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## Academic Integrity Report, 2016


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# Academic Integrity Report | 2016

April 25, 2016

Originality matters. Madeline Ocampo's poster, "Originality Matters: Don't Plagiarize" won first prize in Plagiarism Education Week's Student Poster Design contest. She describes her poster as "an array of papers with one in the middle made up of 'stolen' pieces...those pieces are subtracted from the surrounding papers, each with a unique colour that represents their originality." (Plagiarism.org, n.d.). At Sheridan, originality matters too; prevention and education to reduce breaches of academic integrity (AI) is our shared responsibility.

This past year, Library and Learning Services explored what an Integrated AI Model might look like at Sheridan. Extensive research including a literature review and interviews with experts from universities across North America was carried out. The Tutoring Centre's Advisory Committee meetings focused on the topic of AI and included guest speaker Amanda McKenzie, Director, Quality Assurance (Academic Programs), University of Waterloo. Throughout the year, we consulted with Janet Shuh, Chair of the Academic Integrity Policy Review Subcommittee of the Senate, to share ideas and reflect on our findings. In February 2016, Janet Shuh, Shelley Woods, Acting Manager, Tutoring Centre and I attended the International Centre for Academic Integrity Annual Conference. This report summarizes our findings and includes recommendations for an Integrated AI Model.

Sincerely,

Joan Sweeney-Marsh  
Director, Library and Learning Services



## **Originality Matters: Don't Plagiarize**

Figure 1: Originality Matters: Don't Plagiarize. Reproduced from "Plgairism.org" by M. Ocampo, *Plagiarism Education Week*. Retrieved April 7, 2016 from <http://www.plagiarism.org/originality-matters-poster-contest>

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Academic Integrity Matters

## ACADEMIC INTEGRITY (AI) MATTERS

Integrity is simply defined as the quality of being honest and fair ("Integrity", n.d.). The International Center For Academic Integrity (ICAI) defines AI as essential to both personal and professional development: "The core principles of integrity create a foundation for success in all of life's endeavors. Integrity in academic settings is a fundamental component of success and growth in the classroom. It prepares students for personal and professional challenges as well as providing a blueprint for future fulfillment and success." (International Center for Academic Integrity, 2012).

Given that the principle of AI is central to academic success, it is disconcerting that research consistently shows a high percentage of students admit to academic cheating. In "Promoting Academic Integrity in Higher Education", the authors neatly summarize key AI research findings in higher education:

*Payne and Nantz (1994) determined between 67% and 86% of undergraduates had cheated on campus. McCabe and Trevino (1996) found that one in three students admitted to fraudulent academic behaviour among 6,000 students at 31 colleges and universities. More than half of all undergraduate students cheat (Newstead, Franklin-Stokes & Armstead, 1996; & McCabe & Pavela, 2000). According to Nonis and Swift (2001), between 30% and 96% of college students participate in academic cheating. In a 1999 survey by the Center for Academic Integrity at Duke University, 68% of 2,100 students polled had committed at least one academic offense such as plagiarizing (Owings, 2002). (Boehm, Justice & Weeks, 2009)*

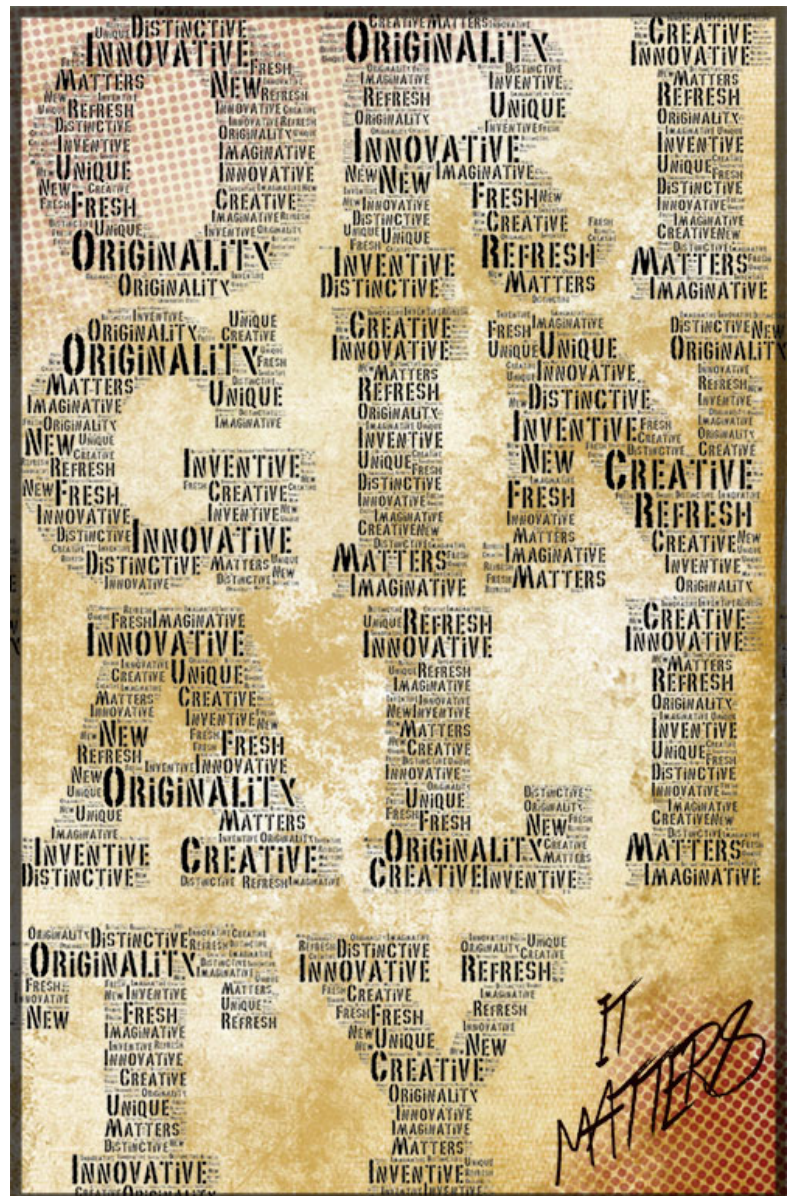


Figure 1: Originality: It Matters. Reproduced from "Plagiarism.org" by C. Robbins, *Plagiarism Education Week*. Retrieved April 7, 2016 from <http://www.plagiarism.org/originality-matters-poster-contest>

Speculation as to why students act dishonestly range from cultural norms that ignore or even reward cheating, to the rise of technology as a tool that facilitates cheating. Our schools, after all, are not hermetically sealed off from the rest of the world. However, the standards of academic integrity must be adhered to in order to ensure the transfer of necessary knowledge and measured academic quality. Dr. Maryellen Weimer, editor of *The Teaching Professor* newsletter and writer of *The Teaching Professor* blog, argues that schools must teach students about the potential ramifications of adopting dishonest practices; she writes, "I think we may have made cheating too much of a local issue—something students should not do in courses. The reasons for academic integrity are so much larger. The implications may start with citing a source not consulted, but can end with credibility compromised and sometimes careers destroyed." (2015).

The commitment to honesty, trust, fairness, respect, and responsibility are core values reflected in Sheridan's Academic Integrity Policy and Procedures (2013). Academic integrity is fundamental for academic quality and the importance of the principle is highlighted in Canadian regulations and standards.

## ACADEMIC INTEGRITY AND REGULATORY REQUIREMENTS

AI is reflected in The Post-Secondary Education Quality Assessment Board (PEQAB), the Ontario Universities Council on Quality Assurance (OUCQA), and Universities Canada (UC).

The 10<sup>th</sup> standard in PEQAB's *Handbook for Public Organizations* (2015) is Academic Freedom and Integrity. The standard maintains that "Academic activity is supported by policies, procedures and practices that encourage academic honesty and integrity." (p. 37). Benchmarks include having "Appropriate policies pertaining to academic honesty and procedures for their enforcement (p. 38)", as well as "Provid[ing] an appropriate plan for informing students and faculty about and ensuring their understanding of the policies and procedures concerning academic honesty." (p.38).

OUCQA's *Quality Assurance Framework and Guide* (2015) suggests that academic services such as student academic support services (and peer learning support) may influence the quality of academic programs and therefore be subject of analysis in conducting a program review (*Guide*, 2015, p. 25). OUCQA's evaluation criterion for evaluating new programs indicates that there should be "Evidence that there are adequate resources to sustain the quality of scholarship produced by undergraduate students." (*Framework*, 2015, p.10).

Finally, in order to be a member of Universities Canada, the institution must satisfy condition 8, where its "Approach respects the spirit of the Universities Canada Statement on Academic Freedom." (Universities Canada - Universités Canada, n.d.). The 8<sup>th</sup> condition indicates that academic freedom "Must be based on institutional integrity" and "rigorous standards for enquiry"; responsibilities include "admit[ting] and disciplin[ing] students" and "mak[ing] organizational arrangements for the conduct of academic work." (Universities Canada - Universités Canada, n.d.).



# ACADEMIC INTEGRITY AT SHERIDAN

## AI Breaches

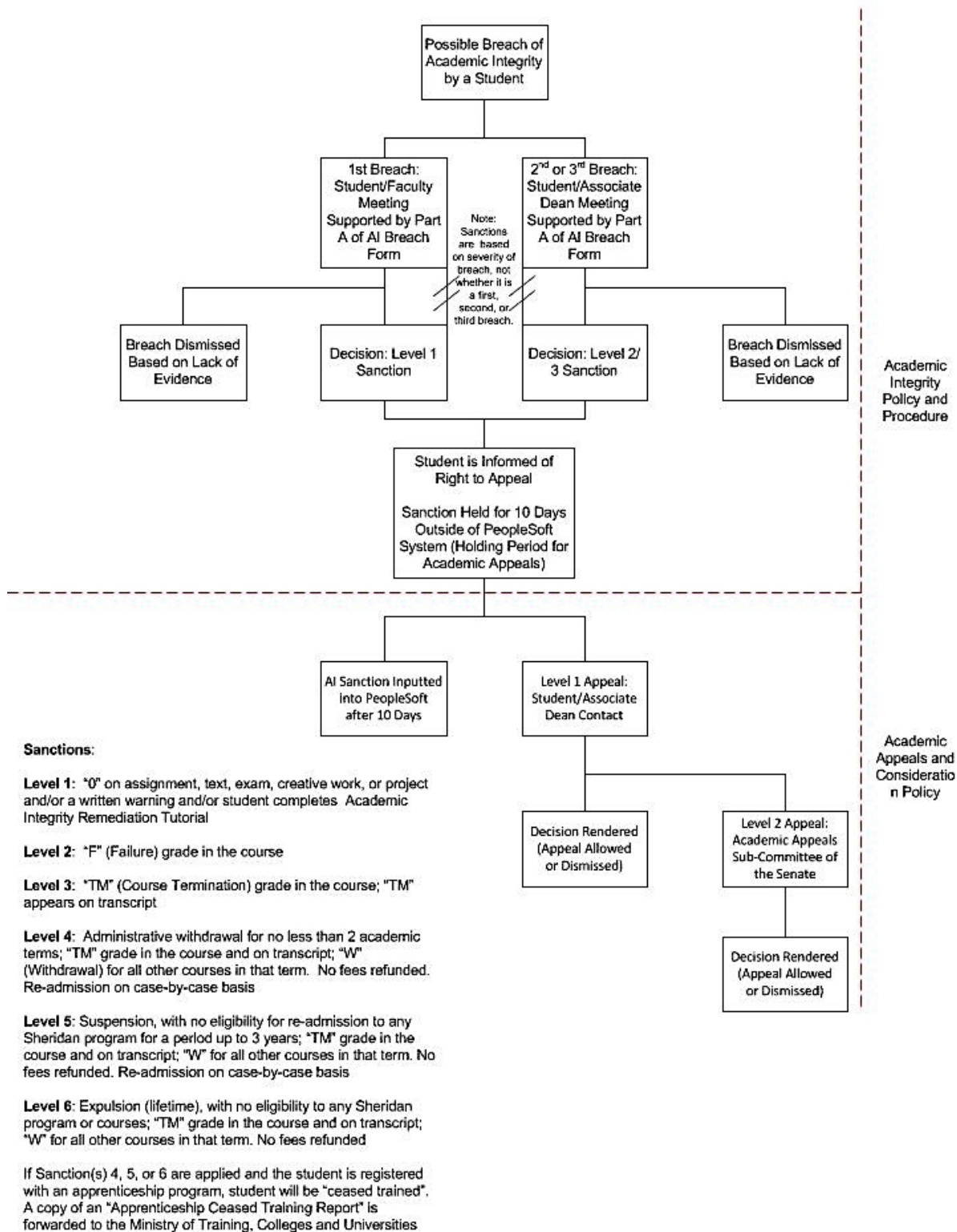
Currently, for first breaches, the AI Procedure at Sheridan is faculty driven. The rationale for this approach is that faculty members are “closest” to their students and have the grounding in their respective disciplines, pedagogy and assessments. Extensive consultations in 2013 with stakeholders across Sheridan, which informed the development of the new (revised) AI Policy and Procedure in 2014/2015, resulted in a balanced approach where faculty still maintain some control and flexibility (in sanctioning) over first level breaches. If a faculty member suspects a breach of academic integrity, then he or she will initiate the process:

- Complete Section A of the AI Breach Form within 5 days of discovery of the breach, including and attaching evidence of the breach  
e.g. Web-based material copied from, exam sheets involving cheating;
- Provide the student two days to offer additional evidence;
- Decide whether or not a breach occurred;
  - If the decision has been made that a breach occurred by a faculty member, Support Staff checks the student’s file for previous breach(es); if there is no previous breach, the faculty member imposes a level 1 sanction proportional to the severity of the breach. If there is a previous breach, the breach is referred to the Associate Dean for sanctioning.

