AI OFFICE MISSION

The Academic Integrity (AI) Office promotes and supports a culture of academic integrity in order to reinforce quality teaching and learning at UC San Diego.

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Working to ensure academic integrity at UCSD

The Academic Integrity (AI) Office promotes and supports a culture of academic integrity in order to reinforce quality teaching and learning at UC San Diego.

⚠ **New AI Office Location:**

Effective September 2012, the AI Office is located in 301 University Center. Find directions and location details.

Resources for students

- Academic integrity and you
- Defining academic misconduct at UCSD
- What to do if you know someone's cheating
- Responding to an academic integrity violation
- Preparing for an academic integrity review

ENTER NOW!

UCSD AIM's 4th annual **CONTEST**

what's your reason?

for academic integrity

Announcements

NEW! AI Seminar Assessment Report: find out the impact Academic Integrity Seminar has on students.

Illegal Exam and Class Notes Sharing: Faculty should visit this Cornell University ⬀ website for more infomation about how to protect your intellectual property.

THE CENTER FOR ACADEMIC INTEGRITY

UCSD is a member of the Center for Academic Integrity, which provides a forum to identify, affirm,

students.ucsd.edu/academics/academic-integrity/about/index.html

Academic Integrity

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About Us

The Academic Integrity (AI) Office promotes and supports a culture of academic integrity in order to reinforce quality teaching and learning at UC San Diego.

Dr. Tricia Bertram Gallant, Director, joined UC San Diego in August 2006. Dr. Bertram Gallant is an internationally known expert on integrity and ethics in education, having authored or edited numerous publications as well as consulted with high schools, colleges and universities in the U.S., Egypt, Australia and England. She is the author of "Academic Integrity in the Twenty-First Century" (Jossey-Bass, 2008), co-author of "Cheating in School" (Wiley-Blackwell, 2009) and editor of "Creating the Ethical Academy" (Routledge, 2011). Tricia serves as Past Chair on the Advisory Council of the International Center for Academic Integrity (ICAI), of which UCSD is an institutional member. You can follow Tricia on Twitter (@tbertramgallant), facebook or her blog www.cheatinginschool.org. Review Dr. Bertram Gallant's CV (PDF).

Dr. Bertram Gallant is available to consult with faculty, teaching assistants, and staff on academic integrity issues, including:

- Creating a learning environment in the classroom
- Writing an academic integrity statement for your class
- Preventing cheating
- Enhancing academic integrity in the classroom
- Talking about academic integrity in your syllabi
- Handling academic misconduct

Susan Loi Chut, Program Assistant, joined UCSD in April 2008. Ms. Loi Chut is a social worker with extensive experience working with students and faculty in higher education. Ms. Loi Chut manages the AI Office, provides daily supervision to our student workers, and assists in processing academic misconduct allegations and coordinating academic integrity reviews. To know Susan is to love her, so be sure to stop by to say "hello" and chat

Contacts

Academic Integrity Office

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in processing academic misconduct allegations and coordinating academic integrity reviews. To know Susan is to love her, so be sure to stop by to say "hello" and chat about the Office.

Shahla Akbari is our AI Seminar Instructor. Many students who violate the Policy on Integrity of Scholarship are assigned to take the Seminar with Shahla and rave about the experience. This is something considering the reason why they have to take the seminar in the first place! Shahla is also a peer educator mentor and trainer.

Zarina Sharifi is our Volunteer Team Leader. Zarina is a graduate of UCSD (and former AI Office Peer Educator and Student Worker) and also works in the Office of Graduate Studies. Zarina works closely with Shahla in AI Seminar, but also provides weekly mentorship, training, and meeting leadership for the Peer Educators in terms of their education, outreach and advising tasks.

The Peer Educator & Student Worker team represent the heart of the AI Office. They are: Alan Gutierrez, Bello Fausat, David Dinh, Hang My Tran, Jeemin Kang, Jessica Nevarez, Jihee Yun, Jonathan Wong, Kathy Hieng, Philip Yoong. Student workers help with office administration, and Peer Educators facilitate educational outreach to the entire student body, assist in the Academic Integrity Seminar, and advise students who have questions about maintaining their own integrity in academics and students who are going through the process.

