

Academic Integrity: Challenges and Best Practices

Academic Affairs Committee
November 18, 2015

Lucy Gaspini (Office of the Dean)

Tyler Evans-Tokaryk (RGASC)

Nour Alideeb (UTMSU)

CHALLENGES

Complicated Context

- Globalization
- Remix culture
- Changing Technologies

More Education

- Educating students about *The Code*
- Helping students & instructors understand the process from detection to resolution of allegations of academic offenses
- Educating instructors about strategies for preventing academic offenses
- Educating students about strategies for avoiding accidental plagiarism

Detection

- New technologies
- Private “tutors”
- Essay mills and other online tools

More Resources

- Academic
- Wellbeing

Lucy Gaspini, Manager, Academic Integrity & Affairs

RECENT INITIATIVES FROM THE OFFICE OF THE DEAN



Code of Behaviour on Academic Matters

Academic Integrity and Discipline

Orientation Sessions

Lucy Gaspini, Manager, Academic Integrity & Affairs

Lisa Devereaux, Academic Integrity Assistant

Office of the Dean



EXAMS



NOTICE



Bag Your Electronic Devices

Bringing an electronic device to the exam?

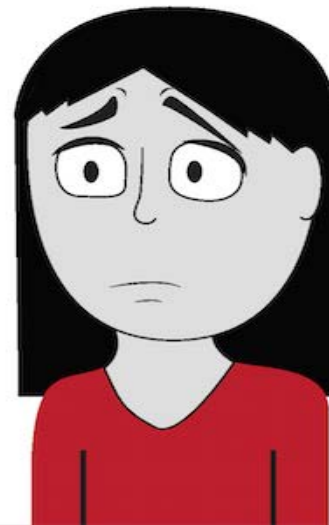
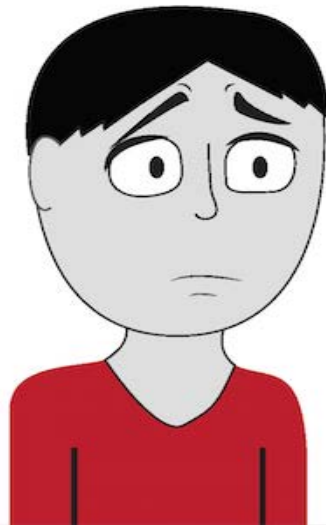
Clear, sealable, plastic bags are being provided for all electronic devices with storage, including but not limited to: cell phones, tablets, laptops, calculators, and MP3 players. Please turn off all devices, seal them in the bag provided, and place the bag under your desk for the duration of the examination. You will not be able to touch the bag or its contents until the exam is over.

If, during an exam, any of these items are found on your person or in the area of your desk other than in the clear, sealable, plastic bag; you may be charged with an academic offence. A typical penalty for an academic offence may cause you to fail the course.

SUSPECTED OF COMMITTING AN ACADEMIC OFFENCE?