All decisions made under Sheridan’s AI Policy and Procedure are subject to appeal through the Academic Appeals and Consideration Policy. A flowchart showing the interface between Sheridan’s Academic Integrity process (as enabled through the AI Procedure) and the Academic Appeals and Consideration Policy can be found on the following page.

Sheridan's AI Policy Data Report was distributed via Sheridan's Insider in March 2016 and also shared with students through a posting on the Office of the Registrar’s My Student Centre. The report summarizes the number and types of breaches and the range of sanctions imposed in 2013/2014 and 2014/2015. A copy of this report can be found in Appendix 1.

## Sheridan Academic Integrity Breach Flowchart



## Current AI Supports for Students

Library and Learning Services supports AI through the First-Year Academic Skills Librarian, Tutoring, Citation and Reference Specialists, and Academic Integrity Remediation.

**The First-Year Academic Skills Librarian** supports first year students in acclimatizing to the post-secondary environment by providing citation workshops and tools, time management tools, research support and academic integrity remediation. In collaboration with Tutoring, the FY team also provides academic support in Math, English and in building presentation skills.

**Tutoring** in Computer Programming, Math, Chemistry, English and Business Math (Accounting & Finance) is available at no additional cost to students. Tutoring offers students an opportunity to review and practice what they have learned and to learn how to proofread their own work. Tutoring emphasizes academic responsibility and achieving personal bests. Peer-Assisted Learning (PAL) targets first-year, historically difficult courses or pre-requisite courses. PAL is a non-remedial approach to learning, offering regularly scheduled, out of class review sessions hosted by a PAL leader to all students enrolled in a targeted course. Faculty choose their PAL leader for their course and integrate them into their classroom; the leader attends class lectures, takes notes, and acts as a model student for their classmates, and then hosts the out of class study sessions.

**Citation and Reference Specialists** facilitate Academic Integrity Remediation formally (as per a Level-1 sanction at Sheridan) or informally (at a student's request, at a faculty member's encouragement), as well as offer citation support through drop-in and appointment hours in the Tutoring centres to assist students with creating references for their assignments. Quality referencing helps students avoid academic integrity infractions but also to become informed on how to have integrity in their research and writing. The **Academic Integrity Remediation** process is a non-failure level 1 sanction or re-submission option for faculty to offer students as per the Academic Integrity Procedure for the college. Students may have the opportunity to re-submit their work at the discretion of faculty after successful completion of the remediation process. Remediation takes place in the Tutoring centres.

## Survey: AI Policy and Procedure Feedback

In early April 2016, the Academic Integrity Policy Working Group of the Senate used Sheridan's Insider to call upon faculty to provide feedback on Sheridan's Academic Integrity Policy, Procedure (and processes) currently under review. Some key results include:

Based on a survey responded to by 184 faculty members, there is a high awareness of where to find the AI Policy and Procedure, with 89% of faculty responding in the affirmative. 65% felt that they understood their role in the AI sanctioning (e.g. Level 1 sanctions), whereas 27% indicated more tentative understanding and a further 8% indicated they were unclear. Faculty felt the administrative forms supporting the process were adequate, with an 84% approval rate. 66% of faculty felt a meeting should always be required after the issuing of a breach. Generally speaking, faculty felt the timelines guiding the academic integrity process were fair for both faculty and students.

When asked who faculty would approach if they had questions about the AI Policy or Procedure, 26% indicated they would go to other faculty, 26% indicated support staff, an additional 29% said an associate dean and 20% other. Over 50% of the responses for *other* were “Program Coordinator”, and “all of the above”, while the remaining responses varied, with individual responses such as “Academic Integrity Officer, if we had one”, “librarians”, “Student Services” and “Janet Shuh”.

Faculty were asked to suggest possible alternative remediation strategies that may address non-plagiarism and academic research breaches such as cheating on an exam, impersonation, and copying code; the following strategies were suggested:

Proactive:

- Academic integrity orientation, mandatory remediation that includes how NOT to plagiarize (e.g. how to cite properly), and/or online modules before classes begin; “impact” classes to demonstrate real-world examples and outcomes; use data from AI breaches to target efforts
- Clear discussion before tests and assignments; complete the library’s plagiarism quiz with multiple attempts and shows signs of completion; workshops on time management and study skills; create common examination times between courses

Reactive:

- A paid course the student is required to complete; an essay on what the student learned through the sanctioning process; counselling to determine if the breach is related to personal/family matters

When asked to rate the significance of a variety of barriers to using Sheridan’s Academic Integrity Policy, “time required to follow the procedure” and “burden of proof” were significant, as well as “difficulty in determining if instances are consistent with the policy” and “knowledge of the procedures”; the other 3 factors were less significant in terms of whether or not a breach was pursued. Please see [Table 1](#) on the following page for the full response to this question.

Finally, over 70% of faculty members believe that there is a connection between the deliberate design of assessments and the ability to reduce AI breaches. The majority of faculty members, over 85%, consider the impact of reducing AI breaches as critical to the design of and introduction to assessments, e.g. assignments, tests, and exams. 66% of faculty also expressed they were very comfortable speaking to the importance of AI within their classrooms. Just over 26% were comfortable and a further 8% were somewhat comfortable. Clarification around faculty expectations and academic integrity are provided in both written and verbal formats by the majority of faculty, 72%; verbal by 19%, and written only by 6%.

Faculty overwhelmingly support the development and implementation of a mandatory academic integrity module for all incoming students, with 73% stating yes, 3% stating no, and 25% commenting in the affirmative (“Absolutely”, “critical”, “but with instructor follow-up”), as well as individual comments such as “each academic year”, “in multiple languages”, and “the librarians would be great for this, but not a one-size-fits-all model.”

Table 1

The following barriers have been identified as reasons for not using/following Sheridan's Academic Integrity Policy and Procedure; the significance of each barrier was rated by respondents.

	Insignificant	Somewhat Significant	Significant	Very Significant	Total
Time required to follow Academic Integrity Procedure (complete form, interface with student, etc.)	17.68% 32	25.97% 47	33.70% 61	22.65% 41	181
Burden of proof (determining whether there is sufficient evidence to support proceeding with a breach)	17.78% 32	27.22% 49	37.78% 68	17.22% 31	180
Concern regarding negative impact (of pursuing breaches) on course evaluations	50.83% 92	22.65% 41	15.47% 28	11.05% 20	181
Difficulty in determining whether particular instances of student behavior are consistent or inconsistent with the Academic Integrity Policy	34.25% 62	37.02% 67	24.31% 44	4.42% 8	181
Concern regarding negative course evaluations	53.89% 97	22.22% 40	13.33% 24	10.56% 19	180
Knowledge of Academic Integrity Procedures	36.11% 65	30.00% 54	22.22% 40	11.67% 21	180
Lack of support from the administration and/or institution	41.99% 76	23.20% 42	18.78% 34	16.02% 29	181

## Summary of Research Findings

## SUMMARY OF RESEARCH FINDINGS

The research findings highlighted in this summary include information from a best-practice research forum and report on AI; interviews with Canadian and US AI offices; a practical guide to tackling academic dishonesty in post-secondary institutions; a report on a decade of research on AI by the field's most prominent researcher, Donald McCabe; pointers on building an AI website based on a study of Ontario

universities; and a paper on the emerging understanding of academic misconduct in a Canadian context.

*Research Findings*, pages 28-50, are individual summaries of each of these highlighted resources. Full-text copies of these highlighted resources can be found in the *Full Readings* document accompanying this report. *Further Reading*, pages 51-53, is a complete list of resources consulted for this report.

**Culture, outreach, support** and **data** surfaced as the key areas to address in the development of an Integrated AI model for an academic institution, with no element given priority over another. The following pages organize the highlighted research findings into these categories.

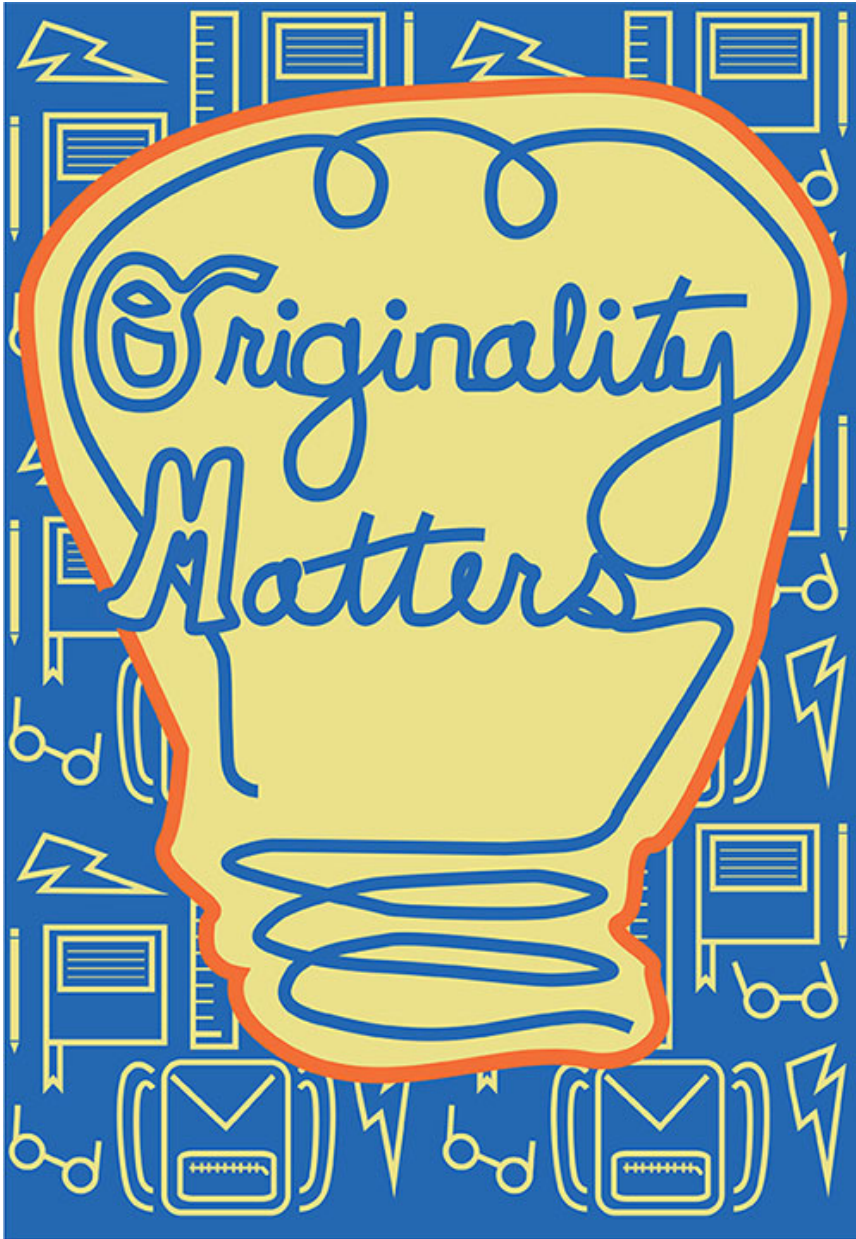


Figure 2: Originality Matters. Reproduced from "Plagiarism.org" by A. Bates, *Plagiarism Education Week*. Retrieved April 7, 2016 from <http://www.plagiarism.org/originality-matters-poster-contest>

## CULTURE

Culture is the starting point to a successful AI model. **Key writers in the field advocate for a holistic approach to AI**; this perspective involves “promoting integrity in every aspect of the academic enterprise.” (Bretag et al., 2014, p. 1153). A holistic approach acknowledges that academic integrity is more than an individual responsibility; universities have a role to play in developing student perceptions and understandings of AI (Bretag et al., 2014). Julia Christensen Hughes and Donald McCabe, authors of *Understanding Academic Misconduct* (2006), assert that Canadian institutions have begun to identify AI as a potential area for concern, but have much to learn from its American counterpart, and must recommit to upholding AI as an essential value (p. 50).

In McCabe, Trevino and Butterfield (2001), they show that an institution’s failure to emphasize for its students the high value it places on academic integrity sends the message that it is not a high priority (p. 10). Canadian institutions can begin by affirming values and goals of higher education, including the importance of AI, and the **character development of citizenship behaviours** of students; this makes the moral development of students an explicit concern and one the curriculum could address (Christensen & McCabe, 2006, p. 58).

James Lang, author of *Cheating Lessons*, writes that the specific “why’s” of AI belong in the classroom, since the shape of such conversations will vary according to the discipline, but “campuses as a whole must maintain vigilance in preventing repeat offenses and in conveying to students the seriousness of AI on campus.” (2013, p. 211). One of the problems Lang identifies as contributing to a cheating environment stems from a lack of coordination between the campus policy and individual instructors (2013, p. 165). He argues that **policies must be broadcast to the community on a regular basis** (Lang, 2013, p. 181). He adds that a strategy for faculty response to cheating incidents in their courses must align with institutional policy for reporting incidences, in the statement of their own policies, in the moment of confrontation with a cheating student and in their individual response to that student (Lang, 2013, p. 217-224). He suggests institutions **create a network of department liaisons** who are champions of integrity and a resource for their close colleagues (Lang, 2013, p. 179-80). In the interview with Ryerson University’s Academic Integrity Office (AIO), they explained, “the office works to spread the word on AI but to also get other people to spread the word...it’s not just student focused.” (R. Jacobson, A. Ridgely & S. Hicks, personal communication, March 31, 2016).

