



LET'S TALK ABOUT ACADEMIC INTEGRITY

Why, When and How to Talk About Academic Integrity In Your Course

Overview

- Introduction
- Panelist Approaches
- Academic Integrity Resources
- Questions

Strengthening UBC's Culture of Academic Integrity (2021-2022)



Awareness, engagement and impact

Raising awareness through events, networking and scholarly contributions



Academic Integrity Working Group

To facilitate conversations and activities to promote a culture of academic integrity amongst administrators, faculty, staff, and students.

Academic integrity website

An anchor for UBC's culture of academic integrity and a central repository of resources moving forward

Academic Integrity Senior Manager, VPA

ACADEMIC INTEGRITY HUB



Institutional Awareness and Commitment



Academic Integrity Education



Academic Misconduct Support



The responsibility for academic integrity is shared by all members of the UBC community.

Educative
approach

Central
support

Shared value

Multi-
stakeholder
approach

Align with
strategic
commitments

Elevated
awareness



Dr. Jaclyn Stewart

Associate Dean Academic,
Faculty of Science and
Professor of Teaching,
Department of Chemistry

ACADEMIC INTEGRITY

As a student, your number one task is to learn new things. Just like your professors, however, you are a member of a university scholarly community. As a part of this community, you are responsible for engaging with existing knowledge and contributing ideas of your own. Academics—including you!—build knowledge through rigorous research that expands on the contributions of others, both in the faraway past and around the world today. This is called scholarship. Academic integrity, in short, means being an honest, diligent, and responsible scholar. This includes:

- Accurately reporting the results of your research, e.g., when collecting data in a lab.
- Taking exams without cheating.
- Completing assignments independently or acknowledging collaboration when appropriate. Collaboration through group work is an effective way to learn. I will clearly indicate when you should collaborate, for example during in-class group work and on some online homework assignments.
- Creating and expressing your own original ideas.
- Engaging with the ideas of others, both past and present, in a variety of scholarly platforms such as research journals, books by academics, lectures, etc.
- Explicitly acknowledging the sources of your knowledge, especially through accurate citation practices.

Any instance of cheating or taking credit for someone else's work, whether intentionally or unintentionally, may result in a mark of zero on the assignment or exam and more serious consequences may apply if the matter is referred to the President's Advisory Committee on Student Discipline. Careful records are kept in order to monitor and prevent recurrences.

To help you learn your responsibilities as a scholar, please read and understand UBC's expectations for academic honesty in the UBC Calendar: "[Academic Honesty](#)," "[Academic Misconduct](#)," and "[Disciplinary Measures](#)". Read and reflect on the [Student Declaration and Responsibility](#). There are resources to help you meet these expectations, for example the Chapman Learning Commons "[Understand Academic Integrity](#)".

Feel free to ask me about academic integrity. Part of my job is to guide your growth as a scholar, and I would much rather you ask for clarification than unintentionally engage in academic misconduct, which has serious consequences.

Sometimes students who are experiencing a lot of stress feel the only way to deal with a situation is to cheat. Please do not do this. Talk to me, and I am sure we can work something out together.

definitions and importance

disciplinary-specific actions

resources

invitation to discuss

recognition of external factors

CLEAR INSTRUCTIONS AND INTEGRITY PLEDGE

Very specific allowable and non-allowable resources listed.

Pledge at the start of an exam is a way to highlight the importance of academic integrity.

Inconclusive evidence about whether integrity pledges reduce cheating.

I am re-considering my use of integrity pledges on assessments in the future.

Quiz Instructions

I expect all students to complete this quiz without help from any people or the Internet, with the exception of the electronic version of the textbook (Tro Introductory Chemistry Essentials). This means that searching/Googling questions is not permitted (it also is unlikely to be more helpful than using your notes or the textbook). You must not post questions on tutoring sites or ask for help from other people during the quiz.

The following resources are permitted:

- Course notes (slides, your own personal notes)
- The textbook (electronic or paper)
- Calculator

All quiz and exam questions are copyright of the UBC Department of Chemistry and must not be distributed in any form.