For assistance, information, or to volunteer as a Peer Educator:

- Visit: 301 University Center (map)
- Phone: (858) 822-2163
- Fax: (858) 534-7925
- E-mail: aic@ucsd.edu
- Campus mail: Mail Code 0069

UC San Diego

How We
Promote & Support
a Culture of Academic Integrity

Ensure a Fair & Transparent Policy & Process

❑ cases are to be resolved within 12 business days

❑ no one staff member has authority to decide cases

❑ process and policy are public and translated into readable documents & web pages

❑ we produce annual reports with statistics and data

Create Structures to Support Teaching Staff

❑ training Workshops for UCSD teaching staff

❑ creating suitable final exam spaces

❑ communication to department chairs

❑ensuring classroom spaces help faculty follow-up on suspected violations

❑ make available technological solutions

CELEBRATE & EDUCATE

❑ "what's your reason?" contest

❑ Face-to-face with academic integrity week

❑ AI Awards Ceremony

LEVERAGE THE MOMENT FOR LEARNING

Academic Integrity Seminar
AI Office Staff

Collaboration: How We Stand on the Shoulders of Others with Integrity
Carrie Wastal, Director, Muir College Writing Program

Documented Essays: Managing the Research and Writing Process
Pam Wright, Assistant Director, Dimensions of Culture
Holly Bauer, Assistant Director, Warren College Writing Program

**Strategies & Tools to Avoid Plagiarism**
Library Staff

AI SEMINAR

It's not about what you did.

It's about what you learn from it.

AI SEMINAR

❑This is our fifth year of offering seminar

❑Developed to replace an "ethics workshop" that was ineffective

❑Part of a larger movement to CHANGE THE CULTURE

❑Purpose is to "provide a structured opportunity for students to learn from their experiences"

❑Students pay $75 to take the Seminar
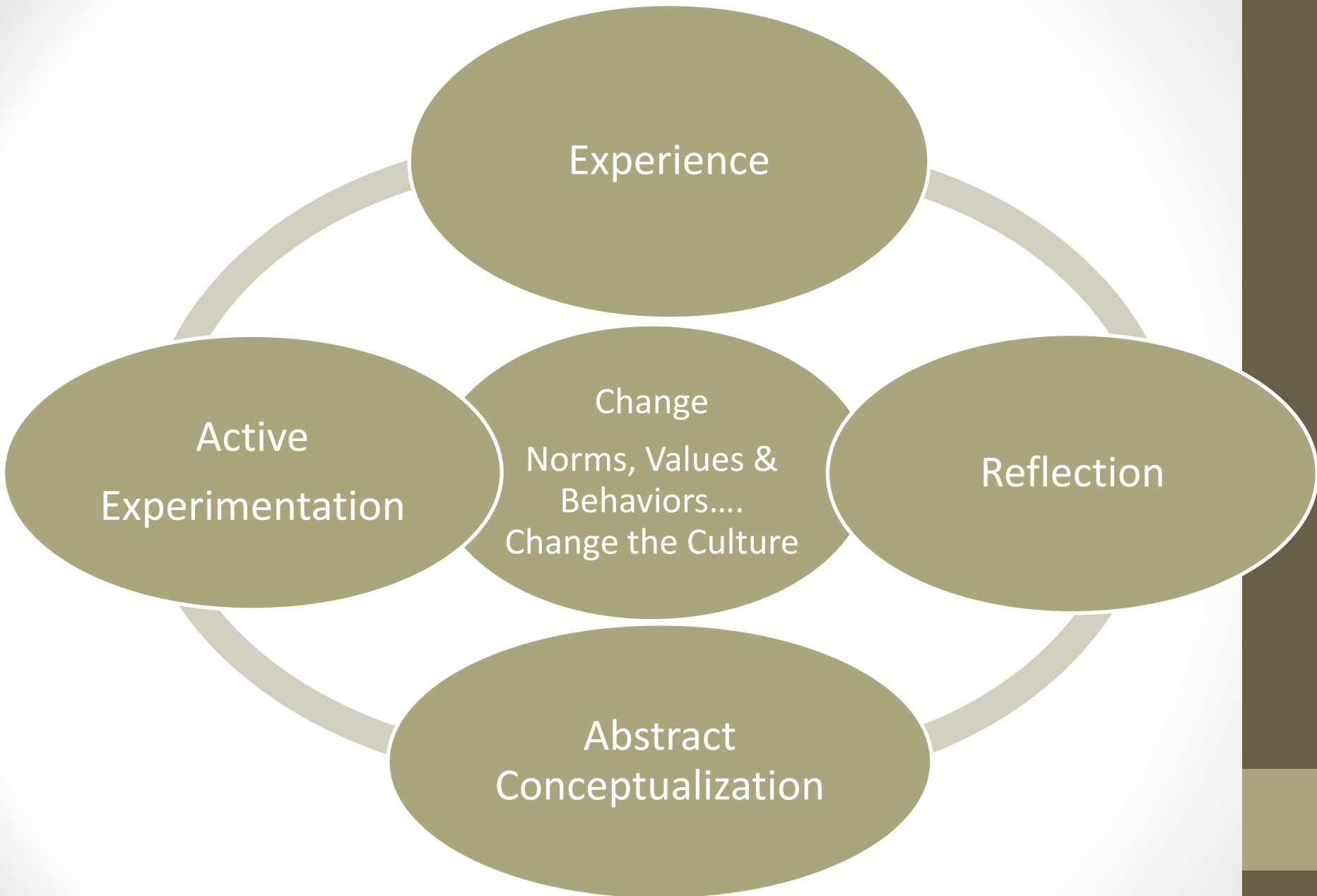
LEARNING OBJECTIVES