Discernable support for AI in an institution is also emphasized in the research. AI needs to be supported by a campus climate that demands integrity by all members of the campus community; institutions should revisit AI policies and invigilation practices, and ensure that students, faculty and administration support them (Christensen & McCabe, 2006, p. 58). Amanda McKenzie, University of Waterloo’s Director of Quality Assurance (Academic Programs) says their office formed a program for creating staff ambassadors for academic integrity; she says, “UW has more staff than faculty so it is important to target them” (A. Mackenzie, personal communication, March 31, 2016). Working with HR, they deliver a workshop that **inspire staff to contribute to and promote integrity in their working lives**, returning as ambassadors for AI in their own departments. (A. Mackenzie, personal communication, March 31, 2016).



## OUTREACH

At Waterloo, the AIO is primarily outreach and education. The office speaks at orientation events for new faculty, new graduate students and new ESL students, and student ambassadors for integrity assist in these events (A. Mackenzie, personal communication, March 31, 2016). The AIO has issued three poster campaigns, each with a different focus; their upcoming one will look at what AI means after graduation (A. Mackenzie, personal communication, March 31, 2016). At Ryerson, **AI is more about education than punitive responses**, which influence the tone, style and messaging of their materials; Andrea, the AI Officer at Ryerson, says that they work to create a neutral identity, a place that ensures a fair process and does not impose sanctions. (R. Jacobson, A. Ridgely & S. Hicks, personal communication, March 31, 2016).

Lang writes that the timing of educational campaigns can make a difference; he suggests AI sessions take place in the days immediately preceding the start of the semester, or to revise orientation to highlight academic culture (Lang, 2013, p. 185). In addition, regular reminders to students about their obligations to academic honesty using **creativity and humour** help it from becoming white noise (Lang, 2013, p. 185-187). An effective educational campaign will teach students the mechanics of citing their sources properly in an academic context and why they should do so, as well as help them understand what is meant by a request for original work (Lang, 2013, p. 190).

In addition to branding and campaigning, research shows consistency, planning, and comprehension of AI is important. When speaking with Amanda, she recalled when AI education and outreach began through the AIO in 2008, and gave an example of some issues they saw right away: She said when she first met with the Associate Deans as a group, each shared how they tackle AI in their faculties; they quickly saw as a group that they were interpreting and applying the policy and procedures differently, which was a big sign for inconsistency (A. Mackenzie, personal communication, March 31, 2016). In terms of consistency, Lang writes, “Though the institution may have a policy on how to manage cheating, reporting... appears as a time sink for faculty.” (Lang, 2013, p. 221). Striking deals is a terrible idea because “it also allows students to be first-time offenders across their courses... slip[ing] through the cracks of academic integrity.” (Lang, 2013, p. 22-223). He adds **“The first act of dishonesty may shape the way the student sees him or herself and his or her actions from that point on; the first response is a crucial one.”** (Lang, 2013, p. 223).

Research suggests that faculty can plan for the simple delivery of an AI outreach method before tests are given. Lang writes that priming students with **simple reminders** about academic honesty just prior to students taking a test instead of limiting it to the standard review of AI at the start of a term has also shown to reduce cheating (Lang, 2013, p. 178).

In terms of AI comprehension in a community, **an AI website’s language and images could contribute considerably to AI education** (Griffith, 2013, p. 2). In Jane Griffith’s study of AI on Ontario university websites, the report concludes that sites that are clearly written, educational rather than punitive, consistent with images and texts that complement rather than contradict one another, sites that directly address students and differentiate among audiences, and sites induct readers as part of a scholarly community are all strategies for aligning with recent research on AI best practices. (Griffith, 2013, p. 17).

## SUPPORTING FACULTY

AI models aim to provide knowledge and assistance through a neutral resource. Paul Sopcak, Grant MacEwan University's Academic Integrity Coordinator (non-faculty) explains that students and faculty are encouraged to consult with him, but **he does not make a decision at any step, and is meant to be an unbiased resource**. (P. Sopcak, personal communication, March 30, 2016). In speaking with Debbie Bell, Director of Academic Honesty and Student Appeals at the University of Georgia (UG), she explains that their AI facilitation model has worked very well for the past 16 years; the **AI Facilitator is in the room to guide the parties through the process, to be an expert on the AI policy and procedure, but not to determine the outcome of the AI infraction under review**; instead, sanction(s) are agreed upon between the student and faculty member (D. Bell, personal communication, March 23, 2016). In addition, faculty members are told things that they may not be aware of otherwise because the facilitator in the room **helps the student feel confident**; she says it inspires change for the faculty members, that they have evolved the way they are teaching from these sessions (D. Bell, personal communication, March 23, 2016). Ryerson's facilitation model ensures the **discussions don't feel accusatory, but open**; in their process, a student puts his or her views forward, but the professor comes to a decision on any penalty outside of the discussion (R. Jacobson, A. Ridgely & S. Hicks, personal communication, March 31, 2016). Ryerson feels their process has the same elements of fairness as UG, but they had good feedback on giving faculty members the option to choose a non-facilitated discussion if they like, with the facilitator available as a resource only (R. Jacobson, A. Ridgely & S. Hicks, personal communication, March 31, 2016).

AI programming and the classroom is another area addressed in the research. The Education Advisory Board (EAB) recommends that **courses and assignments be designed to discourage academic misconduct** (EAB, 2014). The Faculty of Mathematics' Academic Integrity Officer at the University of Waterloo, Tracey Szarka, highlighted her experiences with AI and assignments; she said:

- Most AI offenses in Math are first offences by first-year students; professors are required to notify the officer of any possible infraction
- Roughly 300 first offences are on file this year in Math out of a student body of 6500
- The Mathematics Associate Dean for Undergraduate studies is spending an enormous amount of time on infractions that are only worth 1-2% of a final grade; they are looking at ways to target cheating by revising assignments to allow students multiple chances to submit work and making the marks participation marks

(T. Szarka, personal communication, March 22, 2016)

For Lang, the most relevant contextual factor is the classroom environment; **faculty can shape their courses in ways that might reduce both the incentive and the opportunity to cheat** (Lang, 2013, p. 17). This includes the design of the course, the daily classroom practices, the nature and administration of assignments and exams, and the students' relationship with the instructor (Lang, 2013, p. 37).

## SUPPORTING STUDENTS

Research shows that support for students is often addressed through a **peer-to-peer model**. Most new college students, though the number may be decreasing, have a positive attitude towards AI, but if they observe cheating by more senior students, and see faculty who appear to ignore what looks like obvious cheating, the view degenerates quickly (McCabe, Trevino and Butterfield, 2001, p.10).

One particularly strong relationship Ryerson's AIO has is with the students in the Ted Rogers School of Management; there are **student Academic Integrity Ambassadors** within the school and the students are working with the AIO to create a "screen campaign" to post during exam season on AI to air over the monitors and televisions across campus. (R. Jacobson, A. Ridgely & S. Hicks, personal communication, March 31, 2016). In addition, at the International Center for Academic Integrity's (ICAI) annual conference, roughly 20% of attendees are student representatives from post-secondary institutions; the conference program includes research and presentations from students involved in AI at their institutions (The International Center for Academic Integrity, 2016).

In their search for why students cheat, the biggest factor was **peer influence**; the most important factors are whether or not students observe or learn about cheating among their peers, and whether or not they believe their peers approve of cheating; these factors are significantly more influential than any individual factors such as gender, sex or GPAs, among others (McCabe, Trevino and Butterfield, 2001, p. 4). The involvement of student leaders in both the planning and executing of AI materials and events could help reduce a student's impression that his or her peers approve of cheating (Lang, 2013, p. 183-84). Asking students to contribute to educating their peers about academic policies is a great way to **get students involved** (Lang, 2013, p. 184).

Research also discusses visible, integrated, and first-year academic supports. Griffith's study indicates that students required to **complete an AI tutorial through a course management site** significantly decreased plagiarism through education, determining that the tutorial taught students about AI rather than simply increased their perception that they would be caught (Griffith, 2013, p.3). One of the Education Advisory Board's (EAB) key findings related to AI shows that "**proactive and visible tutoring and academic support services** help prevent students from engaging in academic misconduct." (EAB, 2014). When speaking with Amanda, she explains that the AI office has a good relationship with its tutoring centres and they cross-promote services and events (A. Mackenzie, personal communication, March 31, 2016). The EAB also suggests integrating academic integrity programming into new student orientation and continue programming through the academic year (EAB, 2014). In fact, educational programming may be particularly important for first and second-year students, international students, and those students studying in a second language (Christensen & McCabe, 2006, p. 59).

# DATA

In 1964, Bill Bowers published a survey of more than 5,000 students in a sample of 99 US colleges and universities and found that **three fourths of the respondents had engaged in one or more incidents of academic dishonesty** (McCabe, Trevino & Butterfield, 2001, p.3). McCabe and Trevino replicated this survey 30 years later at 9 of the schools that had participated in the original survey; they found:

- A modest increase in overall cheating, but significant increases were found in explicit forms of test or exam cheating
- Increases were also found among women and in collaborative cheating
- Student understanding of appropriate citation techniques seems to have changed; selected behaviours that students may have classified as plagiarism in 1964 do not appear to be considered plagiarism by many students today (eg. quoting someone's work verbatim is plagiarism, but there may be confusion around citing a presentation of ideas as one's own)

(McCabe, Trevino & Butterfield, 2001, p.3)

Lang builds the first part of his book from data collected, and uses it to make many of the recommendations in his book. In addition, the topic of data came up in all interviews conducted for this report. The EAB asserts that **institutions should allow an informal, but documented resolution process between instructors and students for minor academic misconduct cases to improve metrics collection** (EAB, 2014). Ryerson collects data on student sanctions in order to target outreach. (R. Jacobson, A. Ridgely & S. Hicks, personal communication, March 31, 2016), and though the current data collection process is "broken" at Waterloo, Amanda emphasized that data will allow the AIO to see numbers and trends, to target awareness and initiatives, and to know what sort of "cheating" is taking place most often (such as essay mills vs. impersonation). (A. Mackenzie, personal communication, March 31, 2016).

At Ryerson, an additional feature to the process compared to UG is the inclusion of a Designated Decision-Maker (DDM). In speaking with Ryerson's AIO about the DDM, the following details were provided:

- The DDM's are faculty members who volunteer for the role and they are trained to stand in when called upon; **support for part-time faculty may help to capture more incidents of AI that otherwise may be going unreported.**
- Faculty can proceed with registering a suspicion of misconduct via their automated system or they can request a DDM. A DDM assumes the role of decision maker in its entirety, but the faculty member can recommend an appropriate penalty should the student be found guilty of academic misconduct.
- One of the benefits of the DDM role is that it **encourages contract/part-time staff to not overlook integrity matters.**

(R. Jacobson, A. Ridgely & S. Hicks, personal communication, March 31, 2016)

Building an Integrated Sheridan Model

## **BUILDING AN INTEGRATED SHERIDAN MODEL**

We can synthesis the key findings of our research into four categories: culture, outreach, support and data. A solid academic integrity structure at Sheridan should be built upon these four pillars to ensure academic quality and student success.

### **CULTURE, OUTREACH, SUPPORT AND DATA**

#### **Culture of Integrity and Leadership**

The research clearly indicates that building a culture of integrity across an organization is central to better adherence to academic honesty and improved academic quality. Support for AI principles must be visible to students and openly supported and discussed by faculty. It is imperative that Sheridan leadership, faculty and management keep informed about the broader topic of AI and they actively participate in AI-related discussions and events hosted by the College.

As discussed below, aligning AI policy and practice with visible academic supports is a powerful combination to combatting potential misconduct and building a culture of AI. For this reason, we are recommending the conversion of a group study room in each of the Learning Commons into a clearly marked Academic Integrity Office. These highly visible spaces located in the centre of student life will act as a physical reminder of the importance of AI at Sheridan.



Figure 1: Originality Matters. Reproduced from "Plgairism.org" by L. Childs, *Plagiarism Education Week*. Retrieved April 7, 2016 from <http://www.plagiarism.org/originality-matters-poster-contest>

## **Outreach – Faculty and Students**

Although Sheridan has an AI Policy and Procedure, there are no consistent practices to encourage academic integrity as well as an appropriate plan for informing students and faculty about and ensuring their understanding of the AI expectations and best practices. To make it most effective, AI outreach programming should be introduced as early as orientation and reinforced throughout the career of the student. Most AI models involve student and faculty outreach initiatives with an institution-wide campaign and branding to promote the principles of AI and to raise general awareness in the community. The development of a Sheridan AI website to connect faculty and students to related policies and procedures, events, educational resources and plain-language materials would greatly enhance our outreach efforts. Sheridan must harness its creative energy to design an original AI brand and outreach campaign that inspires each of us to act with integrity.

## **Supports – Faculty and Students**

Our commitment to AI includes disciplinary appropriate measures for combating academic misconduct but there is no formal facilitation for each discipline. We recommend the creation of an Academic Integrity Facilitator role to provide knowledgeable assistance to faculty and students particularly through the sanctioning process. Additionally, the hiring of AI Ambassadors to support peer-to-peer learning between students on AI-related matters is recommended.