WHAT TO EXPECT

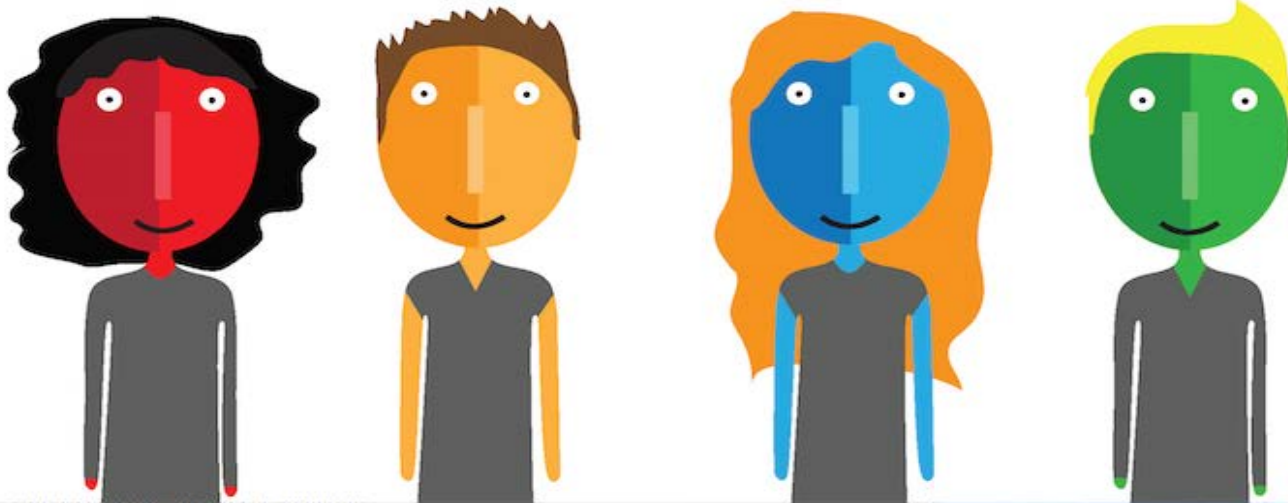
PRESENTED BY THE OFFICE OF THE DEAN



ACADEMIC INTEGRITY AT UTM

SCENARIOS AND SANCTIONS

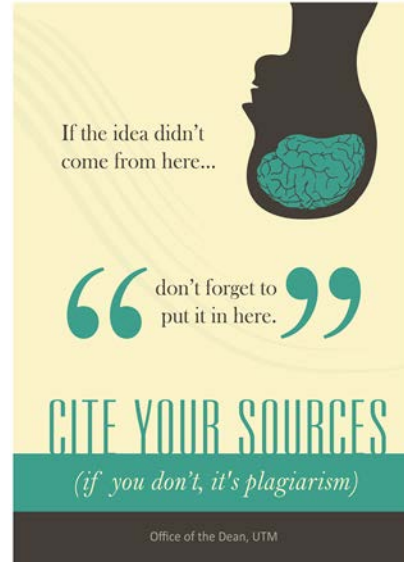
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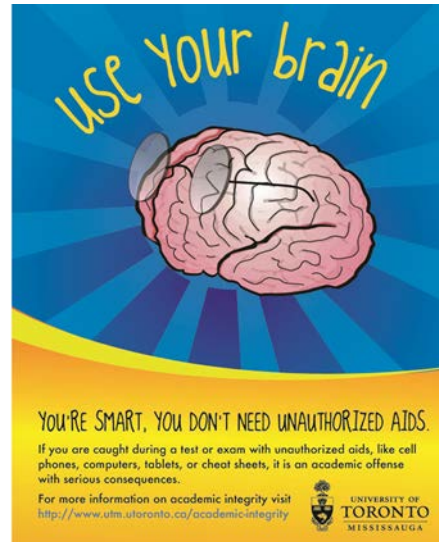
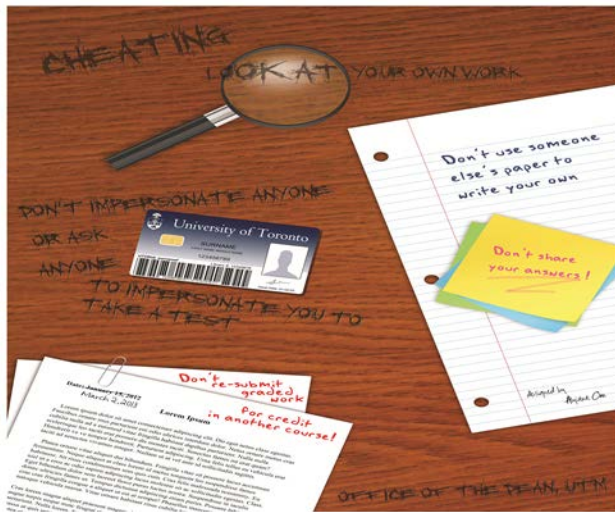
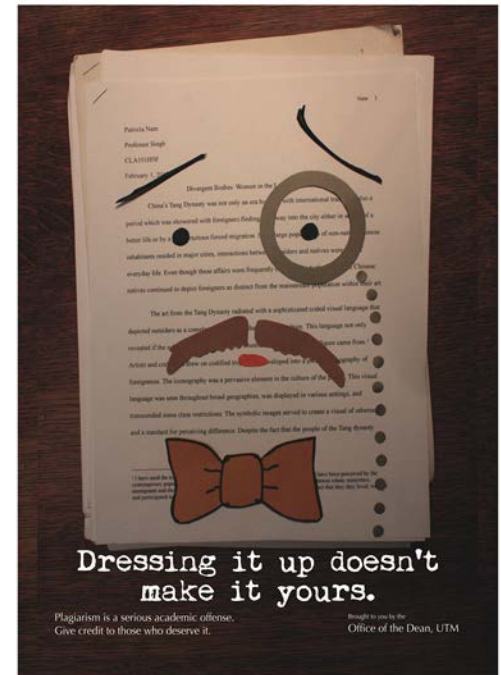
Third Place (x2)