LOIdentify:
1. underlying ethical and moral principles of academic integrity
2. the importance of academic integrity to all stakeholders (self, instructor, UCSD, and society)
3. one's own beliefs about "legitimate academic work" and how these align (or do not align) with academic integrity expectations at UCSD
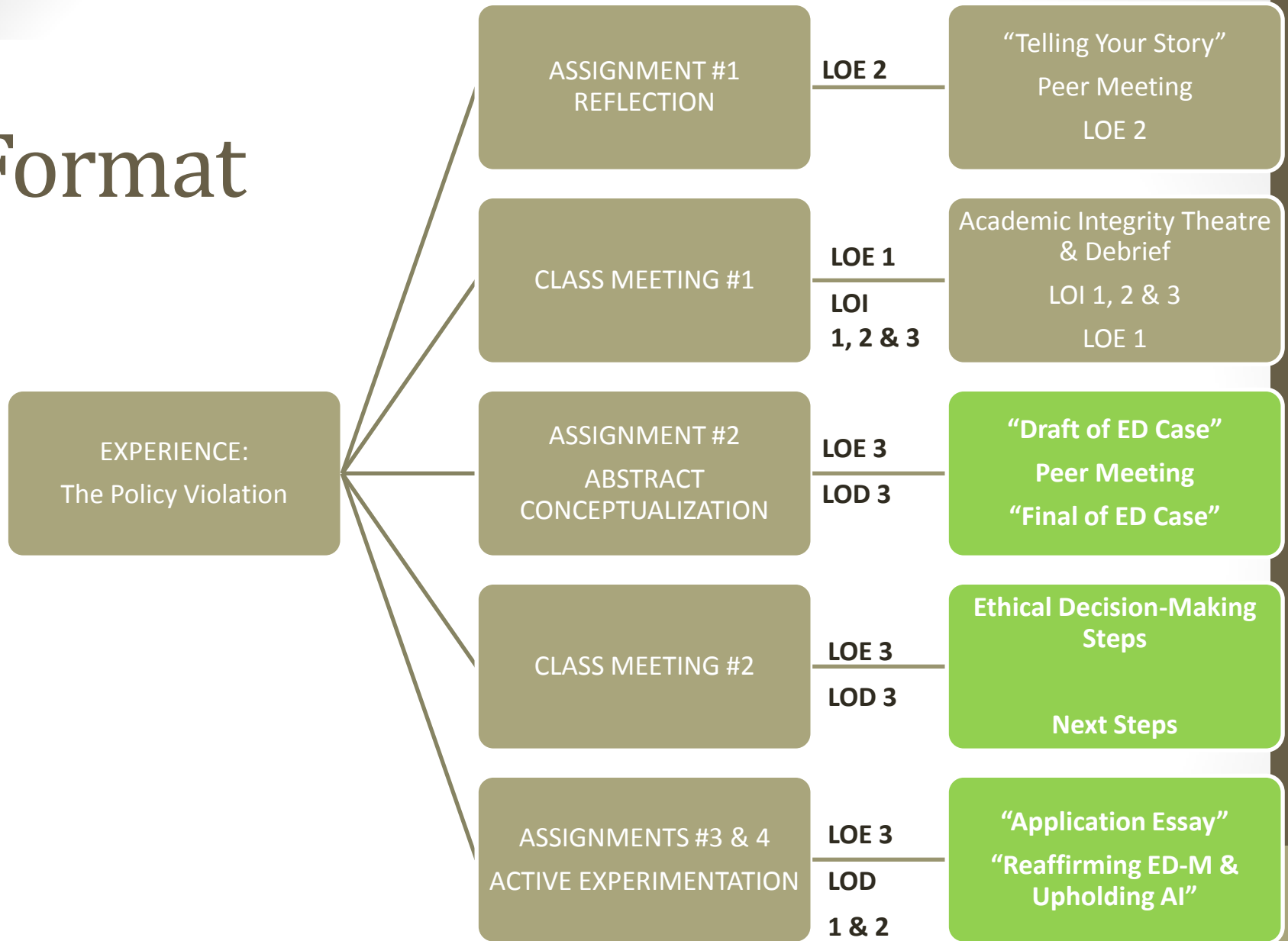
LOExplore:
1. the contributing factors to academic misconduct on campus
2. one's personal experience---what led to the decision to act and what can be learned
3. ethical decision making strategies and the resolution of "right versus right" dilemmas