Research shows visible and integrated academic supports are some of the most effective tools in building strong academic skills and reducing the risk of academic breaches by students. Sheridan offers student academic support services such as AI remediation, citation help, research help and tutoring. Along with these supports, we recommend an enhanced AI role for the First Year Academic Skills Liaison Librarian to develop AI resources for students. A first year academic integrity workshop/module should be developed by the First Year Skills Liaison Librarian and made available to all faculty members. As observed in some institutions, Sheridan should consider making the workshop/module a mandatory requirement for all incoming students through an orientation period. Griffith's research, highlighted in this report, reveals that students who were required to complete an AI tutorial through the course management site significantly decreased plagiarism (2013, p.3).

The research also indicates that AI programming must be built into the classroom environment and integrated into instructional design and curriculum. Sheridan's Centre for Teaching and Learning (CTL) is the ideal department to assist faculty in designing courses and developing teaching methods and assessment tools to help support academic integrity. The AI Facilitator could act as a resource for CTL to integrate AI programming into the classroom.

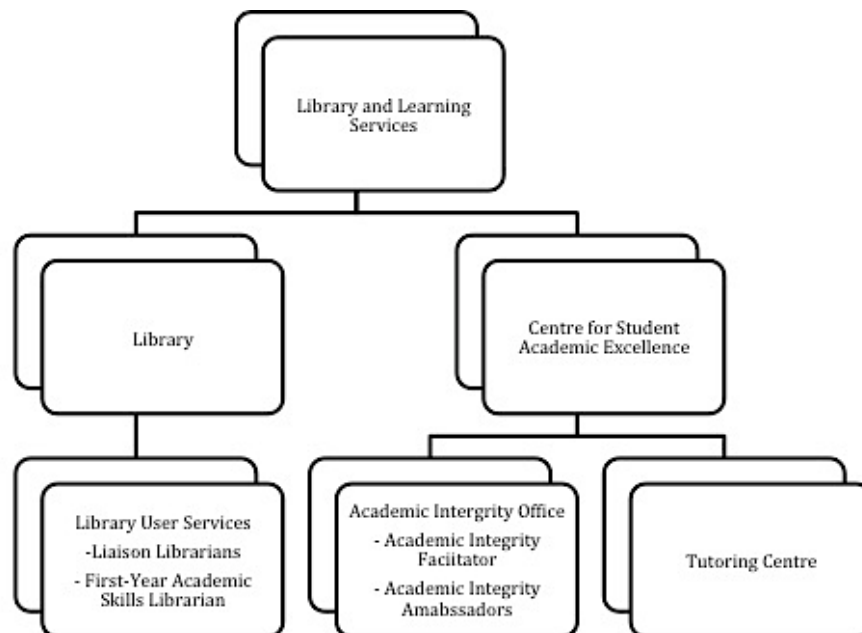
## Data: Tracking Breaches of AI and Using Metrics to Bring About Change

Tracking college-wide breaches to target outreach efforts and impact culture remains problematic. The reporting of AI incidents must be encouraged, and supported, across the institution by all faculty, staff and administration. Reporting should include all level of sanctions from informal level 1 sanctioning between a faculty and a student, AI remediation and AI-related academic appeal decisions. There are a number of barriers which have been identified in the AI literature, and at Sheridan through Faculty surveys, which shed light on why faculty choose to address (or not) AI concerns with their students (e.g. perception of onerous time commitment, or a lack of understanding of the AI process). As an institution we need to reduce identified barriers, whether structural or ideological, to encourage the adoption of a common framework and narrative around AI. Accurate data can be used to ensure consistency and fairness in the sanctioning of AI breaches, limit repeat offenders and verify the effectiveness of remediation. Data can also help us to identify trends, providing us with useful information for developing more effective preventative solutions.

## PROPOSED ACADEMIC INTEGRITY REPORTING STRUCTURE AND STAFFING MODEL

### Centre for Student Academic Excellence

The Centre for Student Academic Excellence will be the central hub in the Sheridan academic integrity structure aligning Tutoring Services (academic supports) and the Academic Integrity Office (facilitation and outreach). The Centre will work in close collaboration with Library User Services including the First Year Academic Skills Librarian and the Faculty Liaison Librarians to provide academic integrity facilitation services, AI outreach initiatives and academic skills development support.





## Academic Integrity Office

The Academic Integrity Office (AIO) will be located in each of the three Learning Commons, with operations reporting to the Manager, Centre for Student Academic Excellence. The AIO staff will include the **Academic Integrity Facilitator (AIF)** as well as **Academic Integrity Ambassadors**.

The **Academic Integrity Facilitator** will perform the following duties:

- Outreach to the community, cultivating an AI community practice
- Develop plain language materials to create AI narratives that are more accessible to students and faculty, with one common set of information and a dedicated website
- Facilitate academic integrity matters, answering questions and explaining the AI Policy and Procedure
- Act as a resource in the development of academic integrity-related policies and procedures
- Act as a resource for the Academic Appeals Sub-Committee of the Senate
- Provide knowledgeable assistance to faculty and students, particularly through the sanctioning process. Though instances will not always involve the AIF, the AIF is available to assist in the sanctioning, or to be a resource person for faculty
- Hire student AI Ambassadors to support peer-to-peer learning between students on AI-related matters
- Under the guidance of Library and Learning Services and in consultation with the Manager, Centre of Student Academic Excellence, design an original AI brand and outreach campaign that inspires each of us to act with integrity, supported by Marketing and Communications
- Collaborate with CTL on AI programming for the classroom environment and its integration into instructional design and curriculum
- Track incidents of AI and use metrics to inform decision-making

**Academic Integrity Ambassadors** to perform the following duties:

Drawing from succinct descriptions on the role of *Academic Integrity Ambassadors* (University of Manitoba, 2013) and *Ambassadors for Academic Integrity* (University of Windsor, n.d.) from two Canadian universities, the duties of a Sheridan student Academic Integrity Ambassador would be as follows:

- Promote academic integrity through student initiatives and outreach including a focus on social media
- Participate in orientation events
- Assist with or provide presentations on AI
- With the approval of the Academic Integrity Facilitator, help to develop and deliver outreach materials

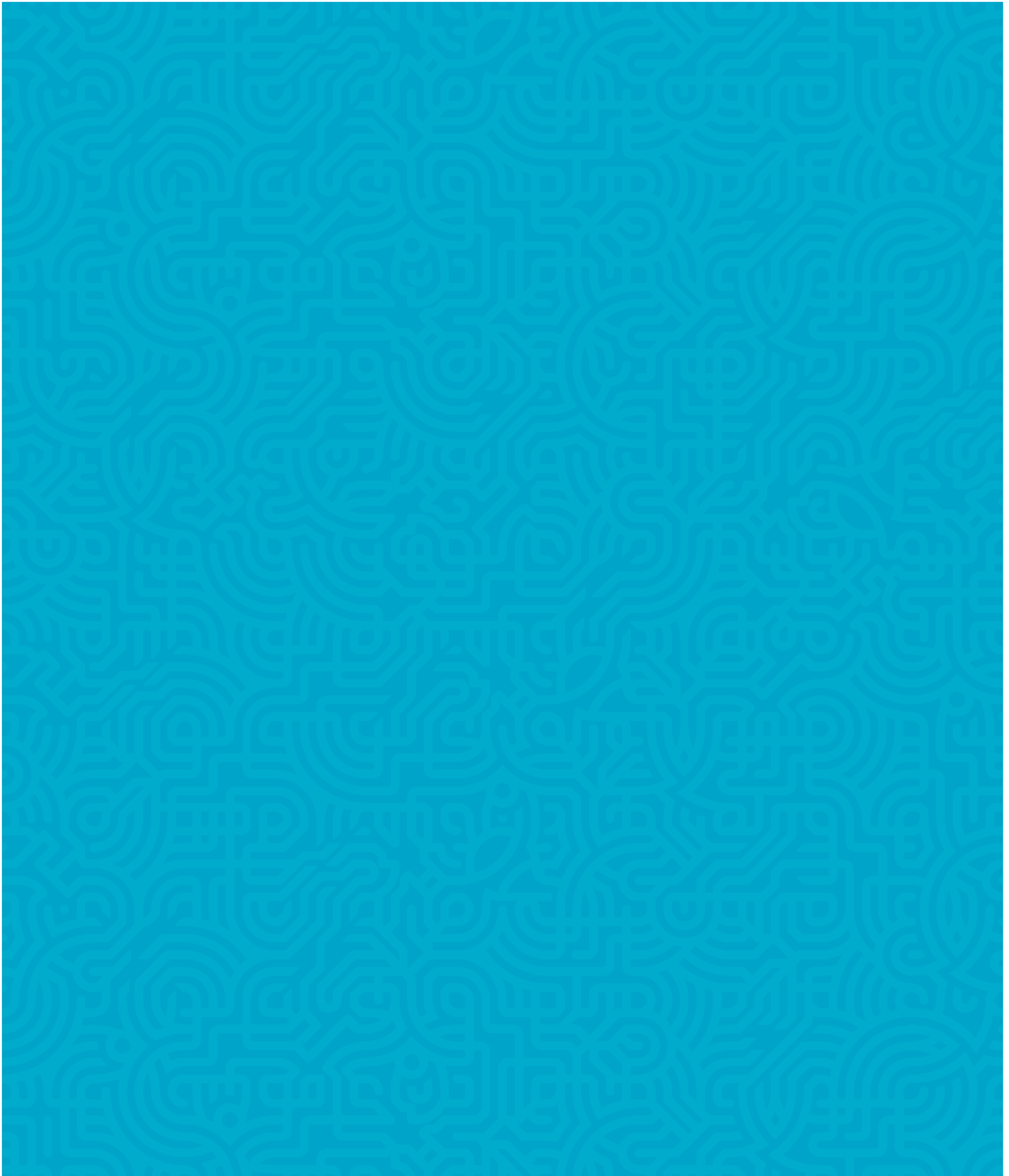
- Act as role models and a source of information on AI for other students
- Potential to support student in an AI sanctioning process, as per the Ryerson model

**Other staffing resources: First-Year Academic Skills Librarian – Reporting to Manager, User Services**

- The First-Year Academic Skills Librarian, reporting to the Manager, Library User Services, will work in collaboration with the Academic Integrity Facilitator to develop academic integrity workshop/modules for use across Sheridan

**For further consideration:**

- To help build a culture and raise awareness of AI at Sheridan, we recommend designating an AI faculty representative in each of our faculties. This person would act as a conduit for information between the AI Office and professors, aligning AI expertise more directly with teaching and learning
- Senior Academic Leadership – Consider integrating and championing the importance of AI by senior leadership (Deans, VPs, Registrar) by linking to Sheridan’s other strategic narratives (e.g. The Vision, Strategic Plan, Quality Assurance)



Next Steps



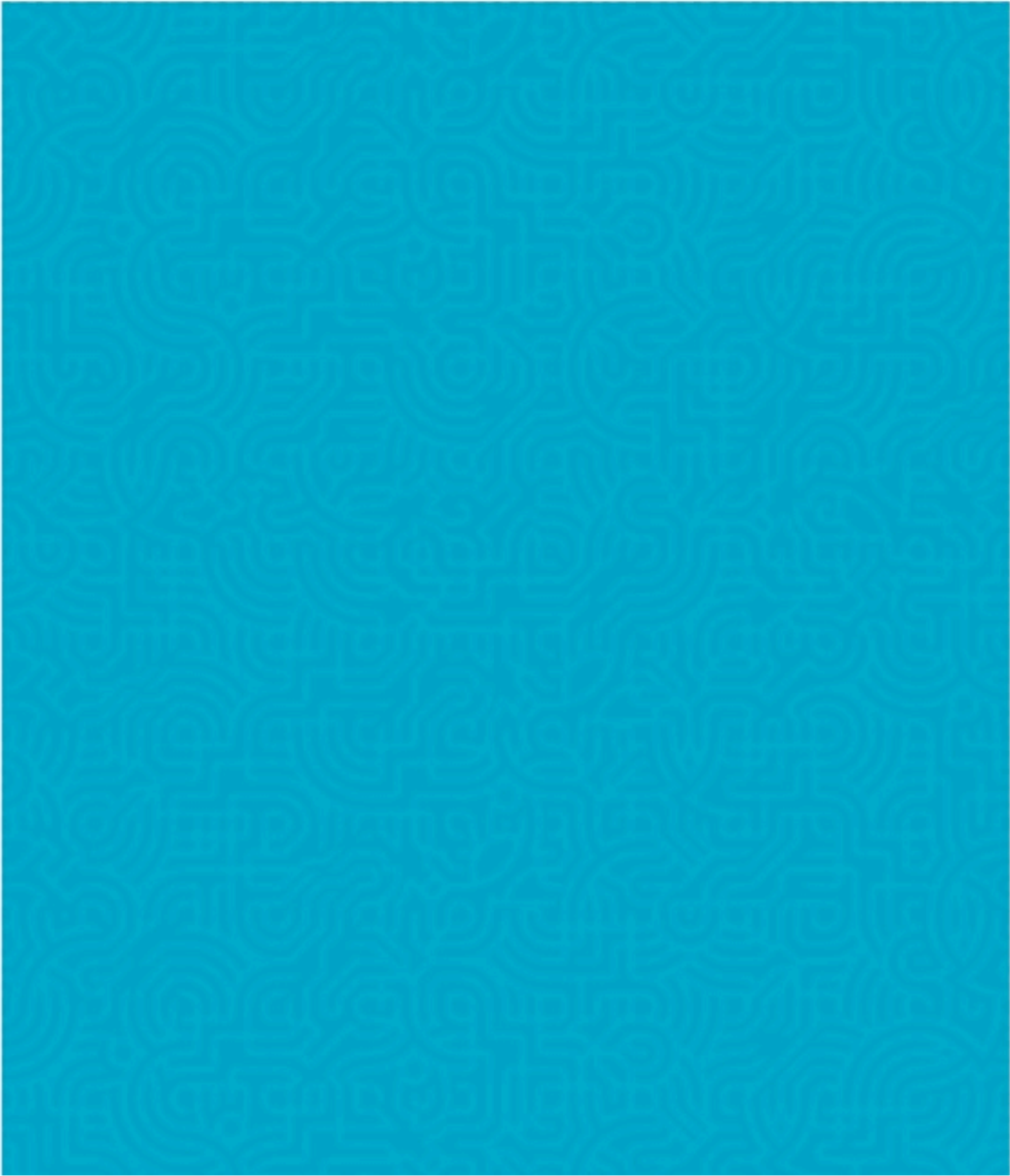
## NEXT STEPS

### Feedback and Discussion

Faculty and students may not be very far apart in their views on curbing cheating; these groups can work together toward the goal of establishing an ethical community (McCabe, Trevino, and Butterfield, 2001, p.9). Following this report, the proposed Academic Integrity model and position will be shared with the Provost and Associate Vice-Provost for feedback and discussion. With their guidance, the report will then be submitted to the Deans and Associate Deans, asking for their feedback on how best to engage faculty and students in AI as it move's forward at Sheridan.



