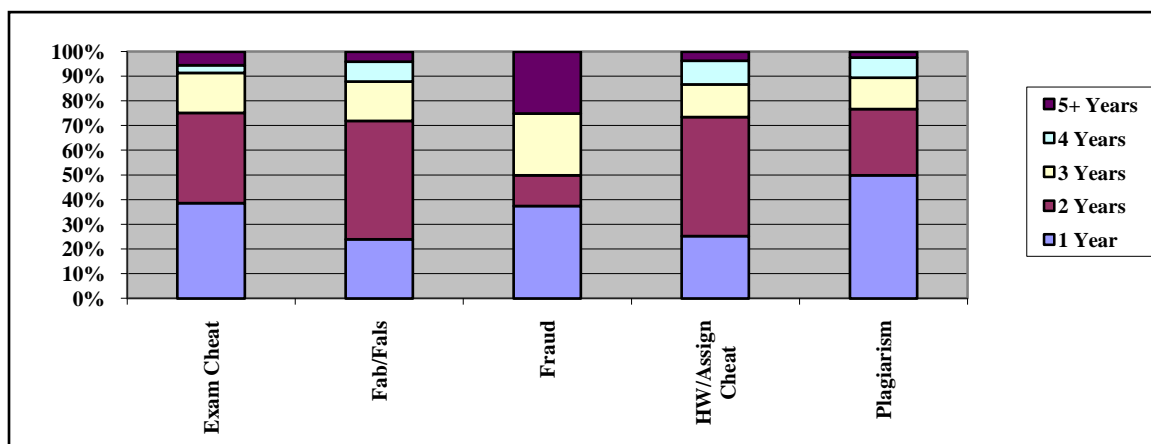


Figure 9: Differences in Allegations by Students' Academic Year

In general, we can see from Figure 10 (next page) that students who have been at UC San Diego for four years or longer, regardless of their discipline, were alleged with Policy violations less frequently than students newer to the institution during the 2007-2008 academic year. However, there are two odd variations to note. First, there were significantly more allegations made against second year biological science students than in any other year; this jump in allegations can be attributed to the physics lab series courses (1A-CL) which biological science students are more likely to take in their second year. Second, physical science students do not experience a progressively downward trend in allegations; the reason for this is unknown.

