ACADEMIC INTEGRITY IN THE FACULTY OF ARTS

3/20/23

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Emily Hudson, Curriculum Manger and Academic Integrity Coordinator
Outline

1. Policies, procedures, and roles related to academic integrity complaints in Arts
2. A changing picture: recent changes affecting academic integrity
3. What can we do about it?
PART 1: ACADEMIC INTEGRITY PROCEDURES IN ARTS
What happens when an academic offence is suspected?

**STEP 1:**
Instructor informs AD Undergrad Students/AI Coordinator
(student, course, assignment type and weight)

**STEP 2:**
AD/Instructor/other ADs determine who will handle the issue

**Marty and Emily:**
- Confirm that this is an Arts student
- Check to see if this is a first offence
- Enter the case in tracking spreadsheet
- Place a UR (“Under Review”) on the student’s record
- Open a report in the Campus Incident System

- If first offence, AD and instructor can agree to “informal” resolution by instructor
- If non-Arts student, might be handled by other AD
- If subsequent offence, handled by AD
- If instructor wishes, handled by AD
Instructor suspects AI issue (and wants to handle it informally)

Informs Marty/Emily ….who check to see if this is
1) an ARTS student?
2) a first offence?

YES to both

AD proposes appropriate penalty. Instructor communicates to student.

Not an ARTS student

Discuss with other AD

Not a first offence

Student does NOT accept

AD follows up with resolution letter
1. Confirming penalty
2. Probably placing the student on disciplinary probation
3. Informing student of appeal procedure
4. Copied to instructor/RO

Student does NOT accept

Formal investigation by the AD

YES to both

Student accepts
## Penalties under Policy 71

<table>
<thead>
<tr>
<th>ACADEMIC</th>
<th>NON-ACADEMIC</th>
</tr>
</thead>
<tbody>
<tr>
<td>• letter of reprimand</td>
<td>• letter of reprimand</td>
</tr>
<tr>
<td>• disciplinary probation</td>
<td>• disciplinary probation</td>
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<tr>
<td>• grade penalty on an assignment, test, examination, or course; or, where applicable, failed standing in a term or modification of final grade</td>
<td>• restitution</td>
</tr>
<tr>
<td>• failed work term</td>
<td>• community service</td>
</tr>
<tr>
<td>• extra academic work</td>
<td>• fine</td>
</tr>
<tr>
<td>• removal of privileges</td>
<td>• eviction from UW student residence / housing</td>
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<tr>
<td>• additional course(s), possibly taken as Degree Requirement, Not in Average</td>
<td>• ban from a University facility or sponsored event, or from the campus</td>
</tr>
<tr>
<td>• community service</td>
<td>• removal of privileges</td>
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<td>• suspension</td>
<td>• suspension</td>
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<tr>
<td>• expulsion</td>
<td>• expulsion</td>
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<tr>
<td>• revocation of degree, diploma, certificate, standing or credit</td>
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Penalties under Policy 71

Guidance documents:

Guidelines for the Assessment of Penalties

Framework for the Assessment of Undergraduate Plagiarism

Framework for the Assessment of Unauthorized Collaboration

Generally, penalties depend on
• Severity of the offence (e.g., amount plagiarized)
• Value of the assignment
• Type of assessment (e.g., exam or test vs. quiz)
• Whether a first or subsequent offence

Possibly mitigating factors
• Experience of student
• Acceptance of responsibility
• Extenuating circumstances

• Nearly all include disciplinary probation

• For first-time plagiarism, first-year students can be assigned the Academic Integrity Workshop

Therefore, please do not propose penalties before checking with us
Once a case is resolved

- Resolution letter sent to student
  - Informed of their right to appeal
  - Copied to instructor, Registrar’s Office

- UR usually remains until the end of the course
- Final grades go to Emily (no need to submit a grade to the RO)
- Report gets completed in the Campus Incident System (CIS)
- Cases reported to Senate and summary report to UGAG
Considerations and appeals