Figure 1: Originality Matters. Reproduced from "Plgairism.org" by D. Deschaine, *Plagiarism Education Week*. Retrieved April 7, 2016 from <http://www.plagiarism.org/originality-matters-poster-contest>



Research Findings



## RESEARCH FINDINGS

### Strategies for Combating Academic Misconduct

**Full Reading:** Strategies for Combating Academic Misconduct, Education Advisory Board

Please refer to the *Full Readings* document sent with this report.

The Education Advisory Board analyzed academic integrity programming and tutoring support at large, public institutions in the US and Canada (EAB, 2014). The forum interviewed academic integrity officers and directors of tutoring centres for their research.

Key observations from the study show:

- Proactive and visible tutoring and academic support services help prevent students from engaging in academic misconduct
- Integrate academic integrity programming into new student orientation and continue programming through the academic year
- Design courses and assignments to discourage academic misconduct
- Integrate academic integrity programming into the classroom with online modules and frequent classroom discussions
- Allow an informal, but documented resolution process between instructors and students for minor academic misconduct cases to improve metrics collection

Motivating questions include (generated by Leadership at member institutions):

- What academic support exists for international students?
- What relationship exists between academic integrity policies and tutoring services contacts?
- What consequences exist for students who solicit unethical tutoring and academic services?
- How do contacts adjudicate violations of academic integrity and student conduct policy?

# Interviews

Academic integrity officers and directors from the University of Waterloo, Grant MacEwan University, a US leader in academic integrity facilitation, University of Georgia, and Ryerson University were interviewed between March 22-April 6, 2016.

## University of Waterloo

### Amanda McKenzie, Director, Quality Assurance

Amanda shared the following information via phone interview (A. Mackenzie, personal communication, March 31, 2016):

The Academic Integrity Office (AIO) was established in 2008 in response to a report on enhancing academic integrity at the University of Waterloo (UW). The report tapped into The International Center for Academic Integrity (ICAI) as well as some campus-wide surveys on the current culture of AI on campus. The report laid the foundation for setting up the AIO at UW. The report concluded with 38 recommendations, they haven't met all of them yet but work towards a few each year.

The AIO is primarily outreach and education. The office speaks to new faculty in orientation, to new graduate students and to ESL students, and in the past has utilized student ambassadors for integrity to assist in these events (currently there are no ambassadors because of lack of space in the AIO). They have issued three poster campaigns, each with a different focus. Their upcoming one will look at what AI means after graduation (messaging with statements like a GPA doesn't matter, but knowing how to do the work does, and working to thread integrity through everything you do).

Sanctions/punishments are administered by the Associate Deans (AD's) of each faculty. When Amanda first met with the AD's as a group, they shared how they work with AI in their faculties and the way they apply the policy to students. They quickly saw as a group that they were all interpreting and applying the policy and procedures differently, which was a big sign for inconsistency. At UW, AD's rotate in and out of the position every 3-5 years, and the faculty member who assumes the role has little overlap with his/her predecessor. Originally there was minimal connection between the AIO and the AD's; they have spent the last 7 years building relationships and meeting 5-6x per year.

UW's AIO would like to establish a method for collecting AI data from the AD's. Currently the system is broken, and they have no metrics available. Data will allow the AIO to see numbers and trends, to target awareness and initiatives, and to know what sort of "cheating" is taking place most often (e.g essay mills vs. impersonation). Amanda suggests reviewing Carleton University's [Academic Integrity Form](#) under their Learning Support Services when looking at methods for collecting data at Sheridan. This form allows faculty to submit a suspicion of a violation. It is fluid, hands-off and collects data neatly. She notes that the academic appeal form, for students, is set up in the same manner. She admires the forms' anonymity and accessibility.

The AIO has a good relationship with its tutoring centres—they cross-promote services and events. They are both aware of groups offering private tutoring to make money off of completing assignments for students. She gave an example of flyers posted in Mandarin in various buildings on campus offering this kind of explicit assignment help; English-speaking-only students and faculty don't know what the signs say, so signs like this stay up longer because they don't appear in violation of the AI policy at first. They also have records of posters in Mandarin off of campus indicating academic offers like "whatever you need, we will provide it". She would like to strengthen this area of outreach more, and in an ideal world, tutoring would be available 24/7 so students would feel less compelled to cheat.

Something she feels that is working well through her office is creating staff ambassadors for academic integrity. UW has more staff than faculty so it is important to target them. Working with HR, they created a workshop that reviews integrity as a whole, and then narrows its focus to academic integrity and what it means for each of the staff attending and how they can contribute and promote integrity in their working lives, returning as ambassadors for AI for their colleagues and staff.

### **Tracey Szarka, Academic Integrity Officer, Faculty of Mathematics**

Tracey shared the following information via phone interview (T. Szarka, personal communication, March 22, 2016):

Amanda McKenzie acts as a resource and sounding board for all things AI to Tracey, but Tracey reports to the AD Undergraduate in the Faculty and Math.

In the Faculty of Math, she feels not enough time is spent on educating students about AI. Most AI offenses in Math are first offences by first-year students. This year they have roughly 300 first offences on file in Math out of a student body of 6500. She said out of the 300 students, 5-10% re-offend. The AD is spending an enormous amount of time on infractions that are only worth 1-2% of a final grade. They are looking at ways to target cheating on these assignments by revising the assignments to allow students multiple chances to submit work and making the marks participation marks.

They are also hoping to track and receive notices of offences differently. Currently it is an email or a note or an unmarked envelope dropped on her desk. Professors are required to notify her of any possible infraction. This model is working but the volume could decrease if they looked more closely at ways of teaching, administering assignments, and opportunities for practice instead of testing.



## Grant MacEwan University

### Paul Sopcak, Academic Integrity Coordinator

Paul shared the following information via phone interview (P. Sopcak, personal communication, March 30, 2016):

Grant MacEwan's AIO opened in the 2007-2008 academic year. The office's primary role is outreach and education. MacEwan's AIO employs an AI coordinator (non-faculty), as well as working with 15-16 faculty adjudicators who volunteer to be trained and act as judges in second-offense hearings. First offences are between faculty and student only, while second offences require a hearing. Faculty adjudicators never adjudicate hearings for students from their same faculty. Paul says from his experience, faculty like taking ownership in first-offences, as they can decide the appropriate penalty for the student. At the same time, many do not want to teach the policy and procedures and dislike the idea that they have to be the experts on AI for the student.

For a first offence, the instructor determines whether academic dishonesty occurred and may impose an appropriate penalty. The instructor will explain his or her concerns and the student is given an opportunity to respond. After the meeting, the instructor will make a determination in writing and will inform the student of his or her decision and any penalty. The maximum penalty instructors are authorized to impose is a mark of zero on the piece of academic work under suspected violation. Serious or repeat violations require the student to appear at a hearing overseen by a faculty adjudicator. Adjudicators are authorized to impose a broader range of sanctions, including an F in a course, suspension, and even expulsion from the college (with transcript notation indicating "Academic Discipline"). It is important to note that every case has its own unique circumstances, and, therefore, the sanctions received vary.

In first offense meetings, faculty are encouraged to turn it into a learning experience instead of a disciplinary one; they are asked to be lenient if they can justify it to ensure it is a learning experience for both. In this way faculty learn what opportunities they may have to tweak the assignment/test that is the subject of the student's cheating. In a second offence, the adjudicator completes a form with the appropriate details and submits it to Paul for review, and then it is sent to the Dean of the faculty in which the instructor is employed. In addition, when the coordinator receives a form from a faculty member of a suspected offence, he immediately reviews his files to see if there is any existing record for that student. If there is, it automatically triggers a hearing instead of an informal meeting. The student and faculty are encouraged to consult with the AI Coordinator should they have any questions prior to the meeting with the adjudicator. The coordinator does not make a decision at any step, and is meant to be an unbiased resource. The coordinator does not attend the meetings between the faculty, student and adjudicator.

The adjudicators complete a 5-hour training delivered by the coordinator that focuses on AI misconduct prevention and AI education over policing, procedural fairness, understanding the AI policy and procedures, conducting hearings, and evidence to consider when making a decision. They also have yearly meetings to calibrate sanctions/appropriateness. Before an adjudicator's report goes out, the coordinator gives feedback on it. Faculty members can ask for a report to be rescinded (in the event that the report is seen as unflattering to the faculty member) so it is important the report be fair. The completed report comes from the

AIO (after feedback and commentary and consensus with adjudicator); it goes to the student, the instructor/faculty member, the Chair of the department, and the Dean of the faculty. All of MacEwan's AIO faculty adjudicator training materials have been shared with Sheridan.

The number of first offences/multiple offenses on record is as follows:

- 2008: 92 first offenses/8 multiple offences
- 2009: 114/9
- 2010: 115/10
- 2011: 177/16
- 2012: 183/24
- 2013: 239/29
- 2014: 299/49
- 2015: ~330/35

Paul notes that faculty buy-in to the AI process is an ongoing struggle because of the number of part-time faculty, misperceptions of procedure and the onus on faculty to understand the policy and procedure. Though he offers workshops each term, only fans of the AIO show up. Some faculties have their own way of dealing with AI but it undermines the consistency of a joint approach.

## University of Georgia

### Deborah Bell, Director Academic Honesty and Student Appeals

Deborah shared the following information via phone interview (D. Bell, personal communication, March 23, 2016):

Debbie Bell has worked with Academic Honesty at the University of Georgia (UG) since 1997. In 1997, the institution had a long, complicated process for reporting and applying discipline for academic misconduct and faculty avoided using it if possible. The school recognized that AI is important, and wanted an educational feature that was non-legalistic, and dealt with quickly. Debbie reports to the Vice President for Instruction, who reports the Provost. Any other code of conduct issue is tackled by Student Affairs.

The University System of Georgia (USG) Board of Regents represents 18 state schools. They ensure consistency across state schools to make transferring between schools easy in addition to fairness and consistency related to AI. In 1999, the Board mandated they do something about conflict resolution for grievances as it was costing the state too much. Every institution in turn initiated mediation at the school level to reduce or eliminate hearings at the Board of Regents level. Many on the board were trained mediators, and some were also at the table for AI. They wondered if there was a role for mediation in AI. This led to the foundation for the current model used at UG. The model is explained below.

# The University of Georgia's Facilitated Discussion Model for Resolving Academic Honesty Issues

## Appendix 2: The University of Georgia's Facilitated Discussion Model for Resolving Academic Honesty Issues

[https://ovpi.uga.edu/sites/default/files/u62/flow\\_chart.pdf](https://ovpi.uga.edu/sites/default/files/u62/flow_chart.pdf)

While UG appreciated the idea of a mediator, faculty and students did not want a third party suggesting outcomes, or resolving the issue for both parties, so instead they pursued a facilitation model. The facilitator has the skills of a mediator, but is in the room to guide the parties through the process, to be an expert on the AI policy and procedure, but not to determine the outcome of the AI infraction under review. This model was approved by UG government council and took effect in 2000. It has worked very well for 16 years. In 2007, UG added a multiple violations review board for level 3 sanctions. They felt they were doing a great job with first offenders, but they needed more help for disciplining multiple offenders.

Facilitators are mostly professional staff members, some faculty. They try to utilize staff as the facilitators more often so that the student does not feel like it is two faculty members against one student. Facilitators go through minimal advanced training, as most training is on the job: 1.5hr orientation to learn about the institution's academic integrity policy, to review examples of what the office sees most often, and then to learn the traits of a good facilitator. Following orientation, the trainees observe 2-3 facilitated discussions, completes 2-3 sessions on their own with observation, and then when they feel comfortable, they host their own sessions. They don't pick a side, they don't decide a sanction, but they ensure clarity on the policy and answer any questions related to it. No one else is allowed in the room. The discussion is not recorded, there are no notes carried into the meeting. The facilitator fills out a standardized form during the meeting that simply describes what the faculty says/why he or she think the student cheated, and the student explains what happened; no other information is written. In general, 500-600 students per year get reported and complete the facilitated discussion as first offenders.