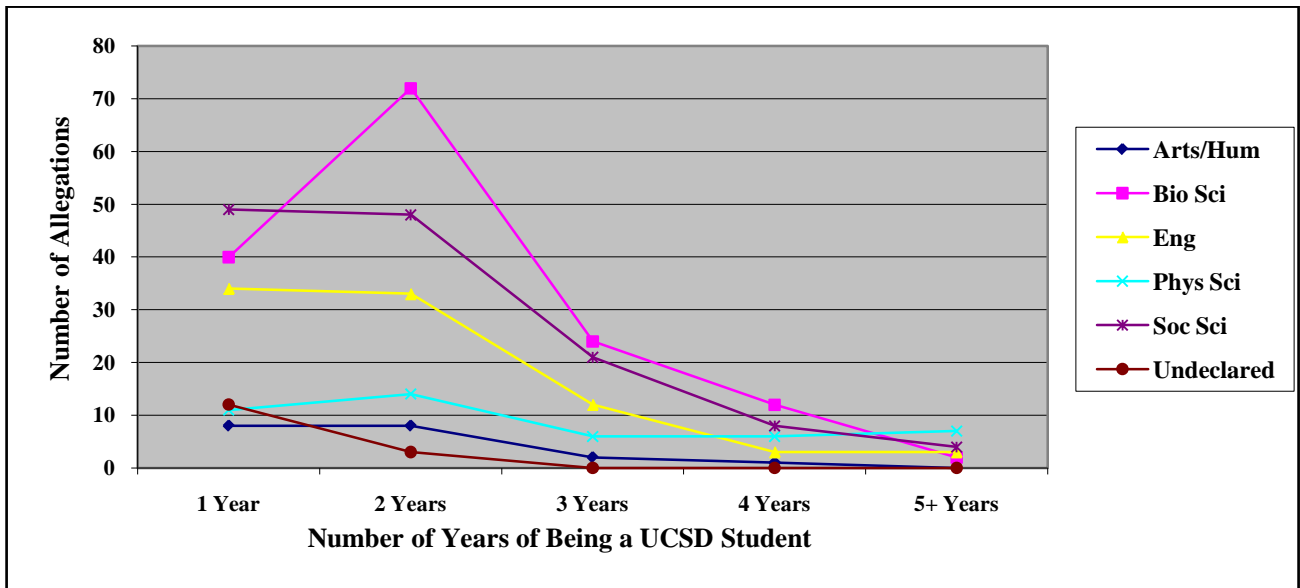


Figure 10: Number of Allegations by Students' Discipline

iii. Differences between Transfer Students and Native Freshmen

Transfer students represent 27% of students alleged with academic misconduct; native freshmen represent 71% of alleged Policy violators. Yet, transfer students are disproportionately alleged with falsification/fabrication (31%), fraud (38%), and plagiarism (38%), while native freshmen are disproportionately alleged with examination cheating (82%).

Transfer students are disproportionately more likely to have the allegation withdrawn (31%) or the charge not pursued (33%), and less likely to request a hearing (19%).

As can be seen in Figure 12, transfer students are disproportionately more likely to have a GPA below 2.50.

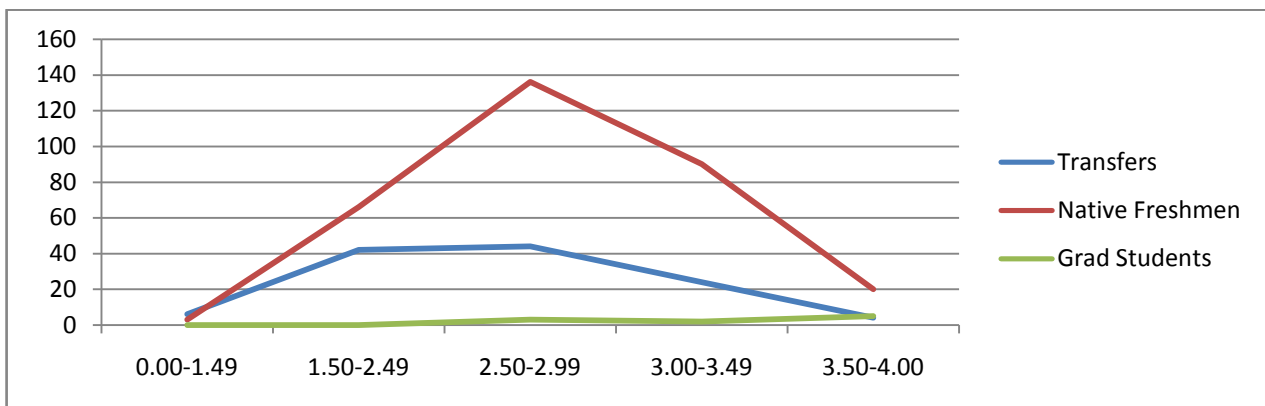


Figure 11: GPA of Alleged Violator

However, Figure 11 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 (other than the sharp increase in second year for native freshmen, which may be attributed to the large number of physics lab allegations).