- We try to conclude these as quickly as possible.
- Students can have a support person present at any meetings.
- The standard under Policy 71 is “balance of probabilities” – not absence of doubt.
- Policy 71 outcomes are (mostly) confidential – do not appear on transcripts or ASIS/OAT.
- Students have 10 days after a decision to appeal decision, first to the Faculty then to the University (Policy 72).
- E&S does not allow petitions to change grades resulting from a Policy 71 penalty.
The bottom line

- Please let us (both) know about all potential problems
- There is a system to track offences
- There are well-established frameworks for progressive penalties
- ADs talk to promote consistency across faculties
- Students have access to a range of supports and avenues for appeal
QUESTIONS ABOUT THE POLICY 71 PROCESS IN ARTS?
Academic integrity offences in the Faculty of Arts 2002/03 to 2021/22

- Data are subject to changes in classification and reporting
- Does not include offences handled by other faculties/AFIWs
- Trend was increasing pre-COVID
- Nearly 300 so far in 2022/23
New pressures on students?

- Stress related to COVID-19?
- Online courses?
- Online assessments?
- High school courses/lack of preparation?

Note: This is not how students study.
New contexts for misconduct?

- The ubiquity of online life and work?
- A culture of “sharing” online materials without attribution?
- An “age of collaboration” (Dyer, 2010)
- Study, note-taking and reading habits
- ...and, of course, new tools

New tools

• “Pay to Pass” sites (Chilby and Kurz, 2022)
• Online “paraphrasing” sites
• Online “plagiarism checkers”
• Contract cheating
• Easy communication (Whatsapp, Discord, text, etc.)
• …and now artificial intelligence (ChatGPT, etc.)

DISCUSSION:
WHAT HAVE YOU BEEN SEEING IN YOUR COURSES?
PART 3: WHAT CAN WE DO?
What can we do?

- **Upstream** (Rettinger and Price, 2022)
  - Contribute to a culture of integrity
  - Provide great teaching and assessment, so students see the value
  - Create relationships with students so they feel connected to the institution, instructors, other students

- **Mid-stream**
  - Provide opportunities for students to learn and practice skills
  - Provide tools, information on how to avoid problems
  - Provide clear instructions about what is and **is not** allowed

- **Downstream**
  - Depends on the specific problem...
Suggestions for Reducing opportunities for Plagiarism

- Designing scaffolded writing assignments
- Using Turnitin
- ...?
Suggestions for Reducing use of Artificial Intelligence

- Make it clear to students if they can use AI or not
- Make it clear that students have to cite an AI properly if they use it (e.g., MLA)
- Avoid free online AI detectors (Turnitin is working on an integration)

https://www.wired.com/story/what-is-a-robot/
Suggestions for Reducing opportunities for Cheating on tests or exams

- Consider in-person assessments
- Randomization of questions in online assessments
- Writing new exam questions for take-home or online assessments
- ...?

Suggestions for Reducing Unauthorized Collaboration

- Use Turnitin
- Design new assignments to avoid students finding online materials
- If there is group work in the course, make the limits of collaboration as clear as possible
- ...

Resources

- Office of Academic Integrity provides tips for instructors, as well as useful references

- The Academic Integrity Module is designed for first-year students
For this assignment you should work:  

Groups of 3 or 4 members.

Submit this assignment:

Additional description

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**Authorized Aids:**

- **COURSE NOTES**: From last 2 weeks
- **TEXTBOOK**: Description
- **LEARN**: Description
- **ONLINE JOURNALS**: Description
- **LAB MANUAL**: Description

**Do NOT use:**

- **ONLINE SEARCH**: Description
- **YOUTUBE**: Description
Resources

- The Library has resources for students, particularly regarding plagiarism and proper citation.
Resources

- The [Writing and Communication Centre](#) has resources for students

- The *Say it in Your Own Words: Paraphrase and Summary* workshop is available online
Resources

- The **Student Success Office** has resources for students.

- In particular, they offer tips for note-taking and reading habits, and peer success coaching.
Resources

- The Centre for Teaching Excellence has resources for instructors and TAs.
- They give a workshop on Academic Integrity for TAs.
- They offer some teaching tips for dealing with Artificial Intelligence.