Question 1	0 pts
<p>I hereby pledge that I have read and will abide by the rules, regulations, and expectations set out in the Academic Calendar, with particular attention paid to the: Student Declaration & Responsibility, Academic Honesty & Standards, Student Conduct During Examinations, and any special rules for conduct as set out by my course instructor. Additionally, I affirm that I will not give or receive any unauthorized help on this examination and that all work will be my own.</p> <p>Write your name to indicate you have read and agree to abide by the University rules, regulations, and expectations for academic honesty.</p>	
<p>Edit View Insert Format Tools Table</p> <p>12pt Paragraph B <i>I</i> <u>U</u> <u>A</u> T^2 :</p>	

EXPLICIT INSTRUCTION

In science communication courses SCIE 113, SCIE 300, and CHEM 300, paraphrasing instruction and practice.



Make the connection to scientific research – why are citations important in science?

Address the nuances of unacceptable and acceptable practices, and how sometimes it is hard to know what to do (e.g. common knowledge, text recycling).



Dr. Brianne Orr-Álvarez

Assistant Professor of Teaching
(Spanish),
French Hispanic and Italian Studies

The background of the slide features a series of white, wavy lines that create a sense of movement and depth against a solid blue background. The lines are most prominent in the upper right and lower right areas, curving and overlapping to form a dynamic, abstract pattern.

