

ACADEMIC INTEGRITY IN THE FACULTY OF ARTS

3/20/23

Marty Cooke, AD Undergraduate Students

Emily Hudson, Curriculum Manager 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)

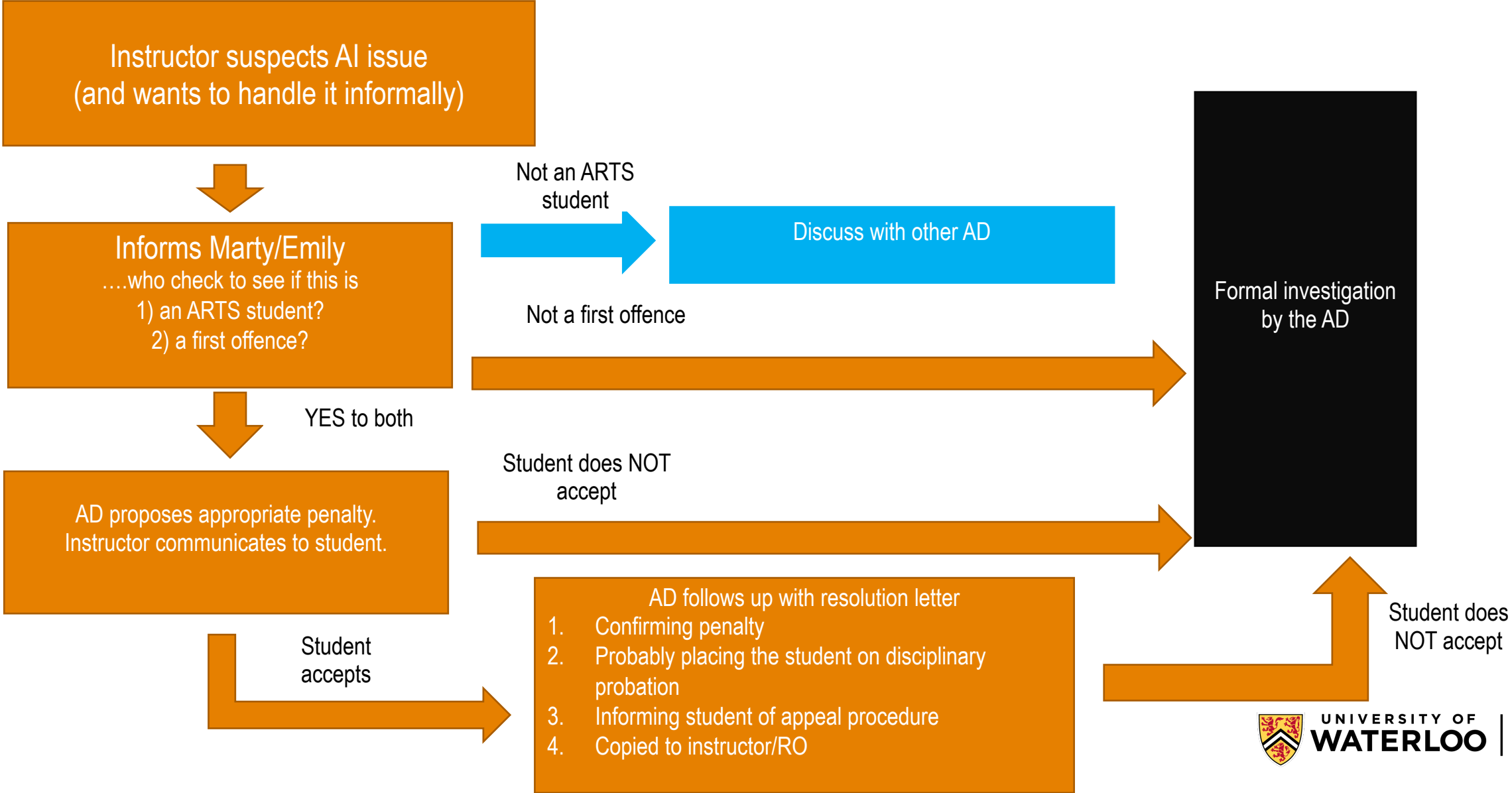
STEP 2:

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**

Policy 71 Informal procedure (instructor)



Penalties under Policy 71

Increasing severity



ACADEMIC	NON-ACADEMIC
<ul style="list-style-type: none"> • letter of reprimand • disciplinary probation • grade penalty on an assignment, test, examination, or course; or, where applicable, failed standing in a term or modification of final grade • failed work term • extra academic work • removal of privileges • additional course(s), possibly taken as Degree Requirement, Not in Average • community service • suspension • expulsion • revocation of degree, diploma, certificate, standing or credit 	<ul style="list-style-type: none"> • letter of reprimand • disciplinary probation • restitution • community service • fine • eviction from UW student residence / housing • ban from a University facility or sponsored event, or from the campus • removal of privileges • suspension • expulsion

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.

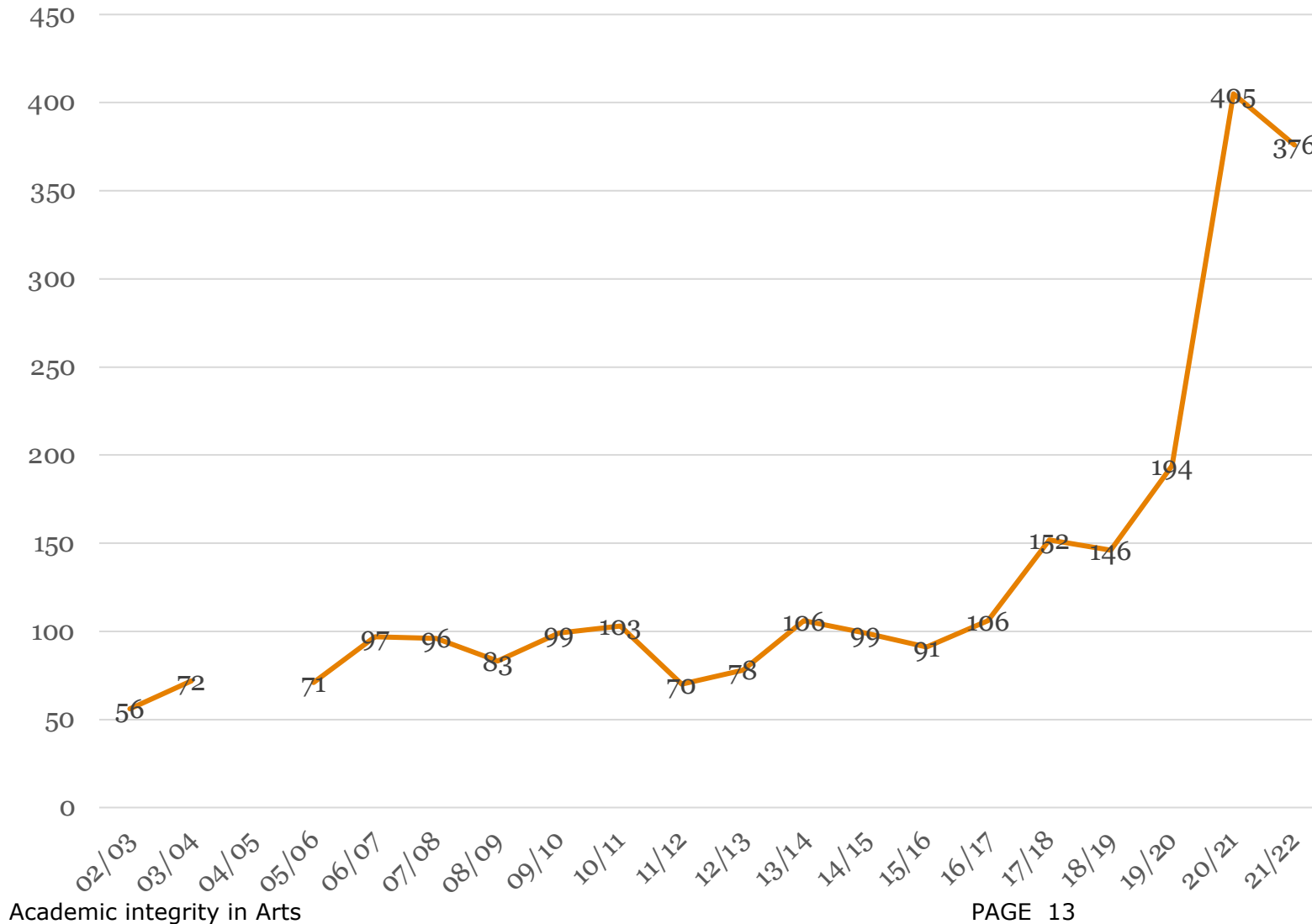
The bottom line

- 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?

PART 2: A CHANGING PICTURE

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?



<https://easyassignmenthelpexperts.files.wordpress.com/2019/06/students-can-calm-under-pressure.jpg>

Note: This is not how students study.




New contexts for misconduct?


Cheating on the rise in universities and colleges, and artificial intelligence could make it worse | CBC News

Cheating on the rise in universities and colleges, and artificial intelligence could make it worse

[f](#) [t](#) [e](#) [r](#) [i](#)

430 instances of scholastic offences were recorded by Western University of London, Ont., in 2021-2022

 [Kate Dubinski](#) · CBC News · Posted: Jan 12, 2023 11:55 AM EST | Last Updated: January 12

