Academic Integrity: Where do YOU fit in?

Brandy Usick, Director, Student Advocacy and Accessibility
Ali Wood-Warren, Student Advocate

June 17, 2015 Academic Advisor Workshop

Session Objectives

• Provide an institutional overview
• Review the discipline process
• Contemplate roles
• Discuss how to support students
• Identify and create resources
2013-2014 UDC statistics

- **Plagiarism**: 45%
- **Inappropriate Collaboration**: 28%
- **Impersonation**: 0%
- **Application Fraud**: 4%
- **Cheating on Tests/Quizzes**: 9%
- **Contravention of Examination Regulations**: 9%
- **Copying from other student's or submitted own previous work**: 1%
- **Forged documentation**: 1%
Ongoing identification of issues

- Tailored educational opportunities for different student populations
- Support for administrators and faculty
- Inconsistent disciplinary outcomes
- Faculty under-reporting cases
- Need for ongoing training and education
  - e.g. fair investigations/hearings, mental health first aid, etc.
  - e.g. skills based workshops and effective remediation
- Need for meaningful data
- …

---

Academic Integrity Working Group (AIWG)

- **Policy**
  - To suggest policy revisions to ROASS, Student Discipline bylaws, and A.I. regulation
- **Student**
  - To increase support, understanding, and awareness through enhanced resource creation
- **Faculty**
  - To create tools, resources, and support for classroom promotion and education
- **Data/Reporting**
  - To create a common definitions document and disciplinary outcome structure
- **Education**
  - To promote Info literacy
  - Create three interrelated programs on using sources

AIWG
To enhance A.I. education and supports
Primary Actions

- Make A.I. primary strategic objective
- Education and remediation for students
- Education and support for faculty
- Recognizing students as emerging scholars
- Equal attention to misconduct at all organization levels
- Pedagogical and assessment practices
- Faculty Recognition

Adapted from Bertram Gallant, T. (2008)
Activity: What is Your Role?

- Support to students
- Support to disciplinary authority
- Support to faculty member (instructor)
- Administrative support for process
- Policy specialist
- Resource person
- Other____________
### Resources

- Student Discipline By-Law and Procedures  
  *(Governing Document)*  
- Academic Integrity  
  *(General Academic Regulation, Academic Calendar)*  
- Academic Integrity site  
  - [Guidelines for Academic staff, Department Heads, Deans etc.,](#)  
  - [Letter templates](#)  

### Discipline Appeals

<table>
<thead>
<tr>
<th>Disciplinary Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department Head</td>
<td>Hears undergraduate student discipline cases in first instance that have been referred from Academic Staff. OR</td>
</tr>
<tr>
<td>Faculty of Graduate Studies</td>
<td>Hears graduate student discipline cases in first instance that have been referred from Academic Staff.</td>
</tr>
<tr>
<td>Dean, Director of College or Residence</td>
<td>May hear discipline cases in first instance or may hear appeals of earlier decisions (appeals must be submitted within 10 working days).</td>
</tr>
<tr>
<td>Local Discipline Committee</td>
<td>Heirs appeals of decisions from the earlier level (appeals must be submitted within 10 working days).</td>
</tr>
<tr>
<td>University Discipline Committee</td>
<td>Heirs appeals of decisions from the earlier level (appeals must be submitted within 10 working days).</td>
</tr>
</tbody>
</table>
Procedural Fairness

- Notice
- Information
- Right to Respond
- Impartiality
- Reasons

See Handout: Understanding Fairness at the University of Manitoba

Activity – Communication and Decision Making Flow Chart
Supporting Students

• Fairness
• Effective Referrals
  – Referral forms
  – Article

EAB high impact best practices

<table>
<thead>
<tr>
<th>Implement tiered educational sessions</th>
<th>Pre-departure, arrival, orientation, first two weeks, first month, etc.,</th>
</tr>
</thead>
</table>
| Create just in time resources        | 1. Quick reference guides
                                        2. Syllabus templates
                                        3. Dedicated website |
| Leverage the power of students       | 1. Seek out existing networks
                                        2. Forge new connections |
| Provide ongoing support/tailored support | • Helping students to avoid second violations
                                               • Customize referrals to address individual needs
                                               • Implement first violation meetings |

Adapted from EAB, 2014
Proactive Advising

• Observe DISC comment and notation on record, ask:
  – What were the contributing factors?
  – How can you avoid this in future?
  – What changes have you made to avoid future misconduct?

• How will this affect GPA/AGPA?
  – Repeat course?
  – Dropped grade in AGPA

• Refer to appropriate resources

Matching issues to services/resources

<table>
<thead>
<tr>
<th>Issues</th>
<th>Message</th>
<th>Referral</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic preparedness/skill deficiency</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Time constraints</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stress/fatigue</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic competition</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Desperation/pressure</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Confusion, ignorance of rules</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English as Another Language</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Others?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Assembling Your Toolkit

• Policy, procedures, regulations
• Flow chart(s)
• Referral material
• Templates
• …?

References