LODevelop:
1. a personal goal statement/vision for engaging in academic work with integrity
2. a strategic plan for addressing weaknesses that lead to integrity violations
3. a list of ethical/honest solutions to common ethical dilemmas

Format

EXPERIENCE:
The Policy Violation

ASSIGNMENT #1 REFLECTION — LOE 2 — "Telling Your Story" / Peer Meeting / LOE 2

CLASS MEETING #1 — LOE 1 / LOI 1, 2 & 3 — Academic Integrity Theatre & Debrief / LOI 1, 2 & 3 / LOE 1

ASSIGNMENT #2 ABSTRACT CONCEPTUALIZATION — LOE 3 / LOD 3 — "Draft of ED Case" / Peer Meeting / "Final of ED Case"

CLASS MEETING #2 — LOE 3 / LOD 3 — Ethical Decision-Making Steps / Next Steps

ASSIGNMENTS #3 & 4 ACTIVE EXPERIMENTATION — LOE 3 / LOD 1 & 2 — "Application Essay" / "Reaffirming ED-M & Upholding AI"

Assessment

Avg	Structure & Format Well Planned	Instructor Well Prepared	Value Added by Peer Educators	Seminar Concepts Explained Well	Seminar Activities Held My Attention	Instructor Care for Student Learning	Good Facilitation of Discussion	Seminar Content Stimulated Thinking	Assignments Promoted Learning	Learned a Great Deal in Seminar	Seminar Beneficial to Take
	4.43	4.72	4.55	4.29	4.10	4.59	4.41	4.40	4.07	4.19	4.45

AI SEMINAR

9 out of 10 students agree that the "Seminar is beneficial to take"
8 out of 10 students agree that they "learned a great deal from the Seminar"
9 out of 10 students agree that "peer educators added value to the Seminar"
10 out of 10 students agree that "the Seminar Instructor showed concern for students' learning"

"I like how the seminar didn't have a "punishment" feel to it and that the instructor and the other two leaders weren't prejudiced. We were all treated with respect, fairness and it was almost enjoyable to be here."

"I really found this seminar interesting. I enjoyed the more global aspects of academic integrity which were discussed in addition to the discussion of the deep-rooted causes of academic integrity."

"I think the seminar should be mandatory for incoming freshman and maybe during orientation."

"I found this seminar helpful in promoting my knowledge of academic integrity and really appreciated the non-intimidating environment."

How Seminar Changes Culture?

- presents cheating as a systemic issue – empowers students

- breaks the silence on the issue by facilitating honest discussion

- equips students with the skills and strategies they can use in the future

- seminar "graduates" become integrity advocates – stopping friends from cheating and reporting cheating when they see it

PEER-TO-PEER: CHANGING STUDENT NORMS

"norms embraced by student groups influence the behavior of their members, which, in turn, affects the learning experiences of college students"

Braxton, J.M. & Caboni, T.C. (2005). Using student norms to create positive learning environments. *About Campus, January/February*, 2-7.