ACADEMIC INTEGRITY IN THE SPANISH LANGUAGE CLASSROOM

Brianne Orr-Álvarez
Assistant Professor of Teaching (Spanish)
FHIS Department

OUTLINE

- Context
- Course-specific approach
- Challenges and solutions

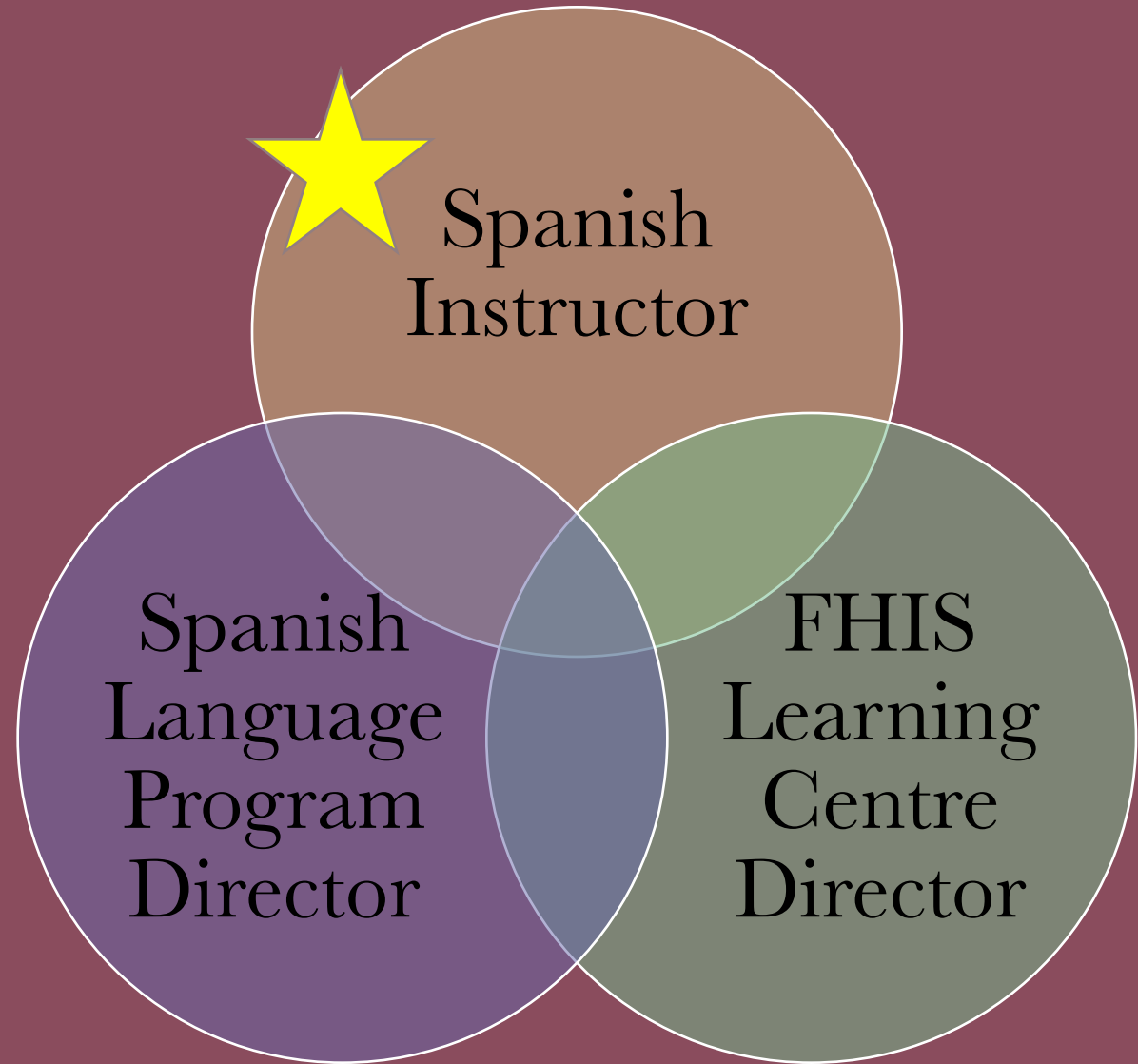


Integrity

Research

CONTEXT(S)

- Outline expectations and policies
- Define (together!)
- Apply & diversify
- Revisit and refine
- Question
- Play!



SPANISH 101

Course Overview

SPAN 101 introduces learners to the **fundamentals of the Spanish language** through personalized activities that require interactive communication, intercultural knowledge, and **real-world engagement with course materials**. Throughout the semester, students will demonstrate an ability to listen to, discuss, read and write about everyday activities and future plans within the context of common tasks and situations, **and in accordance with diverse academic integrity expectations and practices**.



¡HOLA!

APPROACH

Prevent

- Course description (rooted in discipline)
- Expectations and Policies
- Core learning outcome(s)
- Open dialogue and definition from day 1!

Teach

- Workshop what AI looks like for each assessment, assignment, individual or group activity
- Encourage frequent dialogue and check-ins
- Demonstrate and define boundaries (i.e., Google Translate, "proofreading", group work)

Respond

- Share what an appropriate response might look like in advance of each task/assignment;
- Initiate a conversation with students that may have moved toward misconduct
- Listen, learn from them, and share next steps

Challenges (*and solutions!*)

1. It is tough learning another language, and we don't like to sound "childish";
2. Tools available to students are extremely advanced, and appealing to those that fall behind;
3. Learning Management Systems autocorrect (i.e., Canvas), and lockdown browsers are not ideal for building and demonstrating trust (or even for certain machines!);
4. Spontaneous speaking activities are the best way to gauge communicative strategies and skills, as well as application in context of lexical and grammatical concepts... but they create stress if done in ways that don't demonstrate flexibility, compassion, and care for students' wellbeing and performance anxieties!
5. More, more, more!

Share stories and experiences with students!

Scaffold assessments so that students gradually work toward course-goals in personalized ways that allow for informal and formal assessment strategies

Teach and model time management and simple goal-setting strategies!

Build communication (written/verbal) into daily exercises and demonstrate boundaries and "best practices".



Dr. Jessica Kalra

**Assistant Professor of Teaching,
Faculty of Pharmaceutical
Sciences**



Encouraging Academic Integrity Through a Preventative Framework

What?

prevention (n)

the act of stopping something
from happening

or

the act of stopping someone
from doing something



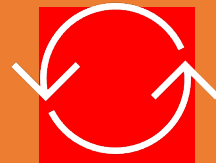
Primary

Education



Secondary

Screening to identify
and manage risk factors
before the onset
symptoms



Tertiary

Treatment/Restorative
practice

Why?

"I'd much rather spend my time on the students who need help than 10 times that time documenting plagiarizing cases."

~Dr. David J. Malan, Computer Science, Harvard University
Chronicle of Higher Education, January 23, 2020

<https://tinyurl.com/2rk84ekm>

How?