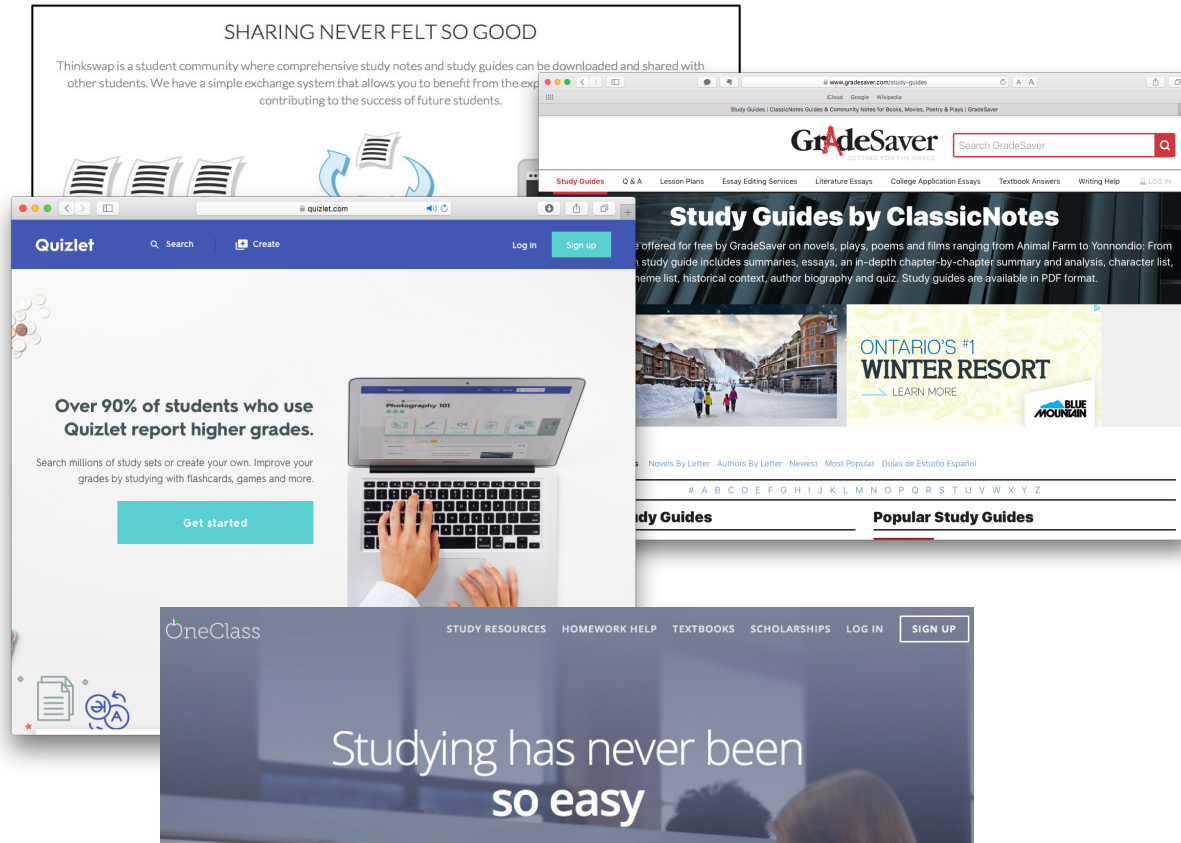


There were 430 reported instances of cheating at Western University in 2021-22, most of them involving plagiarism. (apichon_tee - stock.adobe.com)

- 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

Dyer, K. (2010). Challenges of maintaining academic integrity in an age of collaboration, sharing and social networking. In Proceedings of TCC 2010 (pp. 169-195)

New tools