OUR PEER EDUCATORS

UCSD students volunteer as Peer Educators to advise and teach students as well as to spread the word about academic integrity.   Peer educators meet with students in group sessions and during individualized meetings to help guide students through the process. Peer educators provide support to students, answering their questions and reassuring them of their future.

"The peer educators were really enthusiastic and made me look forward to the second session of the seminar after meeting them."

"I was pleasantly surprised at how engaging it was and how friendly the instructor and peer educators were. I immediately felt like I could talk to them."

"(It) was extremely helpful/insightful! I plan to try out as a peer advisor!"

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aim HIGHER!

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About

Our Mission

Academic Integrity Matters (AIM) is a non-profit organization educating students, parents, high schools and professors on the importance of academic integrity. We want to raise awareness about problems of cheating in school and the benefits of academic integrity. We hope to help create a culture of academic integrity on the UCSD campus and neighboring schools. We want to encourage students to aim higher in their education.

AIM 2013 Contest

What is your Reason for Academic Integrity?

FIRST PRIZE = a RESERVED PARKING SPOT from April 22nd-June 17th, 2013 and $150 in UCSD Bookstore gift cards.

RUNNER UP = a RESERVED PARKING SPOT from April 22nd-June 17th, 2013 and $40 in UCSD Bookstore gift cards.

HONORABLE MENTIONS = $20 UCSD Bookstore gift cards.

Blogroll

2013 AIM Contest (Facebook)

Links

IAIMSO.org
International Academic Integrity Matters Student Organization

ABOUT US WHY ACADEMIC INTEGRITY? STARTING A CHAPTER PRODUCTS TO PURCHASE CHAPTER RESOURCES CONTACT UCSD AIM

Starting a Chapter

Why Start a Chapter at your School or College

As discussed in "The Problem: Cheating in School Today," cheating has become a huge issue as education becomes more like a business. By starting an IAIMSO Chapter at your school or college, you are taking the first step to building an education system that is more focused on integrity. Maybe you are tired of cheaters ruining the curve in your class, or you are afraid your school or university will get a reputation for cheating, degrading the value of your degree, or maybe you are tired of the teachers and professors being enablers and creating an environment where it is easy for students to cheat. Whatever the reason, starting an IAIMSO chapter can turn these things around. Through the education and outreach programs your Chapter will perform, you can be a huge part in changing these things. Not to mention, being a founding member of an IAIMSO Chapter looks great on resumes as it provides the leadership opportunities that colleges, grad schools, and employers love.

How to Start a Local IAIMSO Chapter

1. Gather other students (min: 4) who are interested in showing others how and why academic integrity matters.
2. Find an advisor (faculty or staff) to advise you on the process of registering a new student organization at your school, college or university
3. Raise or ask for the $100 annual IAIMSO Chapter fee. This annual contribution to IAIMSO provides local IAIMSO chapters with extensive resources and discounts on AIM! merchandise.
4. Complete the IAIMSO Chapter Application and submit it with the $100 fee ($75 for ICAI members)
5. Upon approval from IAIMSO, fill out whatever forms you need to establish the chapter at your school, college or university.
6. Go to Chapter Resources for the next steps!

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QUESTIONS?

Student Activism

Bertram Gallant (2009). Making the Campus a Better Place: A Study of Student Integrity Activism. AERA Conference Paper, San Diego, CA, April 2009.

- students are motivated to become activists when activism:
  - aligns with developmental needs and interests (e.g., search for identity)
  - Helps them integrate themselves into the larger word
  - Activates their natural "energetic self assertion" (Bakke, 1966, p. 165).

- context shapes the type, focus and impact of the activism
  - a campus that formally encourages the development of citizenry will indirectly encourage student activism
  - the rotating nature of the student body causes activism to be sporadic and impermanent
  - "inconsistencies, incompatibilities, or inadequacies" between the context, the activist's motivation, type of activism, and activist's relationships can create frustrations and challenges for the student activist (Bakke, 1966, p. 170).
    - Does the place and ownership of the integrity policy make space for student integrity activists?