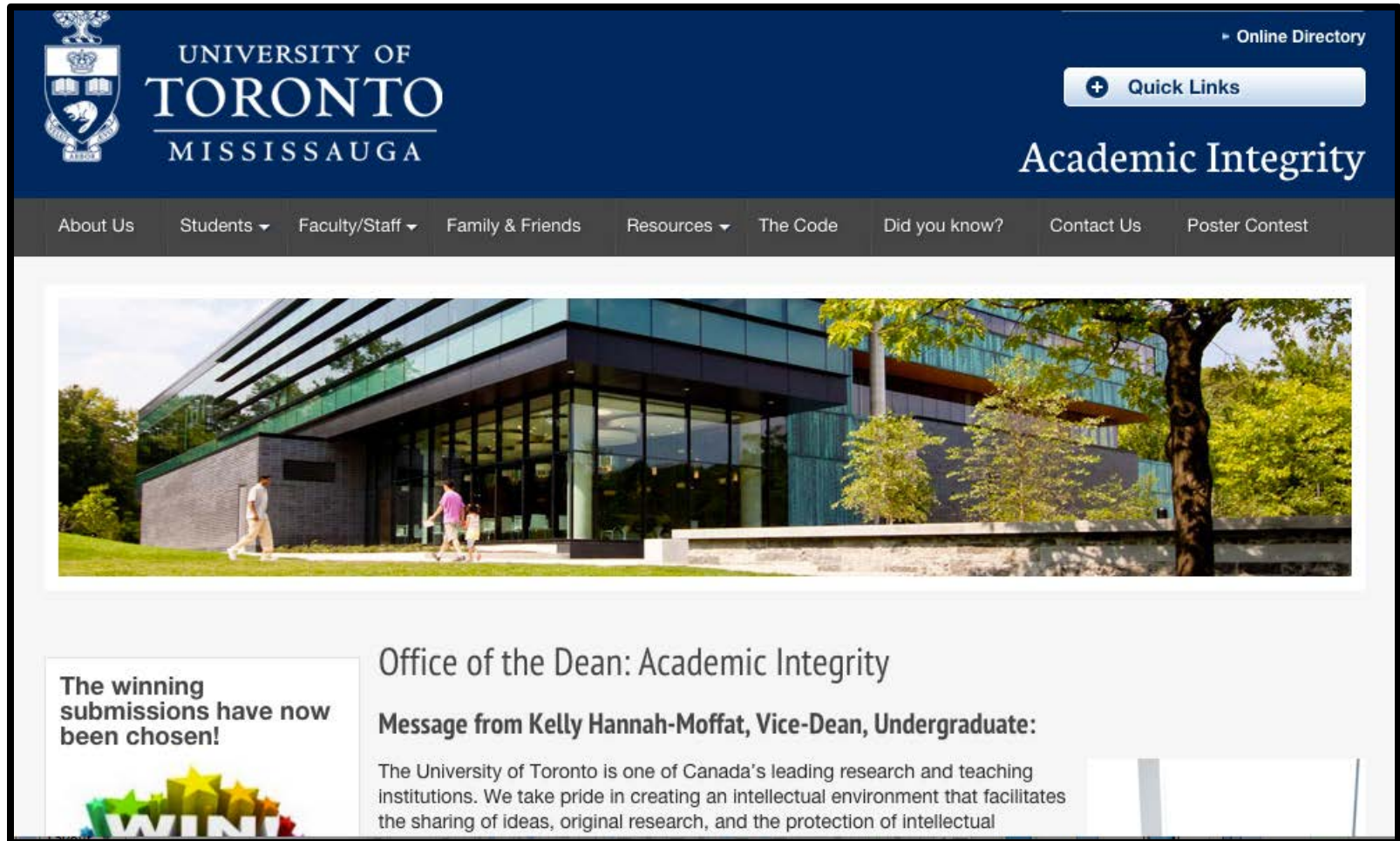
Second Place (x2)



First Place (x1)



UTM's Academic Integrity Website




UNIVERSITY OF
TORONTO
MISSISSAUGA

Online Directory


+ Quick Links

Academic Integrity

About Us Students ▾ Faculty/Staff ▾ Family & Friends Resources ▾ The Code Did you know? Contact Us Poster Contest



The winning submissions have now been chosen!



Office of the Dean: Academic Integrity

Message from Kelly Hannah-Moffat, Vice-Dean, Undergraduate:

The University of Toronto is one of Canada's leading research and teaching institutions. We take pride in creating an intellectual environment that facilitates the sharing of ideas, original research, and the protection of intellectual