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

Chibry, N., & Kurz, E. U. (2022). Pay-to-pass: Evolving online systems that undermine the integrity of student work. In S. E. Eaton & J. Christensen Hughes (Eds.), *Academic integrity in Canada: An enduring and essential challenge*, Springer.

**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

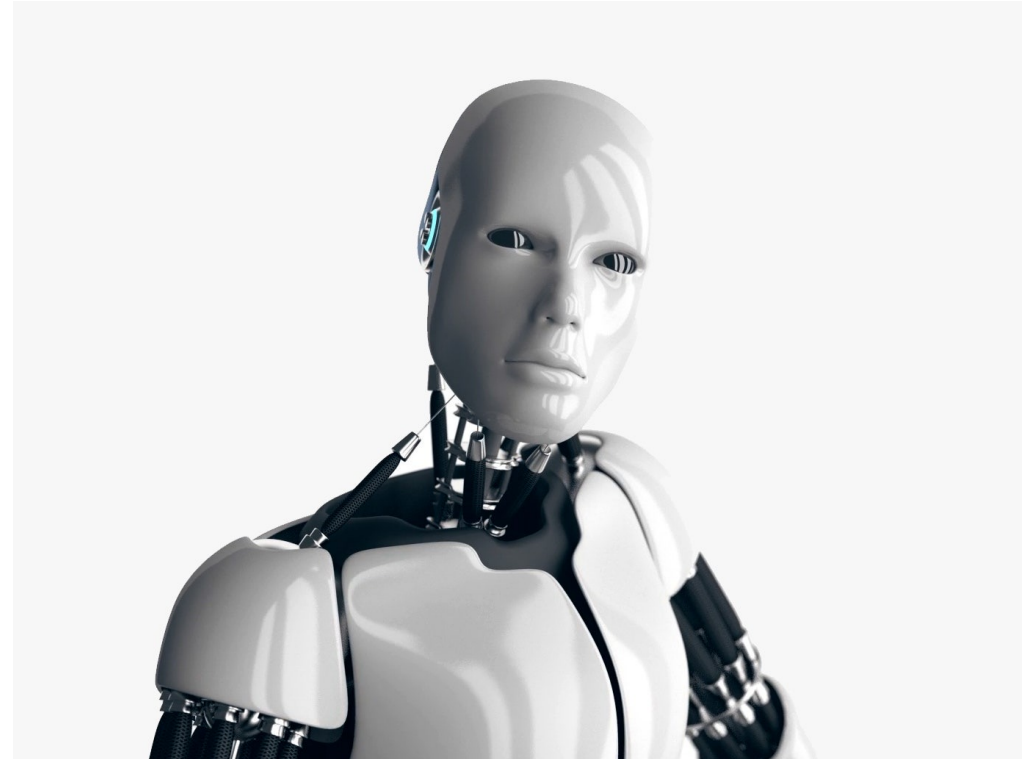
- Designing scaffolded writing assignments
- Using Turnitin
- ...?