FOSTERING A CULTURE
OF **INTEGRITY**



INTENTIONAL ASSESSMENT
DESIGN



ENGAGING STUDENTS IN THE
LEARNING ENVIRONMENT

Assessment Design to Encourage Academic Integrity

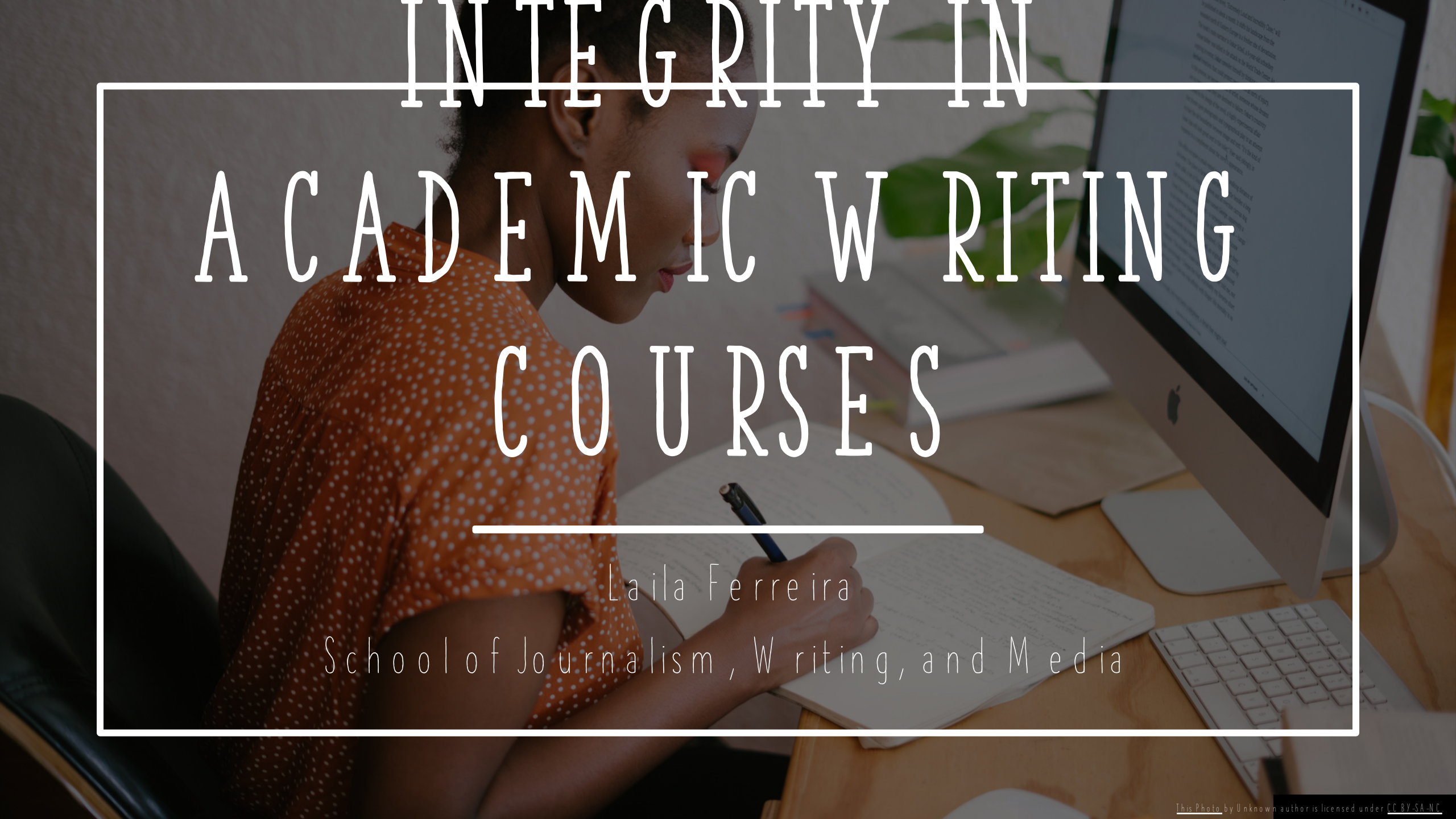
“If you want to make a student that almost never plagiarizes, you need: a student that is passionate about the assignments, confident in their skills and has the resources to complete the tasks they are given.”