### Level 1: Instructor/Student Facilitated Discussion:

Possible dishonesty is reported to the AIO and a facilitated discussion is arranged by the AIO between the student, faculty member and facilitator (often Debbie at UG, but volunteer facilitators also facilitate during busy times, such as during exams). The discussion reveals if the allegation should be dismissed or if dishonesty occurred and then sanction(s) are agreed upon between the student and faculty member. The student has 5 days to review the agreement; after 5 days the determined sanction goes into effect. The facilitator explains the facilitated discussion model for resolving AI issues for the institution before any discussion takes place. Debbie notes that this discussion helps the student understand that it is usually in the student's best interest to resolve the issue at Level 1 if possible, as Level 2 requires heavier sanctioning; Debbie believes that this structure is what helps keep 95% of the cases to Level 1 discussions.

## Level 2: Continued Discussion with Academic Honesty Panel:

If dishonesty is found to have occurred, but no agreement on a sanction is reached, the faculty member and student continue the discussion with a 5-member Academic Honesty Panel. The panel reviews the written material and meets with the student and faculty member. The faculty member must demonstrate it is more likely than not that dishonesty occurred. If the panel finds the student in violation, the sanctioning must include:

“0” on the assignment(s) and at least one of the following:

- “F” in the course
- Transcript notation
- Suspension
- Dismissal
- Expulsion

If a student has 2 files, both resulting in a violation, then the student has to meet with the Multiple Violations Review Board. That board assigns additional consequences because the student has two violations. The Board is comprised of 2 faculty members and 1 student. At this point, the student has 30 min to argue why he or she should still be a UG student. The Board does not go back to any of the first violations, they don't review old cases; they “lay down the law” for having two violations in past. The old policy had a student expelled after 2 violations, but it was too heavy because some of the level 1 violations can be as small as leaving quotation marks off of a quote in an assignment, for example. The Multiple Violations Board has a tough job because they are looking at students whose academic careers are going out the window. The standard penalty at Level 3 is a transcript notation and either expulsion, dismissal or suspension. 7 students were expelled last year at UG. If it can be less (dismissal or suspension), the board has to provide a rationale for the decision made.

The Policy and model covers every University of Georgia student, undergraduate and graduate, except Law and Veterinary students; those two programs have their own process and deal with AI in their own way. Everything else is covered in this umbrella, including study abroad and online learning students. She says, “This process really works well”. She explains that it justifies her job and she doesn't hate coming to work because students and faculty learn from the process:

*Faculty members are told things to their face that they may not be aware of otherwise because the facilitator in the room helps the student feel confident. She says it inspires change for the Faculty members. Faculty members have evolved the way they are teaching from these sessions.*

## **Ryerson University**

**Robyn Jacobson, Director, Academic Integrity Office**

**Andrea Ridgely, Academic Integrity Officer, Academic Integrity Office**

**Suzanne Hicks, Administrative Assistant, Academic Integrity Office**

Robyn, Andrea and Suzanne shared the following information via conference phone interview (R. Jacobson, A. Ridgely & S. Hicks, personal communication, March 31, 2016):

The Academic Integrity Office (AIO) is pleased with its current policy on Academic Integrity. Recent research for best practices in AI is reflected in their current policy. They are fortunate to have developed a large structure for AI, operating an independent office to reach the institution's goal of making AI more about education than punitive responses. A recent shift toward more support for AI at Ryerson was the result of demand, and thus the office has recently expanded to include Andrea and Suzanne's roles. They are in the process of revising the AI website with new animations and videos as well as an updated fundamentals of AI quiz.

In terms of outreach, Andrea, the AI Officer, provides presentations and talks on campus to various councils, departments and students, informing them about the role of the Office, emphasizing on the education piece. Education is the selling point of the Office, and they work to create a neutral identity, a place that does not impose sanctions and a place that ensures a fair process.

Ryerson does collect data on student sanctions in order to target outreach. Numbers were discussed but not authorized for print. At the same time, there are some pockets throughout Faculties that have internal, effective and efficient AI processes working within it. The AIO targets these faculties to coordinate efforts. Different departments and programs on campus do try to take it upon themselves to target outlines and pedagogy for AI, but the AIO partners with existing organizations that have contacts with faculty, like their Teaching and Learning department, to further build those relationships.

One particularly strong relationship the AIO has is with the Ted Rogers School of Management. There are student Academic Integrity Ambassadors within the school and the students are working with the AIO to create a "screen campaign" to post during exam season on academic integrity to air over the monitors and televisions across campus. In addition, the AIO partners with academic support services like the Library and Tutoring as well as International student services as these students have been profiled for needing extra support in understanding academic expectations.

There are several aspects important to prevention. They work to spread the word on AI but to also get other people to spread the word. Their outreach is not just student focused because so much can be missed out on in terms of teaching the faculty on how to be savvy in the creation of assignments and tests. Wherever opportunity arises, the AIO approaches it with enthusiasm.

# Ryerson University's Undergraduate Academic Misconduct Flowchart

## Appendix 3: Undergraduate Academic Misconduct Flowchart

<http://www.ryerson.ca/content/dam/academicintegrity/Undergraduate%20Flowchart.pdf>

Ryerson wanted to model their academic misconduct process on the University of Georgia's (UG) academic misconduct process with some small changes to the role of the facilitator. At UG, the facilitator decides upon an appropriate sanction based on the discussion. This was not agreed upon at Ryerson. Instead, they wanted to ensure the discussion did not feel accusatory, but more of an open discussion. They feel like in their process, a student can put their views forward, but the professor can come to a decision and determine a penalty outside of the discussion. Ryerson feels their process has the same elements of fairness as UG (facilitator makes sure no one is bullied), but there was good feedback on giving faculty members the option to choose a non-facilitated discussion as well.

In Ryerson's process, students can request an advocate from their student union; the advocate helps the student prepare for and/or accompany them to the facilitated or non-facilitated discussion as well to appeal and penalty hearings. Students may also bring along a guide, such as a friend or parent, who is not allowed to contribute to the process but provides emotional support. If a student is reported to the AIO for suspicion of academic misconduct, the AIO informs the student of their options and directs them to the policy and procedure as well as answers any questions.

The Ryerson process reviews each case individually. They make no reference to prior misconduct. After the first offence, a disciplinary note goes on the student record. When two of these notes are recorded, then a special meeting is held to decide further warning or to a penalty hearing.

An additional feature to the process at Ryerson to UG is the role of a Designated Decision Maker (DDM). Faculty can proceed with registering a suspicion of misconduct via their automated system or they can request a DDM. A DDM assumes the role of decision maker in its entirety. The referring faculty member prepares the DDM with all available evidence and if the DDM opts to proceed with the suspicion they register the suspicion via the AIO automated system and the student is notified. The faculty member can recommend an appropriate penalty should the student be found guilty of academic misconduct. Support for part-time faculty may help to capture more incidents of AI that otherwise may be going unreported.

*A DDM encourages contract/part-time staff to not overlook integrity matters. The addition of the DDM to the procedure is meant to help with misperception of the process and data collection.*

The DDM's are faculty members who volunteer for the role and they are trained to stand in when called upon. Ryerson has about 10 volunteers on file and only part-time/contract staff can use them at this time. DDM training invites many people to the training including the ombudsperson, student advocates, the Secretary of Senate, and all the people who would have contact with the DDM through a process. Formal rollout of the DDM will begin in Sept 2016.

# Cheating Lessons: Learning from Academic Dishonesty

In 2013, James M. Lang published *Cheating Lessons: Learning from Academic Dishonesty*, a three-part book that overviews what research reveals about the number of students who cheat, how specific features of a learning environment impact whether or not a student cheats, a guide for faculty on structuring learning environments in order to reduce cheating and increase learning, and suggestions for fostering a campus culture that promotes AI. The following is a brief summary of his 256-page book.

## Part I

Lang's research indicates that cheating isn't on the "rise" nor is it an "epidemic"; all studies point to slight increases only; however, more than two-thirds of college students are reporting that they have cheated at some point, so, he argues, we must pay attention (p.12-13). For Lang, the most relevant contextual factor is the classroom environment; faculty can shape their courses in ways that might reduce both the incentive and the opportunity to cheat (p. 17). This includes the design of the course, the daily classroom practices, the nature and administration of assignments and exams, and the students' relationship with the instructor (p. 37).

Lang theorizes four features of a learning environment that may pressure individuals into cheating:

1. *An emphasis on performance*
  2. *High stakes riding on the outcome*
  3. *An extrinsic motivation for success*
  4. *A low expectation for success*
- (p. 35)

In addition, he writes that learners who pursue understanding are referred to as mastery, task, or learning oriented, whereas those whose primary goal is to demonstrate their ability are termed performance, relative-ability, or ego-oriented (p. 39-40). Extrinsic rewards induce cheating; focusing on the grade can lead to shallow or strategic learning, or "bulimic" learning (p. 40). Focusing the attention of our students on their grades, and seeking to motivate them either by promising them high grades or punishing them with low ones, should have the dual effect of increasing cheating and reducing learning (p. 40).

Citing McCabe, Lang writes in the search for determinants of academic dishonesty, peer influence is at the top of the list of factors (p. 51). The most important determinants are whether or not students observe or learn about cheating among their peers, and whether or not they believe their peers approve of cheating (p. 52). Cheating rates are significantly higher when the answer is positive in both cases (p. 52).

## Part II

Using the four features of a learning environment that may pressure individuals into cheating (p. 35), Lang provides strategies on how faculty can structure learning environments in order to reduce cheating and increase learning.

He suggests four different ways for grounding assessments in the lives and unique learning experiences of students:

**Time.** *Students are asked to connect course content to events, conversations, trends, or research they experience uniquely within the confines of the semester;*

**Place.** *Students connect to something in the local community, whether that means their dorm, their campus, or the city in which they are located;*

**Personal.** *Students consider how course content shapes or could be used to understand a specific experience in their lives;*

**Interdisciplinary.** *Students draw connections not only between the course content and other disciplines they have studied, but also between the course and other specific courses they have taken, or co-curricular activities like on-campus lectures, performances, and other learning-oriented events.*  
(p. 76-77)

To create a mastery-oriented classroom, assessments must allow students to demonstrate how much they have achieved the learning objectives for the course rather than having the assessments stand as the learning objectives (p.92). Offering flexibility and control helps orient students toward learning over performance goals; allowing students to choose among options and make choices that are consistent with their goals and the activities that they value helps students develop mastery learning orientation (p.96). Permitting students to try until they get it right, such as offering a quiz to be taken multiple times develops mastery learning orientation as well (p. 97). Offering multiple assessment options but ensuring students choose their assessments in advance helps students budget their time over the course of a semester (p.102).

Lang provides an example of a faculty member with a classroom of 3,000 students who creates a point system for assignments, so students can map out their points for the term and thus plan for their own grade (p. 95-104). Frequent testing and the option to re-do assignments helps reduce performance anxiety and the accompanying motivation for academic dishonesty (p. 104). In terms of memory and learning, quizzing helps students learn by allowing students to practice retrieval and rehearsal. Some of these quizzes should be in low-stakes formats, but formats that students will have to engage in in higher-stakes assignments and exams (p. 124-126). Finally, instilling self-efficacy begins with enthusiasm for the content, stating they will be challenged, but ends with confirming they are capable of meeting that challenge (p. 152-161).

## Part III

One of the problems Lang believes contributes to a cheating environment stems from a lack of coordination between the campus policy and individual instructors (p. 165). A traditional honor code places the responsibility for academic integrity in the hands of the students, requiring each incoming class to pledge



loyalty to a code of behaviour on their academic work (p.167). Misconduct places a student in front of a jury of his or her peers, and guilty parties are subject to uniformly imposed punishments that are well known to all students in advance (p. 167-168).

What reduces cheating on an honor code campus is not the code itself but the dialogue about academic honesty that the code inspires; a non-code school which makes academic honesty a major topic of discussion can see the same levels of reduced cheating that one can find at a traditional honor code institution (p. 172). Lang concludes that institutions do not need an honor code in order to foster the kind of campus discussion that will reduce cheating (p. 172).

Lang indicates that priming students with a simple reminder about academic honesty just prior to students taking a test instead of limiting it to the standard review of AI at the start of a term has also shown to reduce cheating (p. 178). In addition, he suggests institutions create a network of liaisons in departments who are champions of integrity and a resource for their close colleagues (p. 179-80).

Policies must be broadcast to the community on a regular basis (p. 181); the involvement of student leaders in both the planning and executing of academic honesty materials and events could help reduce a student's impression that his or her peers approve of cheating (p. 183-84). Asking students to contribute to educating their peers about academic policies is a great way to get students involved (p. 184). Lang continues by noting that timing of educational campaigns can make a huge difference; he suggests AI sessions to take place in the days immediately preceding the start of the semester, or to revise orientation to highlight academic culture (p. 185). Regular reminders to students about their obligations to academic honesty using creativity and humor help it from becoming white noise (p. 185-187)

AI campaigns should focus on education, not ethics—a really effective educational campaign will not only teach students the mechanics of citing their sources properly in an academic context, but will help them understand why they should do so (p. 190). It will also help students understand what is meant by a request for original work (p. 190)

The specific “why’s” of AI belong in the classroom, since the shape of such conversations will vary according to the discipline (p. 211). However, the campus as a whole must maintain vigilance in preventing repeat offenses and in conveying to students the seriousness of AI on campus (p. 211). Lang suggests for a first violation, the decision for the punishment should fall entirely within the hands of the faculty member (p. 212). If a student agrees to a settlement, they must also complete an AI educational experience of some kind; the campus officer who handles AI violations could work with a faculty team to devise these educational experiences (p. 213).