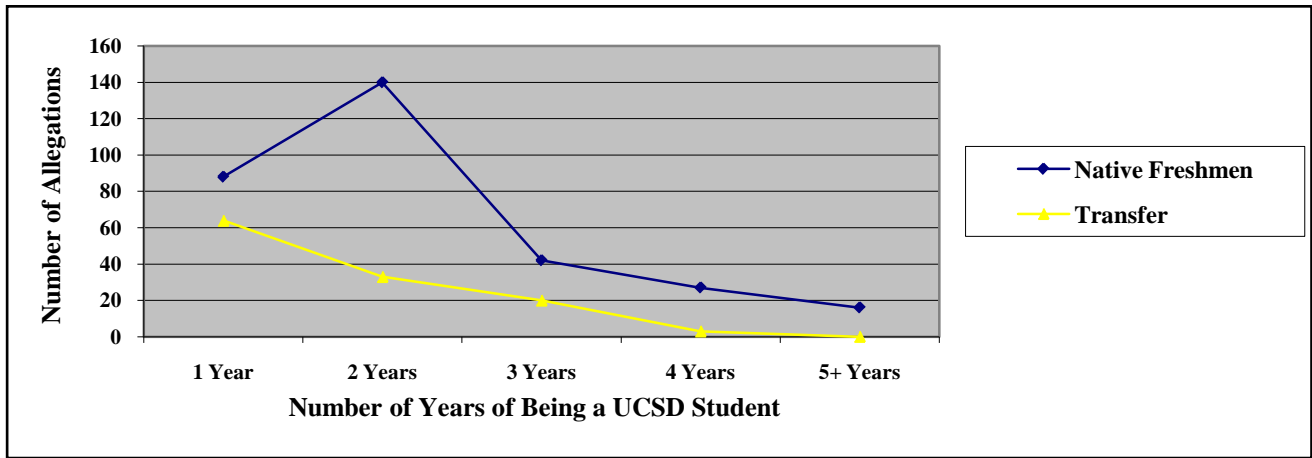


Figure 12: Number of Allegations Against Native Freshmen versus Transfer Students

VI. Instructors Who Report Policy Violations

One final and interesting statistic that was not reported in the 2006-2007 annual report---which faculty are bringing forward allegations of academic misconduct. As can be seen in Figure 13, Lecturers are far more likely to report academic misconduct than are any other faculty. Even if we eliminate the 74 allegations reported from one Lecturer, the percentage of allegations from lecturers still exceeds those from Professors by 10%.

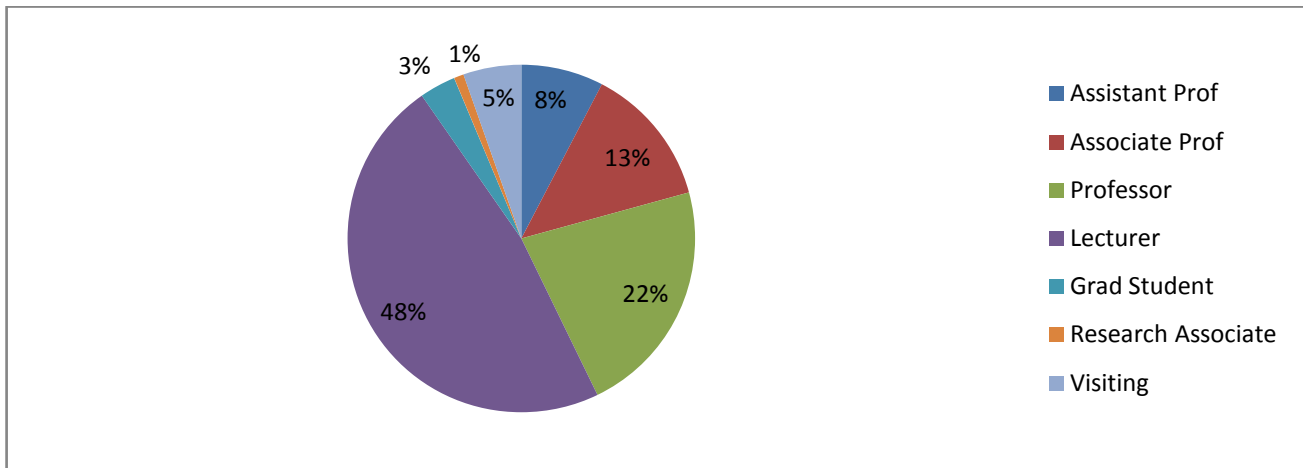


Figure 13: Type of Instructor Who Alleges Academic Misconduct

VII. Transparency, Framing, Focus: Strategies & Goals for 2008-2009

In the 2006-2007 report, I posited three issues that offered UC San Diego both challenges and opportunities for enhancing academic integrity on campus: transparency, framing, and focus. In accordance with those issues, I suggested four major goals: expand educational efforts, increase student voice, encourage faculty participation, and revise hearing procedures. I revisit those goals and progress made on them in the Appendix. In this next section, I suggest revised or new goals for 2008-2009.

Transparency

Making our academic integrity initiative transparent to campus community members continues to be a priority for 2008-2009. Beyond initial institutional messages that students might receive during orientations and teaching assistants might receive at training, there remain few opportunities for students and faculty to become aware of the initiative or know that UC San Diego considers academic integrity to be an important value. UC San Diego has an obligation to its students and faculty to make it clear that academic integrity is a critical initiative for the institution; we simply cannot assume that everyone knows and understand this. Published accounts of dishonesty and corruption in politics, businesses, and athletics, demand that higher education institutions send a different message, one that proclaims and demonstrates the importance of integrity and ethics. Faculty should know that they are supported in upholding academic integrity and students should know that nothing less than academic integrity will be accepted at UC San Diego.