<https://www.utm.utoronto.ca/academicintegrity/>

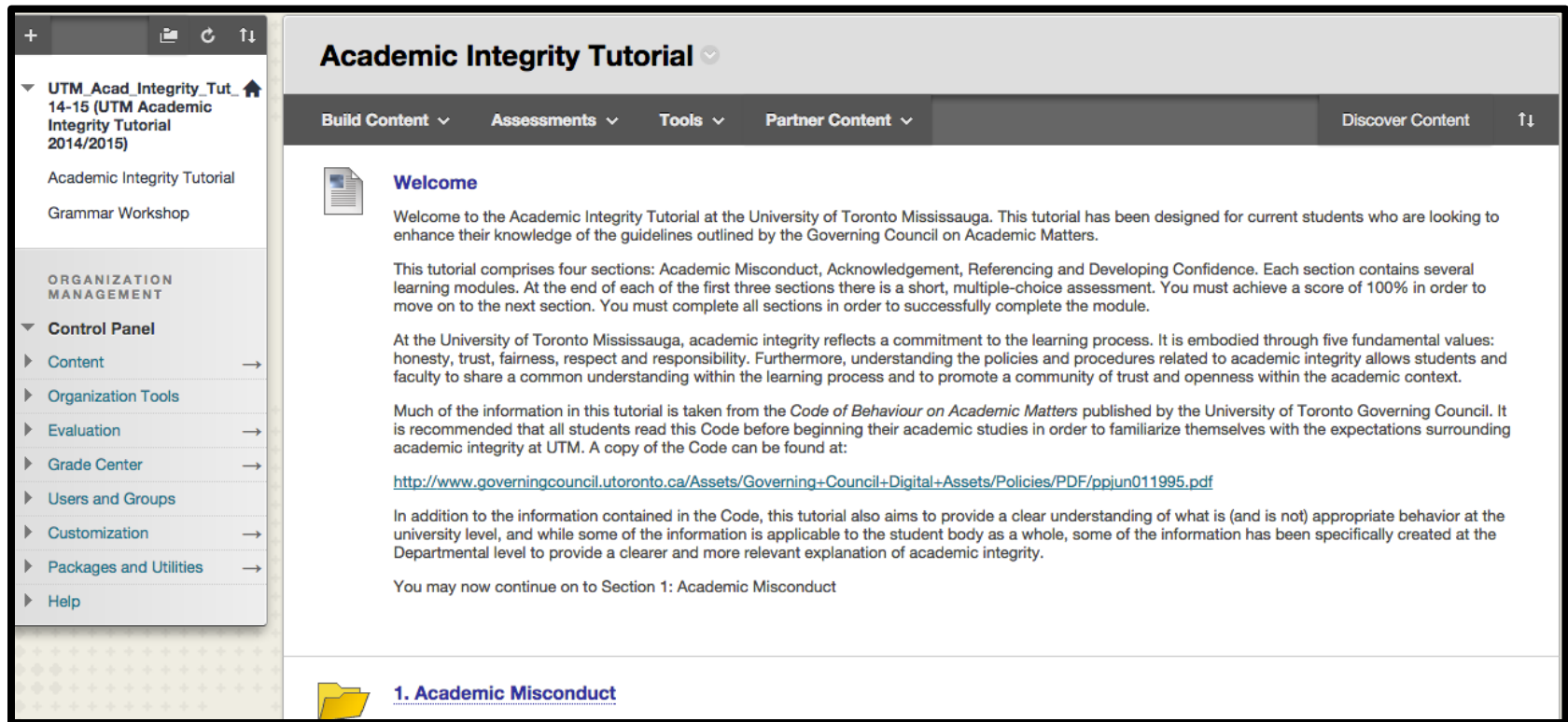
Resources for Students & Faculty

- **The Code of Behaviour on Academic Matters**
<http://www.governingcouncil.utoronto.ca/policies/behaviour.c.htm>
- **Academic Integrity: Office of the Dean Website**
<https://www.utm.utoronto.ca/academicintegrity/>
- **Turnitin.com** www.turnitin.com
- **Margaret Procter's "How not to plagiarize"**
<http://www.writing.utoronto.ca/advice/using-sources/how-not-to-plagiarize>
- **Student's Rights & Responsibilities Series**
http://www.utoronto.ca/academicintegrity/Academic_integrity.pdf

Tyler Evans-Tokaryk, Acting Director Teaching Support, RGASC

RECENT INITIATIVES FROM THE RGASC

The “Academic Integrity” Online Tutorial



The screenshot displays the Blackboard interface for the "Academic Integrity Tutorial". The left-hand navigation pane shows the course structure, including "UTM_Acad_Integrity_Tut_14-15 (UTM Academic Integrity Tutorial 2014/2015)" and a "Control Panel" with options like Content, Organization Tools, Evaluation, Grade Center, Users and Groups, Customization, Packages and Utilities, and Help. The main content area is titled "Academic Integrity Tutorial" and features a "Welcome" message. The welcome text states: "Welcome to the Academic Integrity Tutorial at the University of Toronto Mississauga. This tutorial has been designed for current students who are looking to enhance their knowledge of the guidelines outlined by the Governing Council on Academic Matters. This tutorial comprises four sections: Academic Misconduct, Acknowledgement, Referencing and Developing Confidence. Each section contains several learning modules. At the end of each of the first three sections there is a short, multiple-choice assessment. You must achieve a score of 100% in order to move on to the next section. You must complete all sections in order to successfully complete the module. At the University of Toronto Mississauga, academic integrity reflects a commitment to the learning process. It is embodied through five fundamental values: honesty, trust, fairness, respect and responsibility. Furthermore, understanding the policies and procedures related to academic integrity allows students and faculty to share a common understanding within the learning process and to promote a community of trust and openness within the academic context. Much of the information in this tutorial is taken from the *Code of Behaviour on Academic Matters* published by the University of Toronto Governing Council. It is recommended that all students read this Code before beginning their academic studies in order to familiarize themselves with the expectations surrounding academic integrity at UTM. A copy of the Code can be found at: <http://www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/PDF/ppjun011995.pdf> In addition to the information contained in the Code, this tutorial also aims to provide a clear understanding of what is (and is not) appropriate behavior at the university level, and while some of the information is applicable to the student body as a whole, some of the information has been specifically created at the Departmental level to provide a clearer and more relevant explanation of academic integrity. You may now continue on to Section 1: Academic Misconduct

At the bottom of the page, a yellow folder icon is next to the section title "1. Academic Misconduct".

Can be integrated into any course Blackboard site

The “Academic Integrity” Online Tutorial

- Based on the *Code of Behaviour on Academic Matters*
- Focuses on:
 - **Academic Misconduct** (Plagiarism, Collusion, Fabrication, Cheating, Personation, Deception)
 - **Acknowledgement** (Paraphrasing, Quoting, Summarizing, Plagiarism Detection Tools)
 - **Referencing** (Specific Citation Styles)
- Currently used in 8 courses

The “Academic Integrity” Online Tutorial

QUESTION 4

10 points

Save Answer

It looks as though your assignment just contains lots of references from sources to other people's ideas. What can you do about this?