*Lang highlights four objectives that should animate any campus-wide response policy:*

- 1. The response is consistent with the seriousness of the offense*
  - 2. The response allows for discrimination in applying penalties to both first-time and repeat offenders*
  - 3. The response contributes to the student's learning*
  - 4. The response reduces bureaucracy*
- (p. 213-215)*

Lang closes his book by providing a strategy for faculty response to cheating incidents in their courses. He asserts that the response must align with:

1. Institutional policy
2. Reporting incidences
3. In the statement of their own policies
4. In the moment of confrontation with a cheating student
5. In their individual response to that student

### **In the statement of their own policies**

- To not address it sends the message “I’m too stupid to know it’s happening or I don’t really care it’s happening.” (p. 217)
- Faculty need to supplement the honesty priming that occurs in orientation and campus events with efforts specific to the course they are teaching. This can first be in the form of reminders on the syllabus. Discuss this in week one and discuss disciplinary reflections; ensure assignments spell out expectations; give oral reminders before exams; have students sign a pledge at the end of the exam stating the exam has been completed honestly. These pledges can be included in all assignments. In all cases the focus should be on education rather than moral depravity. (p. 218-219)

### **In the moment of confrontation with a cheating student**

- Manage emotions; don’t take it personally. Faculty members are obstacles in the way of a student cheating, not the object of a student’s cheating. Cheating violations are violations against the policy, not the faculty member (p. 220-221).

### **In their individual response to that student**

- Though the institution may have a policy on how to manage cheating, a faculty member can always strike a private deal with a cheating student in exchange for which the faculty member does not report the infraction. Reporting and possibly dealing with any challenges from the student appear as a time sink for faculty, especially during busy times when cheating is more rampant. Striking deals is a terrible idea and does not support the policy. It also allows students to be first-time offenders across their courses. Private deals allow students to slip through the cracks of academic integrity. The first act of dishonesty may shape the way the student sees him or herself and his or her actions from that point on. The first response is a crucial one. It is important to convey the seriousness, and in exchange it may help the student from the slippery slope of cheating more often and regularly (p. 221-224).

# Cheating in Academic Institutions: A Decade of Research

**Full Reading:** Cheating in Academic Institutions: A Decade of Research

<http://login.library.sheridanc.on.ca/login?url=http://search.ebscohost.com/library.sheridanc.on.ca/login.aspx?direct=true&db=a9h&AN=4949872&site=ehost-live&scope=site>

Please refer to the *Full Readings* document sent with this report.

Donald McCabe, Linda Trevino and Kenneth Butterfield's article, "Cheating in Academic Institutions, a Decade of Research", is cited across the spectrum of research on academic integrity (AI). This article, printed in 2001, demonstrates that cheating is prevalent and some forms of cheating have increased; contextual factors such as students' perceptions of peers' behaviours are most influential; and that an institutions policy and procedure for AI can have a significant influence on student behaviour. The article also suggests ways to manage cheating from the faculty perspective. Highlighted below are some of the key points made in the article:

## Prevalence of Cheating

- In 1964, Bill Bowers published a survey of more than 5,000 students in a sample of 99 US colleges and universities and found that three fourths of the respondents had engaged in one or more incidents of academic dishonesty. Donald McCabe and Linda Trevino replicated this survey 30 years later at 9 of the schools who had participated in the original survey (p.3).
  - McCabe and Trevino found a modest increase in overall cheating, but significant increases were found in explicit forms of test or exam cheating (p. 3).
  - Increases were also found among women and in collaborative cheating (p.3).
  - Student understanding of appropriate citation techniques seems to have changed; selected behaviours that students may have classified as plagiarism in 1964 do not appear to be considered plagiarism by many students today (eg. quoting someone's work verbatim is plagiarism, but there may be confusion around citing a presentation of ideas as one's own). (p. 3).

## Why Students Cheat-Contextual Factors

- A 1993 study by McCabe and Trevino surveyed more than 6,000 students at 31 academic institutions during the 1990-91 academic year; this project was the first major study since Bill Bower's seminal work in 1964. The most influential variable found in this study was peer behaviour, or the degree to which students perceive that their peers engage in cheating behaviour. (p. 4).

- Further researching the peer behaviour variable, a 1997 study by McCabe and Trevino surveyed 1,800 students at 9 mid-sized universities in the 1993-1994 year; the results pointed to the primacy of the institutional context in influencing cheating behaviour. The contextual factors of peer cheating behaviour, peer disapproval of cheating behaviour, and perceived severity of penalties for cheating were significantly more influential than individual factors (described below). (p.4).
- Cheating tends to be more prevalent on larger campuses and cheating on tests and exams has increased dramatically over the last 3 decades. (p. 5).

## **Faculty Views of AI Policy**

- A 1993 study found that faculty are reluctant to report cheating and prefer to handle suspected cases of cheating on their own rather than appeal to institutional policies and procedures; student perceive that many faculty do not treat cases of academic dishonesty very harshly (p. 6).

## **Honour Codes**

- Some campuses use academic honour codes to combat academic dishonesty.
- A 1993 study of an institution without a formal honour code was researched for its low-levels of cheating; they found that it had developed a culture that emphasized many of the elements found at code schools and encouraged AI without instituting a formal code; administrators and faculty clearly conveyed their beliefs about the seriousness of cheating, communicated expectations regarding high standards of integrity, and encouraged students to know and abide by rules of proper conduct. (p. 6).

## **Individual Factors for Cheating**

- College students use a variety of neutralization techniques to explain away their dishonest behaviour, such as denial, rationalization, deflecting blame, and condemning accusers (p. 8).
- Within similar majors, gender differences in cheating are often very small (p. 8).
- Students with lower GPAs report more cheating than students with higher GPAs; students engaged in intercollegiate athletics and other extra-curricular activities self-reported more cheating as well (p. 8-9).
- Other factors that can influence cheating include pressure to earn high grades, parental pressures, a desire to excel, pressure to get a job, laziness, a lack of responsibility, a lack of character, poor self-image, a lack of pride in a job well done, and a lack of personal integrity (p. 9).

## Preventing Cheating

- Creating an “ethical community” on campus, one that includes clear communication of rules and standards, moral socialization of community members, and mutual respect between students and faculty, can also involve techniques like actively discussing ethical issues in the classroom. (p.9).
- Faculty and students may not be very far apart in their views on curbing cheating; these groups can work together toward the goal of establishing an ethical community (p.9).
- Most new college students, though the number may be decreasing, have a positive attitude towards AI, in spite of experiences with cheating in high school, but if they observe cheating by more senior students, and see faculty who appear to ignore what looks like obvious cheating, the view degenerates quickly (p. 10).
- Schools that do not engage students in meaningful dialogue about AI are likely to experience the persistent levels of AI breaches identified in the research on cheating (p. 10).
- An institution’s failure to emphasize for its students the high value it places on academic integrity sends the message that it is not a high priority (p. 10).
- The institution must convince students that cheating will be met with strong disapproval and that cheating is the exception on campus, not the rule. (p. 11).

# Pedagogical Over Punitive: The Academic Integrity Websites of Ontario Universities

**Full Reading:** Pedagogical over Punitive: The Academic Integrity Websites of Ontario Universities

<http://login.library.sheridanc.on.ca/login?url=http://search.ebscohost.com.library.sheridanc.on.ca/login.aspx?direct=true&db=eue&AN=88926074&site=ehost-live&scope=site>

Please refer to the *Full Readings* document sent with this report.

In 2013, Jane Griffith of York University studied how Ontario universities are currently promoting academic integrity (AI) online through language and image. The study was published in the *Canadian Journal for Higher Education*, and found that the majority of Ontario websites have an educative mandate in their online AI resources, aligning with current AI scholarship that lauds education rather than after-the-fact punishment. (p.1). A brief summary of this study can be found below:

- The paper concludes that an AI website's language and images could contribute considerably to a student's AI education (p. 2).
- Scholarship on AI typically calls for education before punishment (p.2).
- Holistic plagiarism prevention often includes a focus on AI policies as well as preparation and education for students; a 2005 McCabe study found that a pedagogical rather than a punitive approach increased the likelihood that faculty would report transgressions (p.2).
- AI education advocates do not wish to do away with punishment, but wish to couple appropriate, clear, and widely known consequences with pre-emptive education and prevention (p.2).
- A 2011 study found that over half of the students in a survey of a Western Canadian university had committed at least one act of academic dishonesty (p.3).
- A 2010 study Griffith quotes found that students who were required to complete an AI tutorial through the course management site significantly decreased plagiarism through education, determining that the tutorial taught students about AI rather than simply increased their perception that they would be caught (p.3).

## Methods

- Understanding that text can inform image and image can inform text, the study looked at the contrast of language and images used on the various AI sites at 22 CDN universities. The study focused on universities only as opposed to colleges and universities because colleges appear to house their AI

material within a library website, whereas universities have stand-alone sites, perhaps signaling greater resources and larger student populations than colleges (p.4).

## Results

- Griffith's report reveals that many Ontario universities have academic conduct policies that are user-friendly, with reader-centered language.
- Speaking directly to students and using a student-centered tone ("you" and using contractions "you've"), acknowledging that plagiarism can be confusing, empathizing with student confusion and temptation and supportive statements like "don't worry" were strategies used to connect and demonstrate that plagiarism was preventable through education and that it was in the hands of the student (p.8).
- Some sites target specific faculties and their needs, using scenarios and studies related to disciplines for addressing AI (p.9).
- Some sites link resources to professional programs like nursing, teaching and engineering to connect the ethics of academic misconduct to professional misconduct (p.9).
- Another trend in the sites included inducting students into a larger community, to encourage a stronger sense of communal and civic responsibility (p.9).
  - One site made it clear that the university was a community and the student reading the policy was a scholarly member (p. 10).
  - Another site explained that AI must involve nurturing and sustaining an academic community in which all members of the community will thrive and who all have ethical responsibilities for supporting and upholding the fundamental values of AI (p. 10).
- The sites also attempt to induct students into the community of scholars by invoking peer condemnation of academic dishonesty (p.10).
  - One site says academic dishonesty is unfair and discouraging to those students who pursue their studies honestly (p. 10).
  - Another site added that AI also meant to discourage others from violating standards of AI (p. 10).
  - One other site said that academic misconduct was detrimental to the university's learning environment, which every member of the community is responsible for maintaining (p. 10).
  - One site even featured true stories of students who cheated and the outcome (p. 10).
- It is important not to contradict an educational prerogative with punitive images such as a gavel, a weighted scale, or to connect directly to Student Rights and Responsibilities, even if the link is to educationally focused content (p. 11).

- Slogan images, or staged photos of people who were otherwise unconnected to visual markers of AI save for a catchphrase attached to it were also reviewed on the sites for their connotations.
  - Dated photos, photos that are staged to seem as though the person is unaware of the camera can imply surveillance or accusation (p. 13).
  - Slogans attached to images like “Think about it” can be reminiscent of anti-drug or anti-smoking campaigns (p. 13).
  - If efforts are made to have educative, preventative, empowering AI tutorials, statements like “AI would not be tolerated” can have a jarring, contrasting effect. (p.13).
  - Ambiguous images (group study or group cheating? Writing a paper or copying and pasting?) are best for use, as the pictures are of successful learning with a margin for potential academic dishonesty but the choice and locus of control is with the student (p.14).
- Videos focused on peer-disapproval of academic misconduct (p.15).
- Some sites had broken links for the period of the survey, which was two years; it led the author to wonder if the sites were being used regularly, and if the schools were treating the power of an AI website seriously enough (p. 17).
- Any AI website presence is an attempt at education. Sites that are clearly written, educational rather than punitive, and consistent with images and texts that complement rather than contradict one another as well as sites that directly address students and differentiate among audiences and induct readers as part of a scholarly community are all strategies to align best with recent research on AI. (p. 17).



# Understanding Academic Misconduct

## Full Reading: Understanding Academic Misconduct

Please refer to the *Full Readings* document sent with this report.

In 2006, Julia Christensen Hughes of the University of Guelph and Donald McCabe of Rutgers University published a study in the *Canadian Journal of Higher Education* on understanding academic integrity (AI). It says Canadian institutions have begun to identify AI as a potential area for concern, have much to learn from its American counterpart, and must recommit to upholding AI as an essential value. Strategies institutions might adopt to encourage AI are provided. Some of the key points made in the paper are:

- A review of literature indicates that universities should be judged, in part, by their service to democratic society as critic, conscience and public intellectual and by their preparation of students for citizenship (p. 51).
- A review of US studies shows that the majority of undergraduate students have engaged in some type of misconduct in the completion of academic work; this engagement occurs despite student recognition that such behaviour is morally wrong (p. 52).
- Factors associated with *low levels* of cheating include:

Demographic Factors	Self-Reported Behaviours	Attitudes	Contextual Factors
Age-Older	Less cheating in high school	Stronger work ethic	Smaller institution size
Gender-Female	Better study habits	Greater self-esteem	Existence of an honour code
Marital status-Married	Less church attendance	Lower test anxiety	Student understanding and acceptance of academic misconduct policies
Year level-Higher	Less involvement in intramural or intercollegiate sports and other extra-curricular activities	Lower willingness to risk detection	Severity of penalties for students found responsible for cheating
GPA-Mid-range		More prone to feelings of guilt	Peer disapproval of cheating
First born			Certainty of being reported by a peer
Financially self-supporting			Peers' cheating behaviours
Employment status-Full time			
First Language-English			

(p. 53-54)

- Administrators and faculty play an essential role in creating an environment of AI; they could do “much more” to encourage AI, as seen in the lack of systematic, comprehensive programs on many campuses which are critical in creating institutional environments that encourage integrity (p. 55).
- Student perception is there is little risk in cheating, as faculty fail to penalize students or follow institutional policy when cheating occurs; possible explanations for faculty reluctance to deal with AI breaches is a lack of buy-in to formal policies and procedures; perceived time and effort required; potential personal costs such as discomfort in confronting students and serious outcomes associated with litigation, harassment, and being blamed by administration for the situation (p. 56).