~J. Bailey 2020



Dr. Laila Ferreira

Assistant Professor of Teaching,
School of Journalism, Writing,
Media

A woman with dark hair, wearing an orange polka-dot shirt, is sitting at a desk. She is looking down and writing in a notebook with a blue pen. On the desk, there is a computer monitor displaying text, a keyboard, and some papers. The background is slightly blurred, showing a green plant. The entire scene is framed by a white border.

INTEGRITY IN ACADEMIC WRITING COURSES

Laila Ferreira
School of Journalism, Writing, and Media

ACADEMIC INTEGRITY FOUNDATIONS

Teaching, learning, practicing academic integrity is an ongoing process

Teaching academic integrity is not only the responsibility of writing courses and instructors

Academic integrity practices are contextual and can vary depending on cultural, institutional, disciplinary contexts

Students WANT to know how best to meet academic integrity expectations

Sharing our own experiences fosters conversation and alleviates shame and fear

FRAMING & INTEGRATING

Syllabus

Learning based language-related to learning objectives & goals

Clear guidelines and resources on the syllabus & Canvas

Academic Integrity unit

Empower students through knowledge of standards, policies, processes

Address & discuss complexities, grey areas, challenges

Throughout course

Return to earlier discussions

Connect to each specific assignment

Link to research ethics

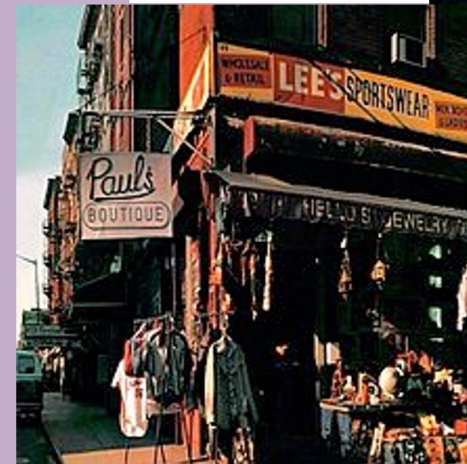
What? How? Why?

INTERTEXTUALITY

- Julia Kristeva (literary criticism)
 - all texts carry previous texts within them
- Norman Fairclough (linguistics):
 - "the presence of actual elements of other texts within a text" (Fairclough 39)
 - "a matter of recontextualization...a movement from one context to another" (Fairclough 51)

Becoming a member of the scholarly community

Intertextuality & Academic Integrity



SCHOLARLY CONVERSATION & ATTRIBUTION

- Why do scholarly writers attribute/cite their uses of intertextuality—incorporation of other scholars?
- What does citing/attribution allow a writer to do?



CLOSE ANALYSIS

- Identify features of academic integrity practices (such as citation) in different disciplinary contexts
- Analyze the forms for what they can tell us about the context & how students might apply them in their own writing

In addition to mood management motivations for viewing online cat-related media, news accounts suggests that many people watch cat videos online to avoid work or unpleasant tasks (FlorCruz, 2013; Garber, 2012). While online cat media is generally humorous or adorable, it may bring with it hedonic pleasures but little educational or utilitarian gains. Research on general motivations for media use also points to procrastination as a reason



RESEARCH 101

**A Manifesto for Ethical
Research in the
Downtown Eastside**

APPLICATION TO RESEARCH ETHICS

- Research ethics
 - informed consent
 - gathering data/evidence
 - managing data/evidence
 - representations of findings
- Citation & power



Dr. Peter Ostafichuk

Chair of First Year Engineering
and Professor of Teaching,
Department of Mechanical
Engineering

Engineering Context



UBC Engineering Timeline



First Year
Iron Pin



Fourth Year
Iron Ring



Professional
Engineer
Seal



Iron Pin Ceremony

As a UBC Engineer, I shall:

1. Uphold the academic integrity of the university and of the UBC Engineering degree, submitting work only when it is founded upon honest efforts and personal achievement.



In keeping
profes
welcoming

members.

