

# Academic Integrity at UFV

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The aim of this document is to assist faculty to understand the values that underpin academic integrity as they work with students in a learning environment. These values provide the foundation for prevention, intervention, cross-cultural competency and fair processes. The greatest success marker of a University experience for students is their interaction with faculty. Approaching academic integrity within a value foundation, allows faculty to work with students as full partners in their learning.

### Defining academic integrity

The International Center for Academic Integrity defines academic integrity as:

*a commitment, even in the face of adversity, to six fundamental values: **honesty, trust, fairness, respect, responsibility, and courage**. From these values flow principles of behavior that enable academic communities to translate ideals to action.*

[www.academicintegrity.org](http://www.academicintegrity.org)

These five values guide faculty as they work on actionable items to address the complex and often difficult nature of the misconduct. Many contributing factors may play a role in students' reliance on methods that call into question their academic integrity. Understanding these factors is important for faculty as they apply UFV policy guidelines.

### Academic Integrity at UFV

UFV is committed to maintaining and promoting instructional excellence and learning. Amongst the cornerstones of this commitment are academic honesty, and a mutual respect for all members of the university community.

Enforcement of this policy lies with the Department Head of the program. The full policy can be accessed here: [https://www.ufv.ca/media/assets/secretariat/policies/Student-Academic-Misconduct-\(70\).pdf](https://www.ufv.ca/media/assets/secretariat/policies/Student-Academic-Misconduct-(70).pdf)

### Student perceptions about academic integrity

#### 1. Cross-cultural expectation and responses

UFV's diverse student population requires a cross-cultural competency by faculty to negotiate cultural differences and very real issues of misconduct. Student experiences and perceptions may vary from country to country creating a mutually frustrating experience for both faculty and students.

While students arrive at western institutions like UFV, they often experience academic and cultural shock. They may require an extensive overhaul of their own learning expectations and outcomes. When support is not available to them to negotiate this, they may find it difficult to meet all the different demands placed by the new learning environment and different faculty. The learner and instructor may not consciously seek each other out to ensure deeper understanding and engagement prevents the pitfalls that might be eminent in a situation such as this one.

*The instructor's role:*

- Seek out the student who may need cross-cultural negotiation and give them access to resources
- Be accessible outside of class to provide support and encouragement with the help of the International Dept. staff
- Match international students with mentors at the Academic Success Centre and the International Dept.
- When assigning student assignments, give clear, in plain English open opportunity to students to understand academic integrity
- Give out readily available handouts so that students have a clear understanding of the parameters and outcomes of academic integrity
- Become sensitized and seek opportunities for enhancing cultural competence to the needs of students
- Early intervention with students who are having cross-cultural experiences at UFV is beneficial

UFV's Counselling Department provides an important fact sheet for students as they face issues of academic integrity in their daily learning environment.

<http://www.ufv.ca/media/assets/counselling/Plagiarism+and+Academic+Integrity.pdf>

2. Student apathy/shared responsibility

Some students may feel apathy towards their own learning and behaviour. They may even feel that instructors must fulfill *their* obligations of teaching without fully understanding or appreciating their own role in the obligation paradigm. If students put greater emphasis on grades rather than intellectual growth, they will be at odds with student/faculty expectations.

### The instructor's role:

- Give clear and even instructions about a shared responsibility in learning
- Ensure students are clear about course objectives – unclear and unfocused course details can lead to confusion because they think you “don’t care” about their learning
- Encourage students to create a personal commitment to learning that includes academic integrity as a primary pillar of learning
- Engage your students in their learning by providing many diverse learning and assessment opportunities so that they may excel at their studies
- Discuss the ethics of academic misconduct by giving real examples and having students address the ethical dilemma
- Have students discuss intellectual property that has currency and value for the learner and the teacher

### 3. Student understanding of academic dishonesty

Student’s understanding of the value of education might be directly co-related to fees paid, excellent learning experiences and expectations of good results for efforts put into their learning. However, they may not have put their minds to their own influence in their learning paradigms. A deeper understanding of academic dishonesty for students might involve the following things:

- Definitions and examples of academic dishonesty (and forms of violation) are not always clear and have to be learned (based on each discipline’s expectations and rules) – attention should focus on prevention methods and supports
- Copying other’s work without acknowledgement (accidental or deliberate) is to be avoided at all cost - there are moral and intellectual reasons to avoid plagiarism
- Intentional complicity with others in academic dishonesty is just as serious as personal integrity
- Intellectual development is bound to a personal duty of applying a honest rigor to sources of learning – see honour code developed by Princeton University as far back as 1893: <https://www.princeton.edu/honor/>
- Self-testing on integrity is a required element of personal discipline – what are the students’ rights and responsibilities?
- Familiarity with University (UFV) rules, regulations and laws on Academic Integrity
- Understanding the extensive personal and professional costs of misconduct and ensuing repercussions

- Dealing with stress and pressure (from deadlines, overloaded course work etc.) before they become liabilities for integrity
- Using technology as a tool for learning and not as easy unacknowledged access to other's intellectual property
- Popular culture provides many examples of rationalization about plagiarizing intellectual property (like downloading music or art without permission), making it seem acceptable in other spheres as well
- Collaboration (with a team) and deliberate collusion (copying ideas and work) need to be defined clearly and understanding assured

## Faculty Perceptions

Faculty may perceive that students feel entitled to receive an unfettered education that they have paid good money for. It is important for faculty to undertake a caring and forthright role in their student's learning.