- Integrate quotations, paraphrases, and summaries with your own words and use different reporting verbs to introduce your sources.
- Take out some citations if they are a distraction from the points you make and so it looks as though you have written more.
- Leave it as it is and hope that the professor doesn't notice that it is overcrowded.
- Put in more of your own ideas and opinions, without backing them up with any sources.

QUESTION 5

10 points

Save Answer

Which of the following constitute plagiarism?

- When you use an idea from a source and change a few words and include a citation to the source.
- When you provide one or two sentences in your own words, condensing the main point made by a source.
- When you write something directly from a book or article and then include a citation to the source.
- When you express in your own words the ideas of what an author has said and include a citation to the source.

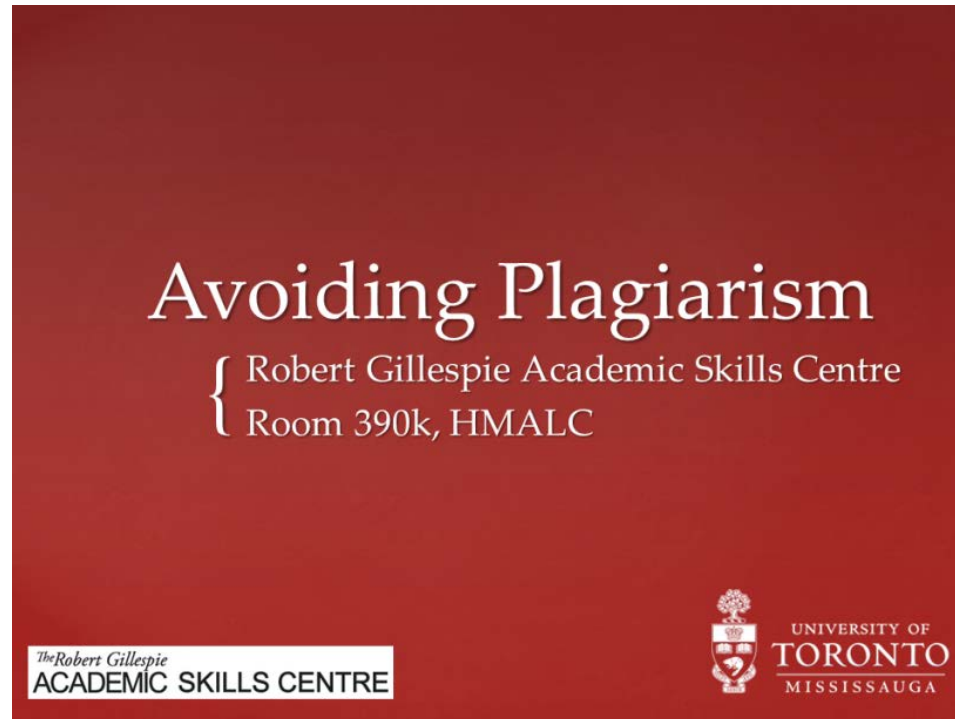
Click Save and Submit to save and submit. Click Save All Answers to save all answers.

Save All Answers

Save and Submit

Each of the three main modules includes a test.

“Avoiding Plagiarism” Video



- 9 minutes long
- Highlights aspects of *Code*
- Available on the RGASC’s YouTube Channel (RGASC UTM) or at <https://www.youtube.com/watch?v=fi-cLJkANP8>

Customized RGASC Workshops

- 50 minutes
- Interactive (spot the “inappropriate use of sources”)
- Teaches the *Code*, different kinds of plagiarism, **and** effective strategies for integrating source material
- Concludes with exercise or quiz
- Presented in dozens of courses each year

Is this Plagiarism?

Passage from Original Source: Technology has significantly transformed education at several major turning points in our history. In the broadest sense, the first technology was the primitive modes of communication used by prehistoric people before the development of spoken language. Mime, gestures, grunts, and drawing of figures in the sand with a stick were methods used to communicate -- yes, even to educate.

Student's Use of Source: Another scholar argues that the first technology was the primitive mode of communication used by our prehistoric ancestors before the development of formal spoken language. He suggests body language, gestures, sounds and other signs were methods used to communicate and educate (Frick 88).

Plagiarism: Failure to Quote

Passage from Original Source: Technology has significantly transformed education at several major turning points in our history. In the broadest sense, **the first technology was the primitive modes of communication used by prehistoric people before the development of spoken language.** Mime, **gestures**, grunts, and drawing of figures in the sand with a stick **were methods used to communicate** -- yes, even to **educate**.

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“Appropriate Source Use” Quiz

ENG140Y: Plagiarism and Appropriate Source Use Quiz

You have 15 minutes (until the end of class) to complete this quiz. Remember, this quiz is testing your ability to use the information presented in the preceding lecture. It is worth 5% of your final grade.