As a UBC Engineer, I shall:

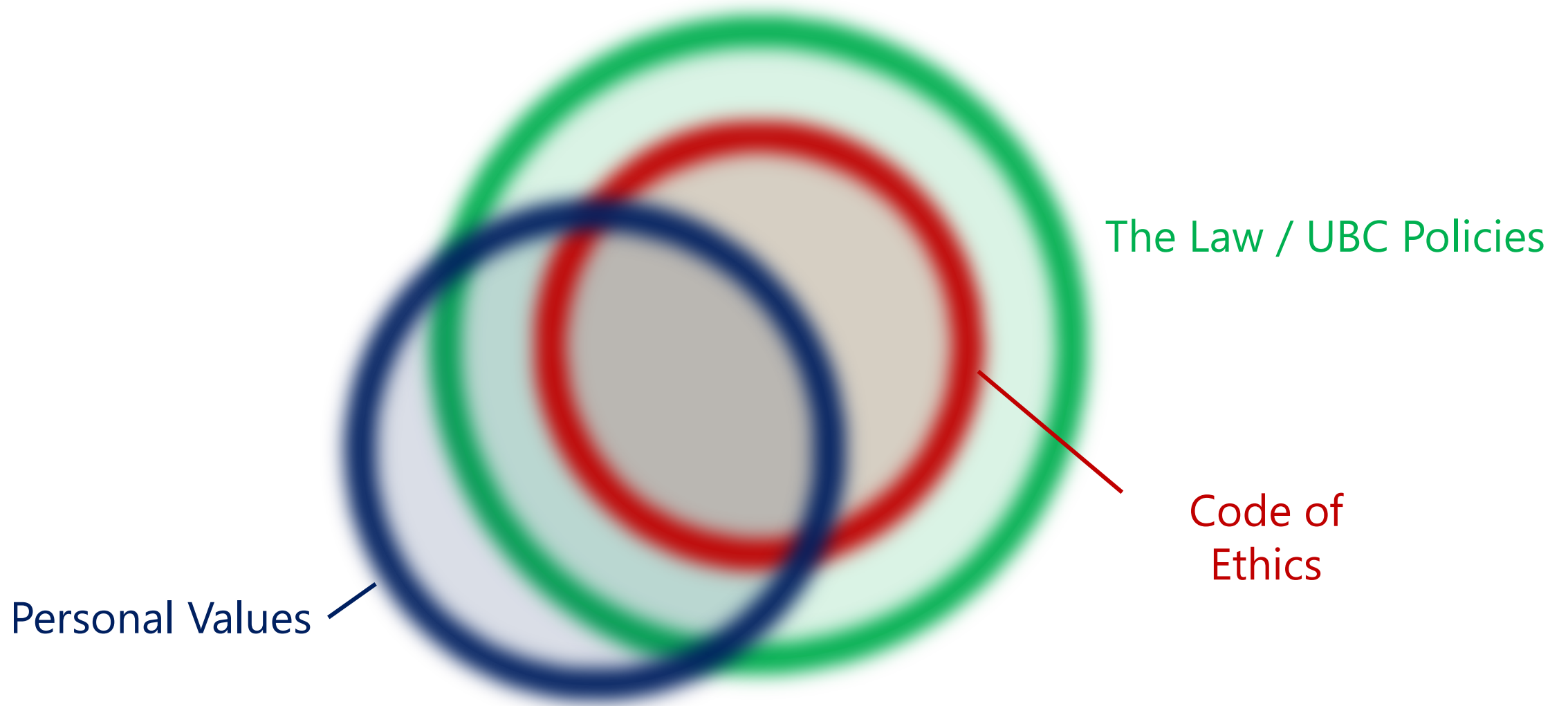
1. Uphold the academic integrity of the university and of the UBC Engineering degree, submitting work only when it is founded upon honest efforts and personal achievement.
2. Commit myself to advance my body of knowledge, engage in professional development, and acknowledge the importance of lifelong learning.
3. Conduct myself with respect and integrity when interacting with all members of our community and society at large, give credit where it is due and accept, as well as give, honest and fair professional comment.
4. Report any hazardous, illegal, or unethical decisions or practices by any member of our community.
5. Extend public knowledge and appreciation of engineering and protect the profession from misrepresentation and misunderstanding.