<https://www.nbcnews.com/id/wbna32657885>

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
- ...?



<https://www.facultyfocus.com/articles/teaching-and-learning/what-i-learned-from-students-who-cheat/>

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
- ...?



<https://www.t3.com/news/this-darth-vader-and-grand-moff-tarkin-star-wars-collectable-is-enthusiast-grade>

RESOURCES

Resources

- Office of Academic Integrity provides tips for instructors, as well as useful references
- The [Academic Integrity Module](#) is designed for first-year students

ACADEMIC INTEGRITY

Office of Academic Integrity home

About the Office of Academic Integrity >

What Is Academic Integrity? >

Academic Misconduct

For Students >

For Instructors and Teaching Assistants v

Academic Advice and Tutoring

Academic Integrity Competency Resource

Academic Integrity Forms for Students

Academic Integrity Posters

Assessment Strategies

For Sessional and Adjunct Instructors

Group Work

Intellectual Property and Copyright

Academic Integrity »

Integrity for Instructors and TAs

For access to tips and resources in the online environment, instructors can visit the [Keep Learning with Integrity](#) page.

Your department, faculty, and the university will support you in your efforts to promote integrity through course construction, academic integrity-related education and, when necessary, disciplinary action. If you'd like support or see an opportunity for an integrity-related initiative, contact the Associate Dean of your Faculty or the [Office of Academic Integrity](#).

To create a culture of integrity in your classroom, it is important to discuss academic integrity expectations with your students throughout the semester, and connect them with resources across campus. Review best practises and resources for instructors, TA's, and students for:

- [Group Work](#)
- [Referencing and Research Skills](#)
- [Stress and Time Management](#)
- [Academic Advice and Tutoring](#)
- [Intellectual Property and Copyright](#)
- [Turnitin and iThenticate](#)
- [Academic Misconduct](#)
- [Artificial intelligence and ChatGPT](#) etc.

For this assignment you should work:



Groups of 3 or 4 members.

Submit this assignment:



Additional description

✓ Authorized Aids:



From last 2 weeks



Description



Description



⊘ Do NOT use:



Description



Description

Description




Resources

- The [Library](#) has resources for students, particularly regarding plagiarism and proper citation

LIBRARY

[Library](#) / [Research guides](#) / [Avoid Plagiarism, or How to Successfully use the Works of Others](#) / [Avoid Plagiarism](#)

Avoid Plagiarism, or How to Successfully use the Works of Others: Avoid Plagiarism

Demonstrating scientific examples. 

[Avoid Plagiarism](#) | [Paraphrasing](#) | [Summarizing](#) | [Quoting](#) | [Using Data](#) | [Using Images](#)

Avoid Plagiarism

You can use the works or ideas of others, but you need to give credit to the author or creator. If you don't, that is plagiarism.

This information is for your class work, not publications

Sometimes it seems difficult to avoid plagiarism because:

- You need to show you understand the topic using your own words and grammatical structure, without altering facts or meanings; and,
- To be clear and concise you may need to use scientific terminology, yet you still must avoid using someone else's words.

To help with that, here are some ways you can use the works of others and avoid plagiarism:

Thanks

This website was created with the research and writing assistance of Kristen Jensen, BSc (PT) & MLIS candidate, August 2009.

"Issues in Scientific Writing: Paraphrasing, Plagiarism, and Misrepresentation" by M. Eberle (Fort Hays State University, Kansas, USA) provided both inspiration and information for the Guide authors. With his gracious permission we have followed his example in presenting & analyzing different forms of plagiarism.

I also want to thank Mary Power, PhD, for her assistance with ensuring the science remained accurate as article snippets were transformed via the methods noted in this guide.