Part One Instructions: This part of the quiz contains 8 questions based on a passage from an article about Mary Shelley’s novel *Frankenstein*. Read the passage carefully and then consider the samples of student writing that follow. Determine whether each piece of student writing a) contains plagiarism or b) includes an appropriate use of the source. Answer each question by shading in the correct response on your ScanTron sheet.

Original Source: “Thus, even while it wanders across the Alps, to the northern islands of Scotland, to the frozen wastes of the Arctic, *Frankenstein* is a claustrophobic novel. It presents us not with the landscape of the world but of a single mind, and its extraordinary power, despite its grotesqueness and the awkwardness of so much of its prose, resides in its mythic exploration of that mind, and of the consequences of its choices, the mysteries of its impulses. Strangely, the only figure who stands outside of that mind is Walton, who is nevertheless another “double” of *Frankenstein*. Walton provides the frame which allows us to glimpse *Frankenstein*’s story. He is the “wedding guest,” who can hear the story only because he is so similar to *Frankenstein*, and who can engage us because while he is outside the story he is still, like us, implicated in it. He is the link between our world and *Frankenstein*’s.” (Levine 21)

--Levine, George. “*Frankenstein* and the Tradition of Realism.” *Novel: A Forum on Fiction*. 7.1 (Autumn, 1973): 14-30. Print.

1) **Student’s Essay:** George Levine overlooks the importance of the relationship between the narrative frame and the consciousness of its different storytellers when he argues that “*Frankenstein* is a claustrophobic novel” because it “presents us not with the landscape of the world but of a single mind” (21). The landscape to which Levine refers is most certainly not the product of Shelley’s “mythic exploration of that mind” (21); instead, it is the product of diverse voices engaged in a complex dialogue about, among other issues, progress.

a) contains plagiarism

b) does not contain plagiarism

2) **Student’s Essay:** The vast geography of Shelley’s novel stands in ironic contrast to the very limited, almost claustrophobic, effect of that one character’s mind that dominates the text. Indeed, even though the setting extends from the Swiss Alps to northern Scotland and even the far reaches of the Arctic, the landscape really is one created by the singular mind of Walton. As George Levine argues, this claustrophobia

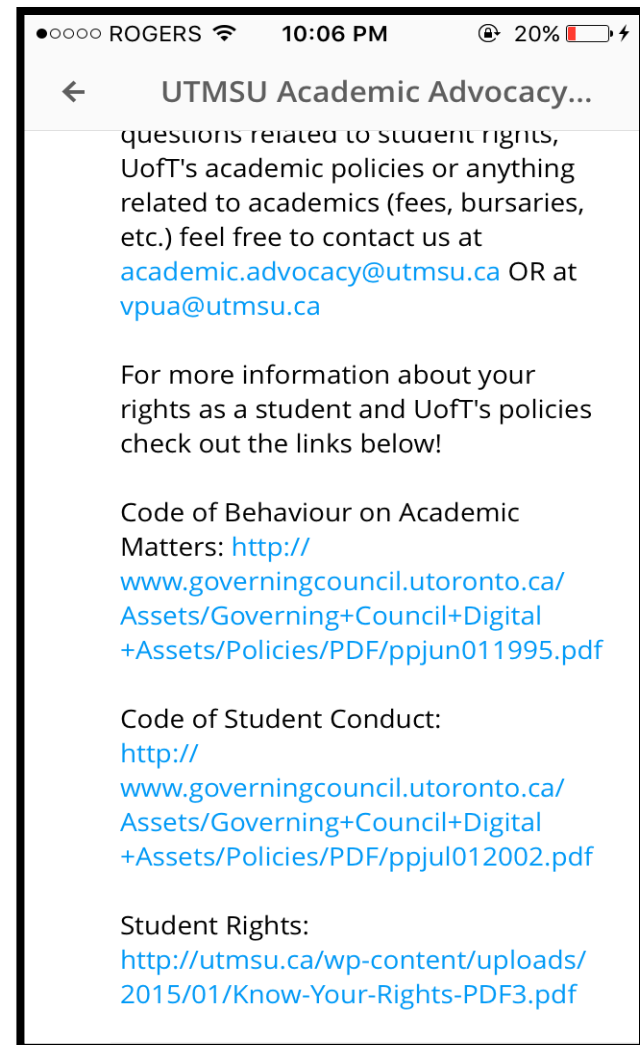
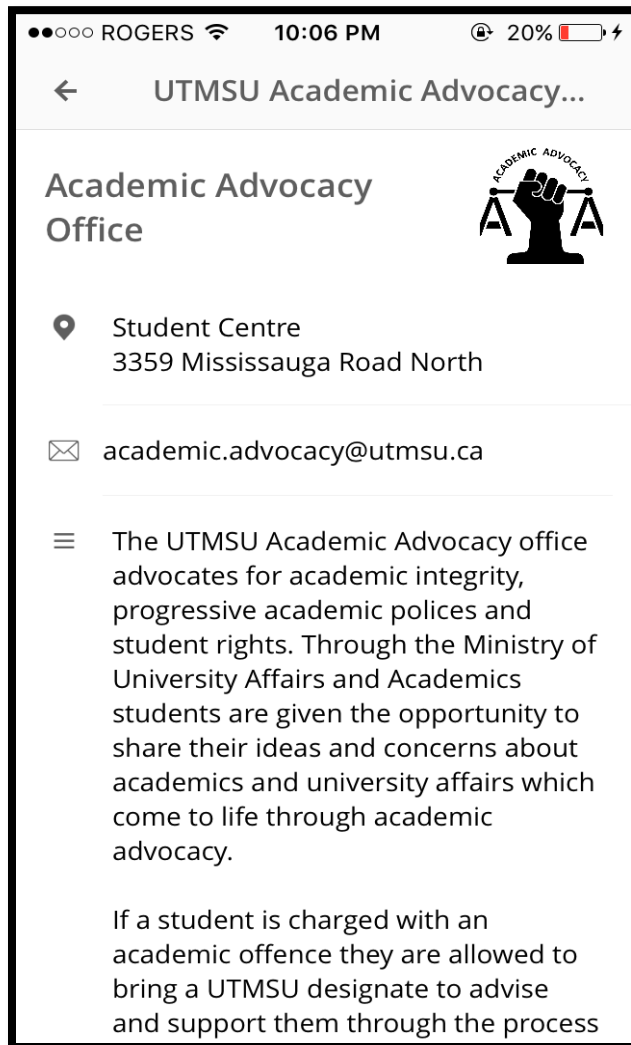
Other Forms of RGASC Support