Signature: _____

EUS



Simplified Ethical Framework



Analyzing Ethical Dilemmas

1. What is the ethical dilemma in this scenario?
2. What do each of the following say about the scenario?
 - “The Law” (i.e., UBC policies)
 - The Code of Ethics
 - Organizational Values (i.e., UBC values)
 - Societal Values
 - Your own Personal Values
3. What are some possible courses of action you could take?
4. Who are the potential victims if you do not take any action? If you do take action?

Scenario 1: Peer pressure

- Imagine it's mid-evening and you have just finished an assignment due tomorrow morning.
- Your roommate (also in engineering) asks for help with the assignment you just finished, but you explain that you don't have time.
- Your roommate takes your completed assignment from your desk and promises that they will only use it for “learning and inspiration” while they complete their own assignment.

Snapshot of Our Approach

- Draw from expectations from the profession
- Leverage the student code of ethics and Iron Pin
- Focus on process for resolving ethical dilemmas
 - Scenarios meant to be murky but plausible to a student
 - Scenarios assume no action or fault on the part of the student
 - Acknowledge some situations challenge personal values
- Weave academic integrity into examples and discussions



Questions



Academic Integrity Resources

New Resources



**NEW ACADEMIC
INTEGRITY WEBSITE**



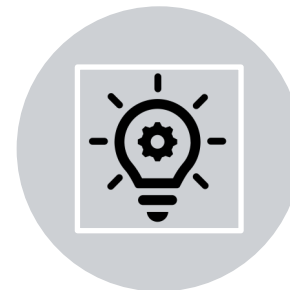
**TEACHING ACADEMIC
INTEGRITY**



**INTRODUCTION TO
ACADEMIC INTEGRITY
POWERPOINT**



**ACADEMIC
MISCONDUCT TOOLKIT
(OMBUDS OFFICE)**



**ACADEMIC INTEGRITY
CANVAS COURSE**





Academic Integrity

Home

About Academic Integrity



Teaching & Learning



Regulation & Process

Resources for an Educative Approach

Share Your Thoughts

What is Academic Integrity?

Academic Integrity at UBC

Glossary

Myths About Academic Integrity

Faculty Quickstart

Students Quickstart

News

academicintegrity.ubc.ca

New Resources

Introduction to Academic Integrity Power Point for instructors

Academic Integrity in [Course Name]

UBC Academic Integrity Working Group, 2022

SCENARIOS

<p>Plagiarism The act of using another person's academic work as one's own, without proper citations.</p>	<p>Unintentional plagiarism Using another person's academic work as one's own without the intention to plagiarize (i.e. accidental plagiarism from careless academic practice).</p>
<p>Collusion Collusion is working with other students <i>without authorization</i> or outside of instructor guidelines resulting in unfair work results over other students who worked individually.</p>	<p>Contract cheating The act of using another person, or commercial organization, with or without payment, to complete one's academic work and assignment.</p>

What scenarios could come up in this course?

ACADEMIC INTEGRITY: WHY DOES IT MATTER?

Academic integrity is a commitment to uphold the values of **respect, integrity, and accountability** in all academic and scholarly endeavors. It's an essential part of being a member of the UBC community.

Learning with integrity:

- Ensures you graduate with the knowledge and skills for professional success.
- Upholds the value of your UBC degree.



MAKE A PLAN FOR ACADEMIC INTEGRITY

New challenges, stressful situations, or lack of information can lead well-intentioned students to commit academic misconduct. Take some time to get familiar with what constitutes academic misconduct, along with resources and tips to learn with honesty and integrity.

- Review academicintegrity.ubc.ca for an overview of academic integrity, some examples, and links to resources.
- Read UBC's Academic Honesty and Standards and Academic Misconduct regulations in the Academic Calendar.
- Familiarize yourself with the support available to you such as tutoring, counselling or advising.
- Check your syllabus to see whether your instructor has included details about academic integrity.

Teaching Academic Integrity Recap

Teaching Academic Integrity

CTIY Spring Institute 2022

Instructors have an important role in supporting an environment where students understand academic integrity as a concept and are supported to learn about related competencies and skills. It is important to remember that everyone does not already know about academic integrity and every course is an opportunity to reinforce the topic and skills.