Your librarian



Kathy Szigeti

[Email Me](#)

Contact:
Davis Centre Library
Room 1553
519.888.4567 ext.48785

Subjects:
[Chemical Engineering](#),
[Chemistry, Materials and Nanosciences](#),
[Nanotechnology Engineering](#)

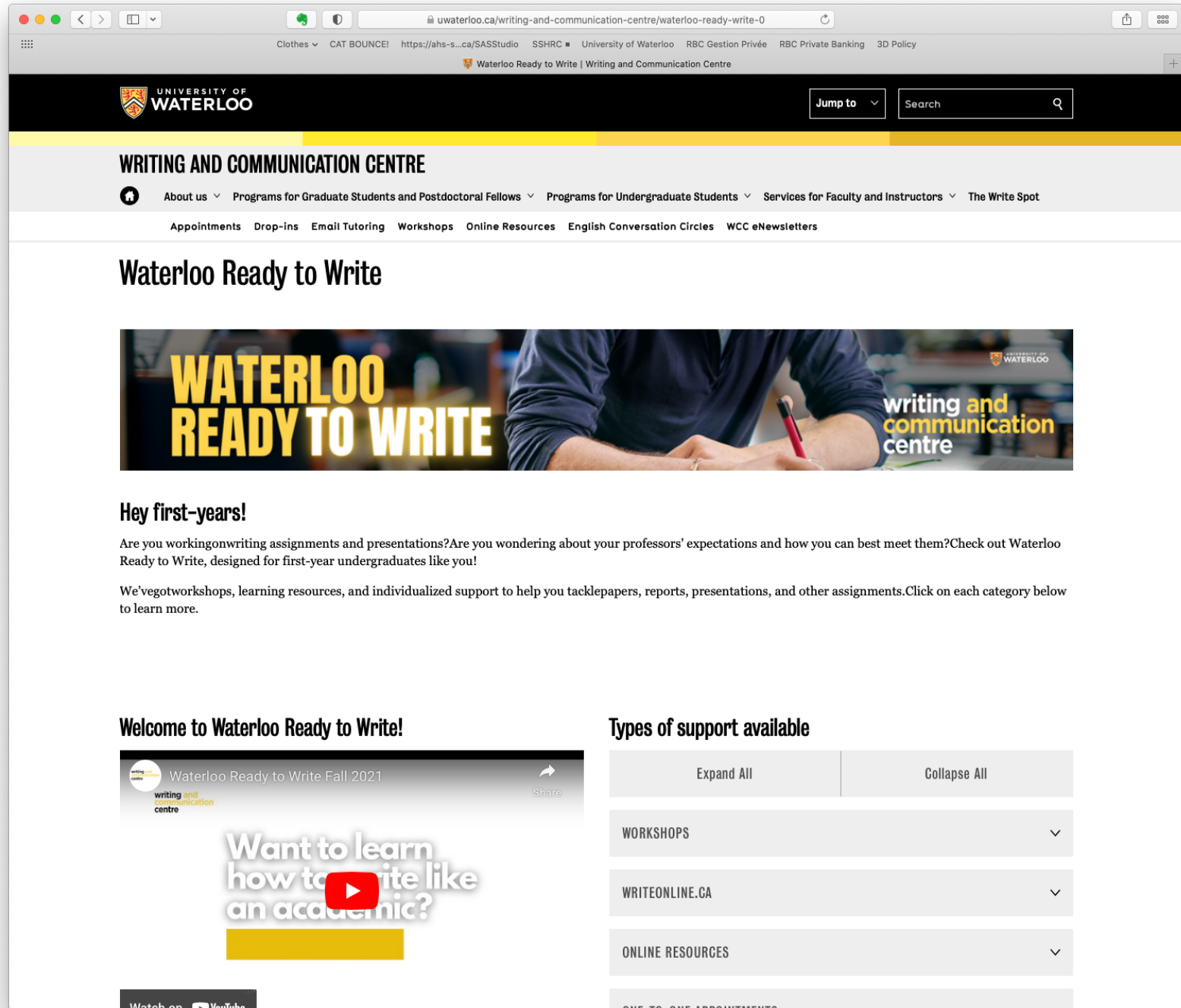
Last Updated: Sep 15, 2022 2:17 PM | **URL:** <https://subjectguides.uwaterloo.ca/avoidplagiarism> | [Print Page](#)