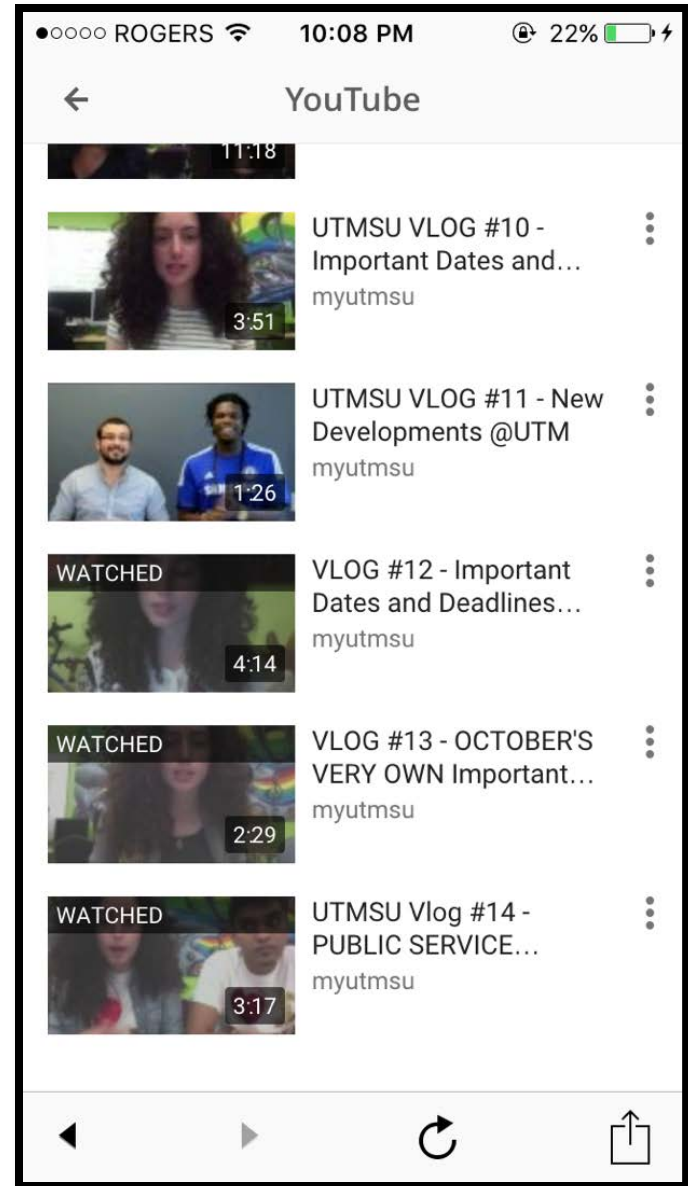
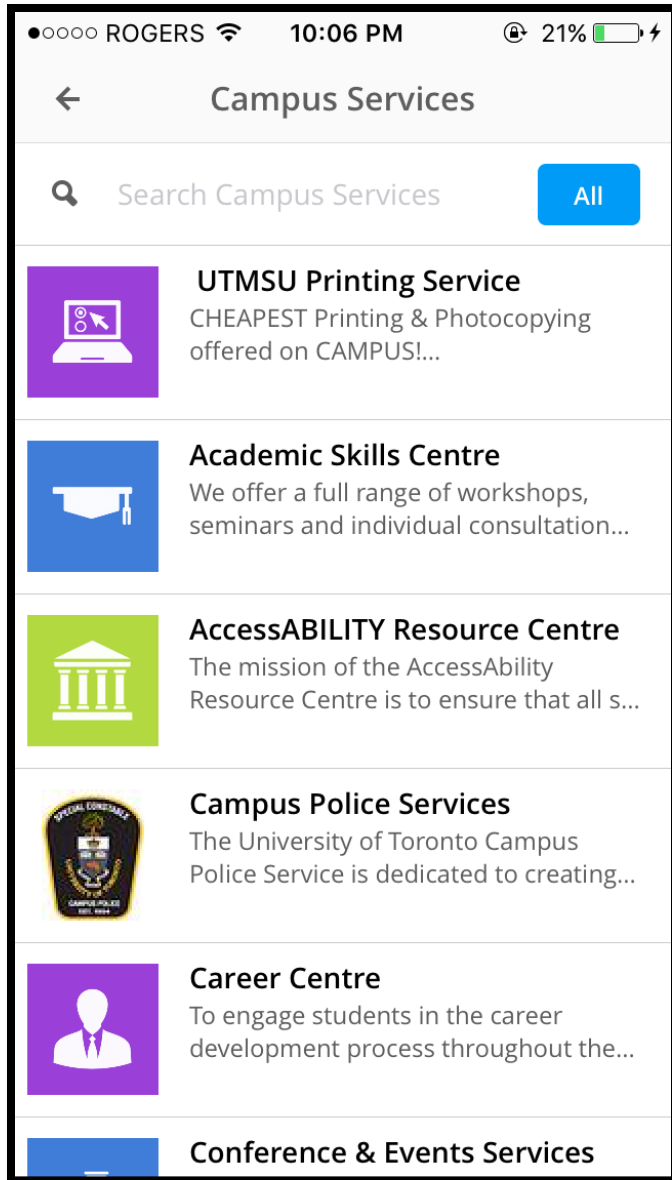
- Face-to-face consultations with students
- Faculty consultations on assignment design
- Workshops for UTMSU's Academic Advocacy Week, ACE, HeadStart, utmONE, and Academic Societies
- TA Training (for tutorials / labs on academic integrity)
- Resource development for TAs and faculty