Goal 1: Work with key offices (e.g., Academic Senate, Academic Affairs) to ensure that academic integrity is clearly communicated as a strategic priority for UC San Diego.

I had hoped that by the writing of this report, an academic integrity website would have been finalized and published. Although that project is in the works, it will likely not be completed until the end of the fall quarter. However, once there is a website, we will be able to offer information to faculty and students including data such as that included in this report.

Goal 2: Publish an academic integrity website before the end of Fall 2008.

One of my recommendations for increasing transparency was to implement a representative committee to review Policy and propose changes to processes. I am pleased to report that the Committee on Educational Policies implemented an Academic Integrity Work Group in the 2007-2008 year. This work group was composed of representatives from CEP, the Council of Deans, and the Council of Provosts, as well as the AIC. As a result of this effort, CEP was able to forward a revised policy and revised hearing procedures to Academic Senate for their consideration. It is expected that this new Policy will be in effect before the end of the fall quarter.

Goal 3: 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.

Framing

In last year's report, I indicated that UC San Diego should seize the opportunity to provide a broad framing of the issue to guide faculty, administrator and student conduct and dialogue. These discussions have yet to happen, although the AI Working Group did address some of the legal language in the Policy on Integrity of Scholarship. Perhaps the AI Working Group can continue the framing discussion this year.

Goal 4: 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?

Focus

In last year's report, I suggested that UC San Diego should choose its focus on discipline or education in the academic integrity initiative, and also choose to focus simply on academic integrity or a broader ethics focus that goes beyond ethics in the classroom to professional ethics. Obviously these distinctions are overly simplified here, but I do maintain that a focus on education and ethics (with discipline as a tool for reinforcing the message) will be in the best interests of the University and its students. Clearly, given the public and corporate events over this past year, integrity and ethics should be a priority for any higher education institution. We were unable to accomplish much in the area of determining our focus, but there are isolated conversations happening around campus that illustrate university interest in this arena.

Goal 5: Expand educational opportunities for students who violate the Policy on Integrity of Scholarship in order to help them develop as academic citizens. In the summer of 2008, I began working with the Library, Counseling & Psychological Services, the writing programs, and the Council of Deans to develop additional education interventions that should come to fruition in 2008-2009.

Goal 6: Develop a viable Academic Integrity Peer Educator program to aid in the education of UC San Diego students and faculty.

Goal 7: Continue to work with the Research Ethics Program to find ways to partner and clarify an ethics focus for UC San Diego.

APPENDIX: An Update on 2006-2007 Goals

		Met	IP	Not Started	Comments
1	Create an educational "campaign"			√	The AI Work Group discussed this idea, but there was little agreement on what education was needed and the best methods for delivery
2	Create a central information website		√		The content was written, but is currently held up in web development. Should be completed by end of Fall, 2008
3	Require ALL incoming students to complete the Academic Integrity Tutorial		√		Beginning 2008-2009, students in 6 colleges are required to complete the AI Tutorial. Graduate Students are not yet required to do so.
4	Increase the number of academic integrity presentations and workshops		√		There were new presentations given in 2007-2008 (e.g., athletics department, international office, bioengineering major), but more could be done.
5	Explore the options for educating students after a Policy violation	√			The AIC and Council of Deans created a new Academic Integrity Seminar which will be offered for the first time in 2008-2009.
6	Increase the number of students on the committee to review Policy and procedures.		√		In addition to the two student members on CEP, the Associate Vice-President Student Advocacy was included in the AI Work Group.
7	Survey students regarding their attitudes and perceptions of academic misconduct.			√	There is still resistance to a full student body survey. The AI Office is partnering with one academic department and two colleges to survey students in the 2008-2009 year.
8	Continue and increase presentations to faculty departments		√		This is in progress; some headway was made last year, but these presentations continue to be on an ad-hoc basis because a plan has yet to be devised regarding when these presentations should happen and who should be giving them.
9	Conduct presentations and/or workshops for newly hired faculty		√		This is the works for 2008-2009 in cooperation with the Center for Teaching Development.
10	Conduct a survey of UC San Diego faculty			√	There is still resistance to a faculty survey
11	Revise Hearing Processes	√			This was accomplished and the new hearing processes will begin in 2008-2009 as soon as approved by Academic Senate.