PREVENT

Prevention strategies include cultivating an awareness of academic integrity and being clear around expectations in your course. Help students understand why academic integrity matters in your course and beyond the classroom. Create an awareness of academic integrity as a concept (value) and as a competency (skill).

- Share UBC's new [academic integrity website](https://academicintegrity.ubc.ca).
- Draw attention to the [academic misconduct website](https://academicintegrity.ubc.ca) in UBC's Academic Calendar.
- Be conscious of tone and address the topic in a neutral and non-accusatory way. Talk about academic integrity in an open and factual way.
- Use your [course syllabus](https://academicintegrity.ubc.ca) to outline what academic integrity means in your course and remind students what your expectations are around assignments and evaluations.
- Emphasize course procedures (i.e., how and when to request an extension, single time management skills, and facilitating interpersonal connections (particularly in large lecture classes) to help prepare students and create pathways to ask for help when they are in need.
- Make sure students know there are academic resources to support them with skill development (tutoring, time management, note taking) and a strong network of support resources should they be facing other difficulties.

TEACH

In the classroom, teaching students about academic integrity can range between spending a few moments discussing the topic to an approach connecting academic integrity to course learning outcomes or redesigning assessments to support and reward academic integrity.

- Be specific and address the role of academic integrity in your discipline and course. Remember that academic integrity can look different in the lab or in the context of the humanities classroom.
- Clarify academic integrity criteria for assignments. Draw a clear boundary between what students can and cannot do when working on assignments and assessments, especially around accessing resources and the type of collaboration permitted.
- Link academic integrity to course learning outcomes by [making academic integrity a value of your course](https://academicintegrity.ubc.ca) and the scholarly community.
- Consider [academic integrity strategies](https://academicintegrity.ubc.ca) to reinforce integrity scaffolded assignments, adjust examinations, consider alternative or more authentic assessments.
- Spend a few moments on academic integrity in your class and engage students in an [academic integrity activity](https://academicintegrity.ubc.ca). This can break the ice and create a comfortable environment for questions. Consider spending a few moments talking about [academic cheating](https://academicintegrity.ubc.ca) and the risks this can lead to.
- Assign the [Introduction to Academic Integrity](https://academicintegrity.ubc.ca) module on Canvas and spend a few minutes discussing it in class.
- Review the [Academic Integrity Trail](https://academicintegrity.ubc.ca) and approaches connected to its three dimensions: pressure, rationalization and opportunity. This framework provides a nuanced understanding of why academic misconduct occurs and gives direction for how to respond to it.

RESPOND

When an allegation of academic misconduct is suspected, respecting fair process is essential to building a culture of academic integrity. All cases of suspected academic misconduct must be reported according to your Faculty's procedure.

- Make sure you are aware of when and how to report suspected academic misconduct. If you are unsure about this procedure, reach out to your Department Head or Associate Head or review the [academic integrity website](https://academicintegrity.ubc.ca) for a general overview.
- Consider reviewing some of the [Faculty guidelines](https://academicintegrity.ubc.ca) and the [Faculty checks](https://academicintegrity.ubc.ca) from the Ombudsperson for Student's Academic Misconduct Toolkit.
- Continued education is [important](https://academicintegrity.ubc.ca) and students faced with an allegation should be supported to acquire the skills they need.
- Academic integrity resources can be used as prevention and as response.

Academic integrity is everyone's responsibility.

Resources

- [Academic Integrity Website](https://academicintegrity.ubc.ca)
- [Academic Honesty and Standards](https://academicintegrity.ubc.ca) - Academic Calendar
- [Ombudsman for Academic Misconduct](https://academicintegrity.ubc.ca) - Academic Calendar
- [Resources for a Disciplinary Approach](https://academicintegrity.ubc.ca)

Acknowledgements

This resource was developed for a panel 'Let's Talk About Academic Integrity: How, What, and When to Incorporate Academic Integrity into Your Course' for the CTIY Spring Institute 2022.



THE UNIVERSITY OF BRITISH COLUMBIA



Questions?



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