Nour Alideeb, Vice President University Affairs & Academics, UTMSU

RECENT INITIATIVES FROM THE UTMSU

Identifying Resources & Increasing Accessibility







2. You have a lab report due where you have to analyze and compute your calculations, you realize that you have evidence that does not justify your initial hypothesis, so you:

A: Alter your results to support your hypothesis

B: Revise your initial assumption to be in favor of the new found data

C: Maintain your results but also insert false data that more strongly justifies your initial conclusion

D: State the raw data and explain how you were incorrect in your initial assumption



Answer:

D: State the raw data and explain how you were incorrect in your initial assumption

Always be honest in your data results and conclusions. This violates the academic code of integrity in scholarly work. If academics falsified their research, we would not be where we are today. Providing accurate data is part of the scholarship process and helps us learn from our mistakes. By explaining where and how you went wrong, you could potentially impress your professor.

Academic Integrity means acknowledging the ethical principles of academics. It values the honest submission of work and respect for all external sources.

This includes:

- Acknowledging credit where it belongs
- Protecting your research and academic publishes
- Individual completion of academic work
- Notifying others when misconduct is evident
- Submitting unaltered research
- Refusing unauthorized assistance
- Many more...

Please help protect the value of your degree by keeping academic integrity in mind!

Still not certain about what constitutes an academic offence? Think you may have committed an academic offence? Are you being accused of an academic offence?

We here to help! UTMSU cares about YOU.

Contact Us

academic.advocacy@utmsu.ca
vpua@utmsu.ca
(905) 569-4676
3359 Mississauga Rd N
Student Centre, Rm 100
Mississauga, ON L5L 1C6



<https://www.youtube.com/watch?v=tqQzuo9GqEM>

Making Academic Integrity Fun



ACADEMIC ADVOCACY WEEK

Monday September 20th – Thursday September 24th



UTM Students' Union (UTMSU)

September 21 at 12:18pm · 🌐

Academic Advocacy Week is underway! Scattered across campus are little posters with academic offences and facts about academic integrity. Find 1 of 10 to win prizes including a limited edition 1 ❤️ UTM shirt, a \$25 gift card to the bookstore, or a free meal to The Blind Duck!



UTM Students' Union (UTMSU)

Published by Nour Alideeb [?]
Page Liked · October 7 · 🌐

Joanna is the 7th winner of the Academic Advocacy Week Poster Challenge! She won one of our limited edition 1 ❤️ UTM shirts!!! We still have 3 posters up and around campus so if you find one take a selfie and bring it to the Student Centre to claim your prize! — with Joanna Tran.

📷 Tag Photo 📍 Add Location ✎ Edit

Like · Comment · Share

👤 Ayesha Anand, Sana Ch, Maleeha Baig and 12 others like this.

📝 Write a comment... 📷 😊

People You May Know

See All



Lisa Feener

1 mutual friend

➕ Add Friend

Future Goals of the Union

- Help students understand legal language of *The Code*
- Diversify outreach methods and continue to have conversations about Academic Integrity
- Collaborate with RGASC to ensure students are provided with adequate training
- Raise awareness about services the UTMSU provides
- Work with the Dean's Office to minimize duplication

Questions / Comments?



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Nour Alideeb: vpua@utmsu.ca