Integrity Activist Archetypes

1. The Advocate
2. The Judge
3. The Educator
4. The Evangelist
5. The Organizational Consultant

The Advocate

It's a scary system. Especially like I said, you have no idea what and they you get called to do this, you got to sit in front of people at a table, hearing stuff and your professor or whatever is making allegations against you and so that's how I got into that because I wanted them not to be afraid and to talk to them. I try to do my best to clear my schedule so that if they want to meet, whenever they want to meet, how ever many times they want to meet, if they want me to be there with them when they do the investigations just so they'll be comfortable with it and not be scared.

The Judge

I was just always interested in that kind of thing, like decisions and seeing why people would decide certain things and just, I guess that kind of personality in me always sought to be judicious and, when people were arguing, I would just try to see both sides and decide why people picked a certain way or why people lost, just kind of put things together.

The Educator

There needs to be a way to show you what you did wrong and how you can improve. We're not saying that you're a horrible person for doing this action. We're saying, 'this is not a good thing. We want to make you a better citizen. A better person. And there's a better way to do this and here is how. Go through the academic integrity course. Let us show you how to do better so that you can be an effective adult and an ethical person.
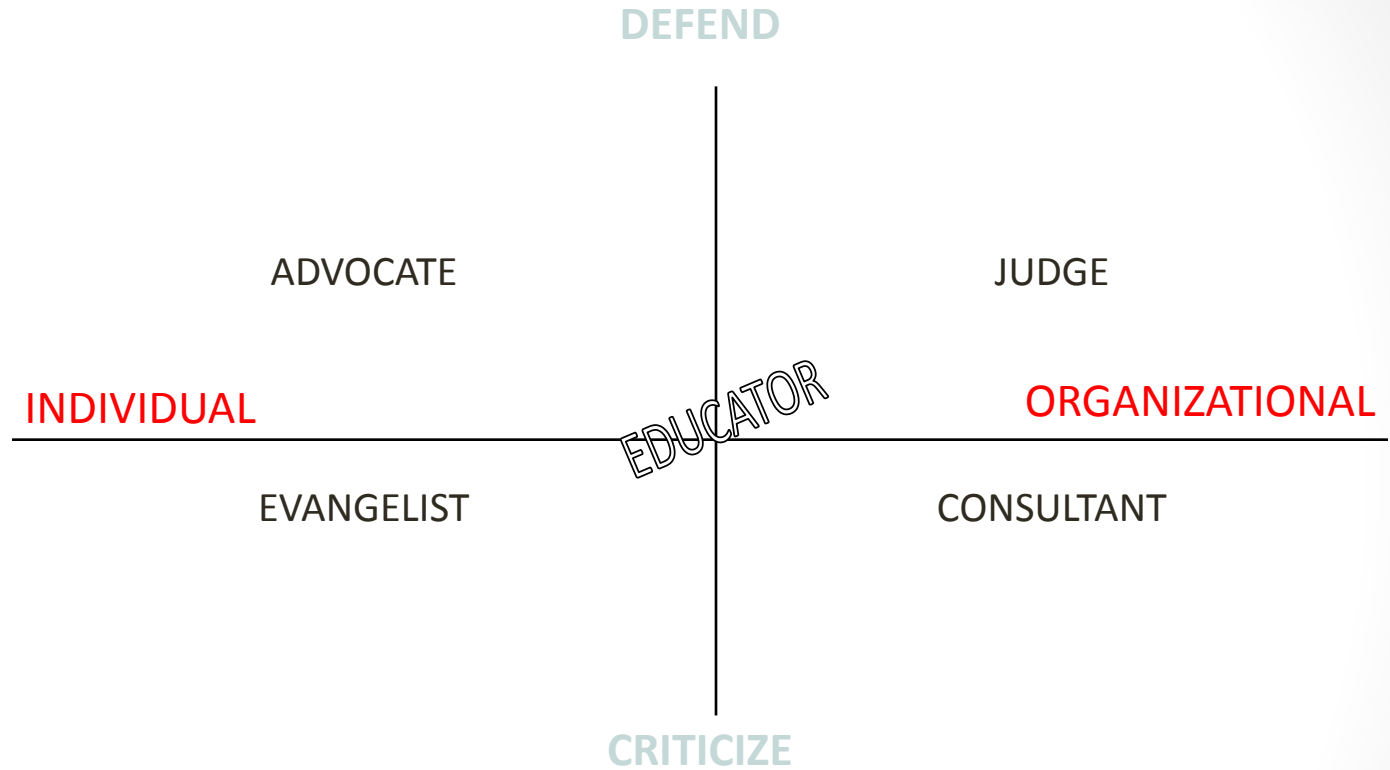
The Evangelist

Let's help them. Here's everyone else (she motions at a low level with her hand), and we don't want them to be down here. Let's pull that person up so we can all, you know, stand on two legs together,' and you see someone that's struggling and you want to help them and a way to help them is to show them what they need to do differently. So I think that a sense of community really shows them what 'we want you to be. We want you to be lifted up and to be a better person and right now you're not going about it the right way. And right now you're really not going about that the right way.