Subjects: [Interdisciplinary](#) | **Tags:** [copyright](#), [plagiarism](#), [plagiarize](#), [science writing](#)

[Login to LibApps](#)
[Report a problem.](#)

Resources

- The [Writing and Communication Centre](#) has resources for students
- The *Say it in Your Own Words: Paraphrase and Summary* workshop is available online

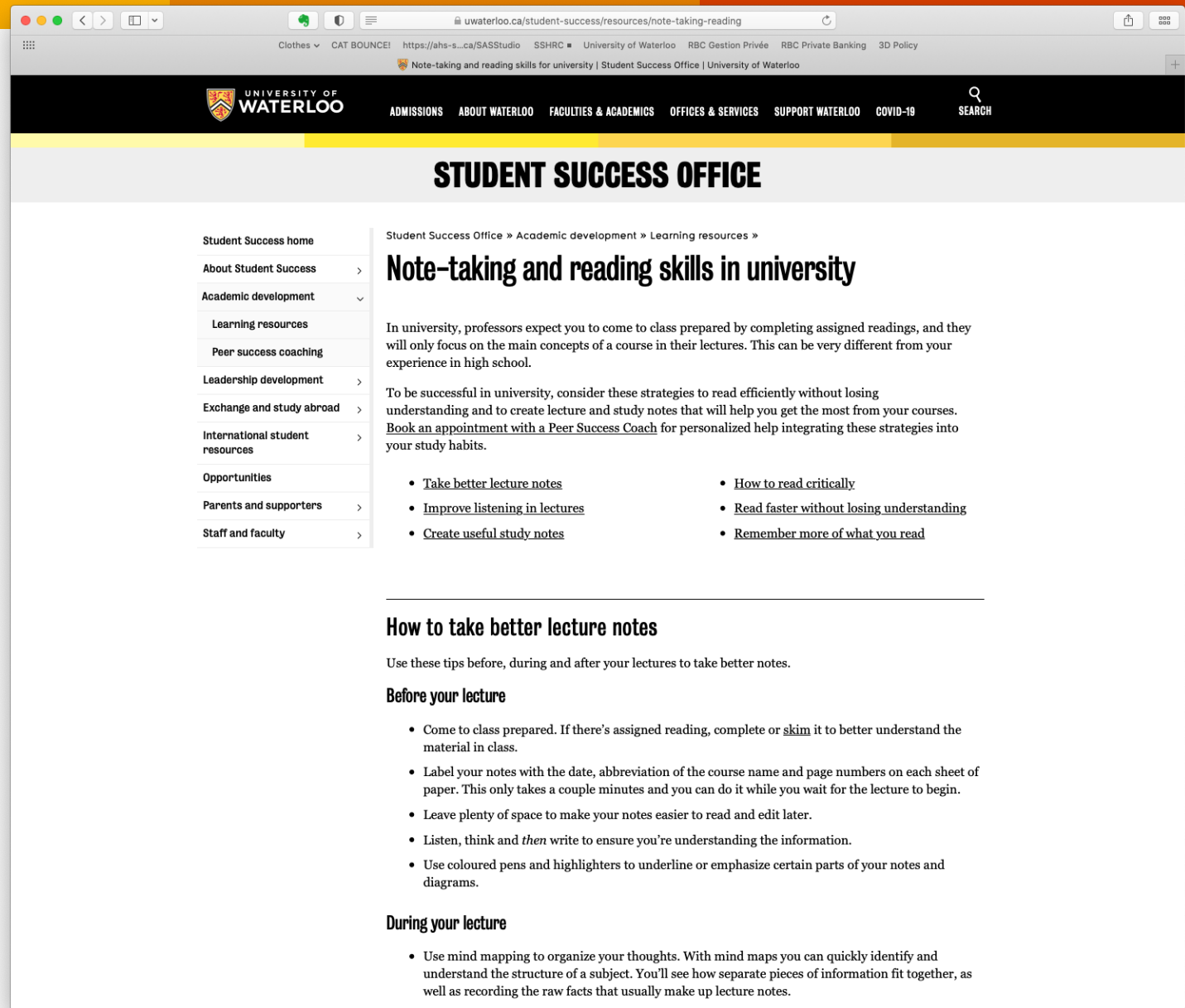


The screenshot shows the website for the University of Waterloo's Writing and Communication Centre. The page is titled "Waterloo Ready to Write" and features a navigation menu with options like "About us", "Programs for Graduate Students and Postdoctoral Fellows", "Programs for Undergraduate Students", "Services for Faculty and Instructors", and "The Write Spot". A search bar is located in the top right corner. The main content area includes a banner for "Waterloo Ready to Write" with the text "writing and communication centre" and a video player for "Waterloo Ready to Write Fall 2021". The video player has a play button and the text "Want to learn how to write like an academic?". Below the video player, there is a section titled "Types of support available" with a table of options.

Types of support available	
Expand All	Collapse All
WORKSHOPS	▼
WRITEONLINE.CA	▼
ONLINE RESOURCES	▼
ONE-TO-ONE APPOINTMENTS	▼

Resources

- The [Student Success Office](#) has resources for students
- In particular, they offer tips for note-taking and reading habits, and peer success coaching



The screenshot shows a web browser displaying the University of Waterloo Student Success Office page. The page title is "Note-taking and reading skills in university". The navigation menu includes "ADMISSIONS", "ABOUT WATERLOO", "FACULTIES & ACADEMICS", "OFFICES & SERVICES", "SUPPORT WATERLOO", "COVID-19", and "SEARCH". The page content includes a breadcrumb trail: "Student Success Office » Academic development » Learning resources »". The main heading is "Note-taking and reading skills in university". The text explains that in university, professors expect students to come to class prepared by completing assigned readings, and they will only focus on the main concepts of a course in their lectures. This can be very different from your experience in high school. To be successful in university, students are advised to consider strategies to read efficiently without losing understanding and to create lecture and study notes that will help them get the most from their courses. A link is provided to "Book an appointment with a Peer Success Coach" for personalized help integrating these strategies into their study habits. A list of resources is provided:

- [Take better lecture notes](#)
- [How to read critically](#)
- [Improve listening in lectures](#)
- [Read faster without losing understanding](#)
- [Create useful study notes](#)
- [Remember more of what you read](#)

The page also includes sections for "How to take better lecture notes" and "Before your lecture".

How to take better lecture notes

Use these tips before, during and after your lectures to take better notes.

Before your lecture

- Come to class prepared. If there's assigned reading, complete or skim it to better understand the material in class.
- Label your notes with the date, abbreviation of the course name and page numbers on each sheet of paper. This only takes a couple minutes and you can do it while you wait for the lecture to begin.
- Leave plenty of space to make your notes easier to read and edit later.
- Listen, think and *then* write to ensure you're understanding the information.
- Use coloured pens and highlighters to underline or emphasize certain parts of your notes and diagrams.

During your lecture

- Use mind mapping to organize your thoughts. With mind maps you can quickly identify and understand the structure of a subject. You'll see how separate pieces of information fit together, as well as recording the raw facts that usually make up lecture notes.

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](#)

The screenshot shows the homepage of the Centre for Teaching Excellence (CTE) at the University of Waterloo. The browser address bar shows the URL uwaterloo.ca/centre-for-teaching-excellence/. The page features a navigation menu with options like 'About CTE', 'Upcoming Workshops and Events', 'Areas of Support', and 'Online Resources'. A prominent heading reads 'Welcome to CTE', followed by a paragraph describing the center's mission: 'The Centre for Teaching Excellence collaborates with individuals, academic departments, and academic support units to foster capacity and community around teaching and to promote an institutional culture that values effective teaching and meaningful learning.' Below this, there is a quote from a 2017 external review. The page also includes a 'Teaching & Learning Conference Registration Open!' banner, a 'CTE Annual Report' banner, and an 'In the Loop' banner for the monthly newsletter. At the bottom, there is a section for 'Events' with a highlighted event: 'Microteaching session (in-person)' on Monday, March 20, 2023, from 1:30 PM to 4:00 PM EDT.