## **Institutional Strategies for Fostering AI**

- Promoting and upholding academic integrity clearly requires a comprehensive approach, supported at the highest levels and throughout the institution (p. 57).
- Ten principles for fostering AI and transforming an institution were researched and highlighted:
  1. Affirm the importance of AI
  2. Foster a love of learning
  3. Treat students as ends in themselves
  4. Foster an environment of trust in the classroom
  5. Encourage student responsibility for AI
  6. Clarify expectations for students
  7. Develop fair and relevant forms of assessment
  8. Reduce opportunities to engage in academic misconduct
  9. Challenge AI breaches when they occur
  10. Help define and support campus-wide academic integrity standards
 (p. 57-58)
- Canadian institutions could begin by affirming values and goals of higher education, including the importance of AI, and the character development of citizenship behaviours of students; this makes the moral development of students an explicit concern and one the curriculum could address (p. 58).
- AI needs to be supported by a renewed focus on the quality of the educational experience; enhancing the quality of teaching and learning in higher education requires strong leadership and explicit recognition from all major stakeholders that change is required (p. 58).
- More attention must be given to the training and development of faculty pedagogical and assessment practice; teaching and scholarship must be properly assessed and rewarded (p. 58).

- AI needs to be supported by the development of systems and a campus climate that demands integrity by all members of the campus community; institutions should revisit AI policies and invigilation practices and ensure students, faculty and administration support them; these policies and practices should be communicated broadly and their importance understood (p. 58).
- Educational programming may be particularly important for first and second-year students (eg. AI Awareness week), international students, and those studying in a second language (p. 59).
- Faculty should be encouraged to clarify their expectations with students, explain why AI is important, follow up with AI breaches when they occur, and model AI in their own practice (p. 59).
- Several Canadian universities have created AI Offices to provide AI breach support; publicizing statistics and outcomes of AI breaches can also help send the message that there are real consequences for engaging in such behaviour (p. 59).

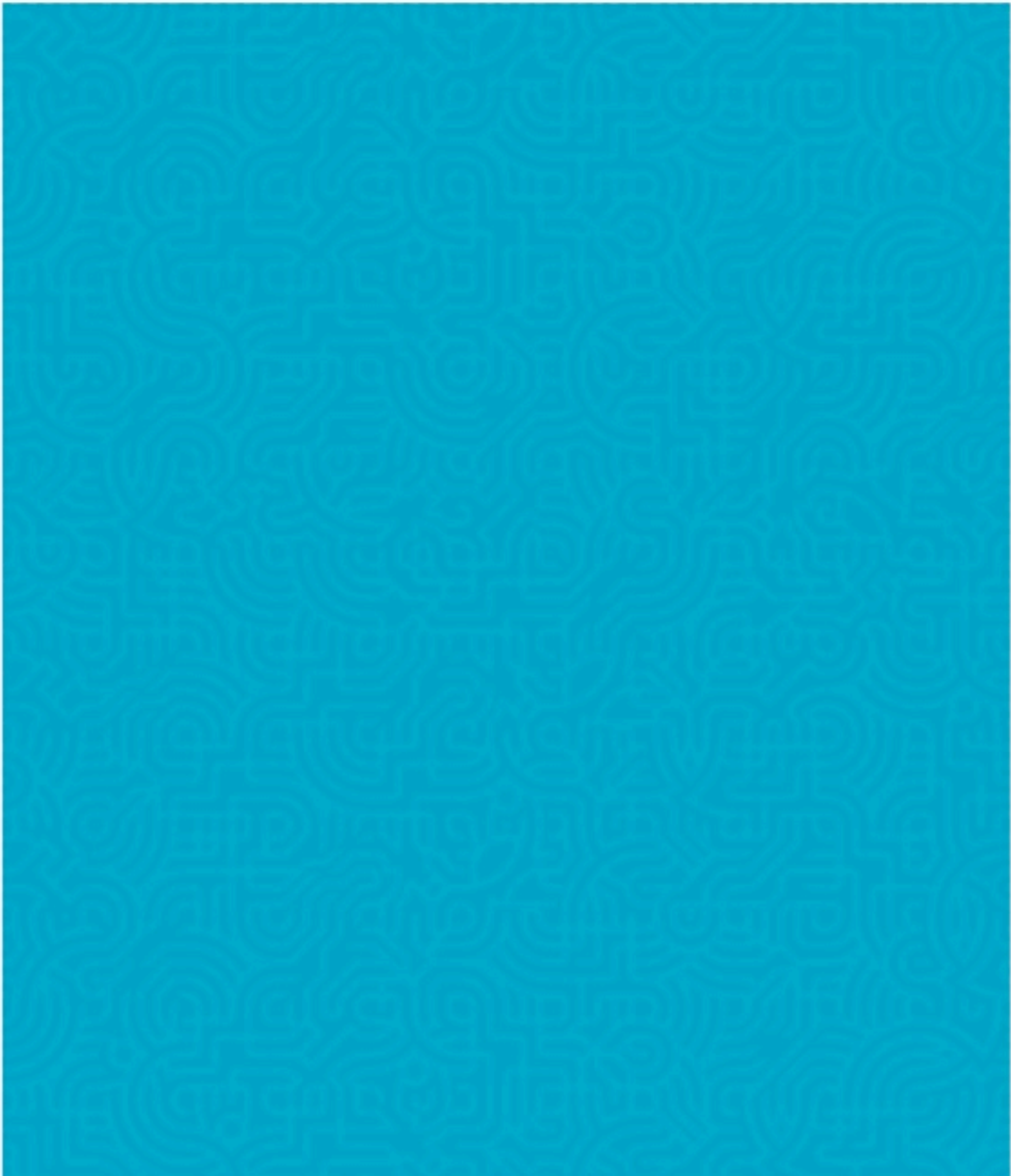
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## Appendix 1

### Academic Integrity Policy Reporting

Sheridan is committed to upholding the highest standards of academic integrity (AI). Through the Academic Integrity Policy and Procedure, Sheridan faculty, staff and students are expected to be vigilant regarding their respective roles and responsibilities when breaches of academic integrity occur. Sheridan is committed to balancing the use of sanctions with prevention and educational efforts to reduce breaches of academic integrity.

One aspect of our AI efforts is annual reporting of the number and types of breaches and the range of sanctions imposed. This reporting will allow Sheridan to track breaches of the Academic Integrity Policy and use the data to develop further strategies for reducing academic dishonesty.

The following data summarizes reported breaches, from the central database, for each academic year subsequent to the introduction of the centralized process in 2013/2014:

#### AI Reported Breaches by Type

- There were a total of 860 AI breaches reported in the 2014/2015 Academic Year, an increase of three percent from 2013/2014.
- The number of offenses reported increased in the following categories in 2014/2015 compared to 2013/2014: cheating (+18%) and impersonation (+72%). Improper research practice breaches declined by 35% year-over-year, plagiarism breaches fell by seven percent, and other types of breaches were 13% lower.
- The distribution of offenses by category in 2014/15 is: plagiarism (48%), cheating (41%), impersonation (6%), improper research practice (3%) and other (3%).

**TABLE 1 - Reported AI Breaches by Type, AY 2013-14 and AY 2014-15**

Breach Type	AY 2013-14		AY 2014-15		Year-Year Change	
	Number	% Total	Number	% Total	Number	% Change
Plagiarism	442	53%	409	48%	-33	-7%
Cheating	297	36%	349	41%	52	18%
Improper Research Practice	34	4%	22	3%	-12	-35%
Impersonation	29	3%	50	6%	21	72%
Other	32	4%	28	3%	-4	-13%
Multiple	2	0%	2	0%	0	0%
<b>Total</b>	<b>836</b>	<b>100%</b>	<b>860</b>	<b>100%</b>	<b>24</b>	<b>3%</b>

#### AI Reported Breaches by Offense Total

- In AY 2014-15, almost nine in ten reported breaches involve the student's first offense. It was the second offense in 9% of reported breaches, and the third offense for 2%.

**TABLE 2 - Reported AI Breaches by Offense Totals, AY 2013-14 and AY 2014-15**

Offense Totals	AY 2013-14		AY 2014-15		Year-Year Change	
	Number	% Total	Number	% Total	Number	% Change
1st Offense	742	89%	765	89%	23	-7%
2nd Offense	81	10%	75	9%	-6	18%
3rd Offense	11	1%	16	2%	5	-35%
Greater than 3rd Offense	2	0%	4	0%	2	107%
<b>Total</b>	<b>836</b>	<b>100%</b>	<b>860</b>	<b>100%</b>	<b>24</b>	<b>3%</b>

**AI Reported Breaches by Sanction Type**

In AY 2014-15, virtually all sanctions issued are Level 1-3 sanctions, with Level 1 sanctions accounting for 89% of total.

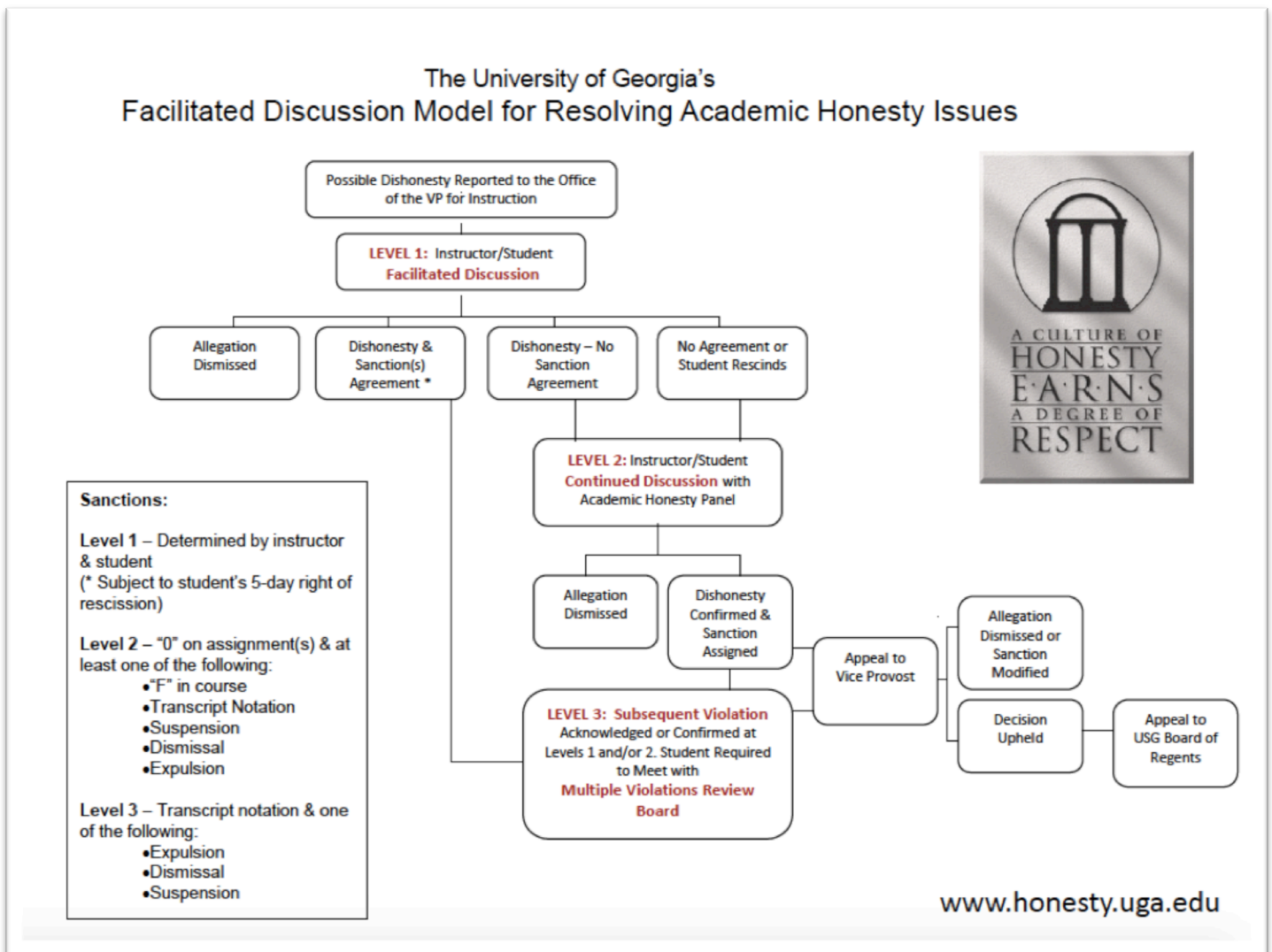
**TABLE 3 - Reported AI Breaches by Sanction Type, AY 2013-14 and AY 2014-15**

Sanction Type	AY 2013-14		AY 2014-15		Year-Year Change	
	Number	% Total	Number	% Total	Number	% Change
Level 1	745	89%	766	89%	21	3%
Level 2	67	8%	80	9%	13	19%
Level 3	22	3%	12	1%	-10	-45%
Level 4	2	0%	2	0%	0	0%
Level 5	0	0%	0	0%	0	n.a
Level 6	0	0%	0	0%	0	n.a
<b>Total</b>	<b>836</b>	<b>100%</b>	<b>860</b>	<b>100%</b>	<b>24</b>	<b>3%</b>

## Appendix 2

University of Georgia. (n.d). *Facilitated discussion model for resolving academic honesty issues* [Chart].

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## Appendix 3

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