The Organizational Consultant

I'm starting to shy away from the fact that its really a student oriented problem. I think we might be looking at something a little more complicated but....but...to some level its almost relieving to say that the students.....like this university is more of a student oriented university and that's good that we have that community there, at least among the students. I don't think the solution is as easy as those articles say. It's a complicated problem. If you're dealing with kids like these kids who are clearly the top, of the top of cheaters, I'd be willing to bet. Cream of the crop in terms of cheating. I....I think that what you need is different than different colors of pieces of paper. I think you're dealing with a greater problem of something else.

	ADVOCATE	EDUCATOR	EVANGELIST	JUDGE	ORGANIZATIONAL CONSULTANT
Motivation for Getting Involved-Their "Cause"	To protect students' rights, whether that be a right to due process or a right to have the education they deserve	To help students reform or develop their integrity/morality, or just to inform them of the rules.	To spread the integrity doctrine to the masses so as to reform students and create a most just, ideal and moral community.	To "put things right where things are getting wrong" and ensure that students are living according to the rules.	To liaison between the organization and the student body as an informant of the "student mind and intent"
Work that they like	Advise students going through the process, education students on policies and rules, assist them at hearings, and critique policy.	Make presentations to student body about policy and rules and teach academic integrity classes.	Organize events, integrity marketing campaigns, speak to classes and student groups about value of integrity & ethics	Sit on hearing panels and decide cases.	Influencing policy, sitting on policy committees, talking to upper administration and faculty about the problem and possible solutions
Conflicts with Administration	Defining "cheating" differently than the students---conflict over working with others, use of resources, etc.	Not doing sufficient education of the faculty or the whole institution---leaving it to integrity activists	Not making integrity or ethics a strategic priority of the institution---allowing the ends to justify the means	Overruling decisions by the honor council	Asking integrity activists to support policy or code but not taking their opinion
Challenges	Working with the other student integrity activists who may see the Advocates as fighting against the moral cause of academic integrity.	Having substantial time to spread the word about the code or policy and the consequences of cheating to the entire student population.	Being viewed as "preachy" by the general student body or "holier than thou," thus having their message lost.	Handling the power to hold students accountable and punish them for cheating---perhaps more emotionally draining than they expect.	Feeling powerless and unheard by the faculty and administrators.
Influence of Context	If the Honor Council wasn't involved in the adjudication process, as at EU, then there were few opportunities for integrity activists to act as Advocates	Most common at LC & HU where there was a "reform approach" taken, e.g., especially in the form of an academic integrity seminar for violators	Most common at EU where the only role of the Honor Council was to promote integrity values such as honesty, trust, respect, responsibility.	Much more difficult in a small campus because the likelihood that the honor council students know the accused student is more likely	This type seemed to be the least shaped by context and more shaped by personality of the activist. However, the structures at EU (an independent honor council) and HU (where the honor council had some history) did support the veracity with which this role was taken up.

Lessons Learned: Motivations

- Majority motivated by the moral content of the issue
- Evangelists are especially morally dissonant with their peers
- Other implicit motivations, such as protecting one's own interests
- Others (e.g. Consultant) motivated by changing the campus and reinvigorating an emphasis on teaching and learning

Lessons Learned: Expectations

- Talk about academic integrity and ethics more systematically and regularly
- Publicly support efforts of integrity activists
- Act as mentors, coaches and guides to activists
- Build and support a foundation so students can lead

Lessons Learned: Challenges

- Activism tempered by formality of the work
- Being shunned by the general student body
- Role ambiguity or conflict
- Stress and emotional toll

Recruiting Academic Integrity Champions

- students are important integrity champions

- you should offer a continuum of involvement
  - passive to directly active
  - advocacy to educational

- conduct activities that invite students "in"

- welcome students who have been through the process