### 1. Prevention:

The old adage, "An ounce of prevention is better than a pound of cure" is apt for our discussion on promoting academic integrity and preventing dishonesty. Discouraging plagiarism is the first step in preventing student misconduct.

#### The instructor's role:

U of Madison's website on discouraging plagiarism gives the following guide to instructors:

- Develop discipline specific writing activities that encourage students to learn and understand the discourse of a field of study
- Emphasize revision as a routine process for writing
- Conduct regular one on one in depth conferences with students about their writing
- Devote class time to preparing students to complete writing assignments
- Implement regular, informal, ungraded writing tasks to students to provide regular feedback on their experiences with the course
- Share the University's policy with students
- Share examples of misconduct

Have students sign an academic integrity contract – see example below

<http://writing.wisc.edu/wac/node/55>

### Sample Academic Honesty Contract

The University of the Fraser Valley has a strict enforceable policy on academic integrity. The following nine principles guide the policy

- Plagiarism
- Cheating
- Impersonation
- Improper access to examination materials
- Falsification or unauthorized modification of an academic document/record
- Resubmission of work
- Improper research practices
- Obstruction of the academic activities of another
- Aiding and abetting

Consequences: I will be accountable for my behaviour and understand that the policy will be enforced

Signing below indicates:

- I understand what academic integrity is
- I am responsible for my actions
- I understand my responsibility in the enforcement of this policy
- I agree to uphold the values of ***honesty, trust, fairness, respect, responsibility, and courage***

Signed \_\_\_\_\_

Dated \_\_\_\_\_

### 2. Intervention

Intervening with students at the appropriate time and taking the opportunity when it arises are critical to success for addressing dishonesty. A robust and effective intervening approach is required to encourage academic honesty with students.

#### *The instructor's role:*

- Empower students to be owners of their own learning. Sufficient supports need to be put in place so that learners feel encouraged to utilize methods that produce success producing incentives to not cut corners

- Changing up assignments between terms so that students work on projects piece by piece basis preventing planning and pre-emptive strikes of dishonesty
- Technology enablement is a tool for instructors to avail as and when it is available
- Routinely explain the repercussions of academic dishonesty and explain ways to prevent it
- Be fair in your assessment practices and always give clear instructions on evaluation processes
- Have students do part of their assignments in class for your feedback
- Assign work with a clear expectation that students will follow the guidelines and produce current and not recycled work

### 3. Reduce Opportunity for academic dishonesty

The instructor has many opportunities in the course to reduce chances for students to conduct themselves dishonestly. Protecting your course design from academic misconduct can prove successful for the student and yourself.

*The instructor's role: (Carleton website p. 10)*

- Change/refresh assignments and topics each time a course is taught
- Make learning of theories and readings specific to your course work should produce relevant work that is not copied from others or downloaded
- Require well developed annotated reference lists
- Reflective journals (written in class) are good indications of a student's grasp of knowledge
- Be creative and have students produce alternate forms of work (others than essays/reports) like short videos or interviews etc. that minimize academic misconduct
- Ensure students hand in original work by producing short pieces in class and handing in drafts along the way that require your intervention/suggestions

### 4. Know your students

It goes without saying that instructors should know their students, their learning abilities and their capacity to gain knowledge from course outcomes

The instructor's role:

- Ensure personal course/assignment outcomes are clearly articulated by students so that they do not plagiarize from others' work
- Students may respond with carelessness if they feel that you are not vigilant to their learning objectives

5. Nurture the student

Students are *the* greatest resource for an academic institution and nurturing their learning and the environment are critical for reciprocal success. Nurturing student relationships can include the following:

- Student enthusiasm towards learning with integrity has to be maintained throughout a student's learning career by faculty, staff and administration
- Student centered, strengths based teaching strategies that engage, inspire and excite students about learning is one of the first responsibilities for faculty for reciprocal success
- When inquiry at every level of engagement is encouraged, students will commit to lifelong learning, hope and resilience
- If collaborative learning platforms create alternate spaces in the classroom and beyond - new kinds of engagement and idea-sharing open up
- Combining discipline related pedagogy, personal growth encouragement, learning supports and meaningful classroom discourse go a long way to keep students engaged in successful academic pursuits that minimize opportunities for academic dishonesty
- Designing academic studies by creating opportunities for *student choice* in active learning at every level is critical to student success
- Academic learning outcomes that take into account student honour codes should have relevancy to student lives – both within the academic setting and outside in their personal and professional lives
- Culturally responsive student centered instructional pedagogy caters to the social, emotional and educational needs of a diverse student body that in turn relates to their own integrity
- Reducing and mitigating the power differential between student and instructor allows student opportunities to interact and share their learning in a classroom that has a supportive learning environment

- Attention and encouragement paid along the entire continuum of student engagement, based on individual needs, resilience, vulnerabilities and orientations about success provides a gateway for realized academic integrity
- Instructing students how to self-test while learning new information will assist them in appreciating their own learning objectives, outcomes and successful conclusions without resorting to dishonest methods
- Understanding students' extrinsic (controlled) and intrinsic (autonomous) motivation assists in aligning interest, enthusiasm and involvement of students in their personal learning needs in the classroom and beyond
- Students are partners in creating and maintaining a nurturing, caring, respectful and safe space for learning, discourse and leadership
- Autonomy, belonging and connectedness as psychological processes in nurturing supportive environments can forecast student success
- The institution believes that all students aim to be successful and if they are not, then educators must adapt their practices to meet student needs

## 6. International students

International students *choose* post-secondary institutions that are away from their home environments and as such have a greater stake in successful adaptation, integration and academic results. The academic environments that they are accustomed to might vary greatly from the new institutions that they have joined, and specifically around the application of academic integrity, its rules and regulations and repercussions.

Here are some ways we can assist international students' successful integration in their academic learning:

- Provide different and repeated opportunities to learn about and receive important information about plagiarism and the many areas of academic dishonesty. Orientation and repeated interactions where information is included about UFV standards, discipline specific rules, cultural understandings and expectations about western norms, understand and sign the student honour code, seek supports for course work evaluation and appraisal, to take the time to adjust and learn, how to work with mentors to assist with daily struggles and crisis etc.
- Consequences of academic dishonesty have to be shared with accuracy and appropriate weight given to the seriousness of the different kinds of acts. It is important for resource persons to have a good understanding that violations have extenuating impacts on international students (who may lose face with family, incur

financial hits, face expulsion, create an impact on student status etc.) which may affect their social and emotional state.

- Referring and ensuring follow up by international students to the appropriate resources on campus is critical to prevent crisis if and when an incident of academic dishonesty comes up. Students from other countries may not be aware of their rights and responsibilities as they relate to Canada as well as resources that they might access to get support and guidance (such as the Academic Success Centre and Peer Tutoring).
- Resource persons, faculty and administrators must be careful not to make assumptions about certain cultures based on stereotypes or prejudices they may hold. It is important that international students are seen as individuals and application of supports are free of bias and overall judgments. However, vulnerable populations should receive adequate supports and resources so as to prevent violations and other complications.
- Academic dishonesty is a complex topic that is susceptible to many interpretations, practices and ideas for international students. To ensure student success we must be vigilant to the needs of students from other countries and help create an environment where there is a deep and clear understanding and relatedness to the topic.

## Reporting Student Academic Misconduct

### Regulations

#### 1. Initiation of Proceedings

1.1. Any member of the UFV community who observes academic misconduct (Complainant) may make a complaint of misconduct (Complaint) to the relevant head of the school, department, or program (Head).

1.2. In the event that the Complainant is not the instructor, the instructor concerned will be advised of the Complaint by the Head.

1.3. The Head or designate shall be responsible for the pursuance of these procedures. The Head or designate shall have the right not to disclose the identity of the Complainant.

## Resources

[http://www.integrityseminar.org/wp/wp-content/uploads/2015/02/Ten-Principles-of-Academic-Integrity-for-Faculty\\_0.pdf](http://www.integrityseminar.org/wp/wp-content/uploads/2015/02/Ten-Principles-of-Academic-Integrity-for-Faculty_0.pdf)

How Faculty Can Foster Student Honesty, Change: The Magazine of Higher Learning, 36:3, 10-15,

<http://link.springer.com/article/10.1023/A:1025008818338>

<http://amle.aom.org/content/5/3/294.short>

<http://www.sciencedirect.com/science/article/pii/S1475158508000957>

Turnitin.com

[https://www.beds.ac.uk/\\_data/assets/pdf\\_file/0007/453733/A-Handbook-for-Deterring-Plagiarism-in-Higher-Education.pdf](https://www.beds.ac.uk/_data/assets/pdf_file/0007/453733/A-Handbook-for-Deterring-Plagiarism-in-Higher-Education.pdf)

<http://www.sciencedirect.com/science/article/pii/106037439390014T>

<http://www.tandfonline.com/doi/abs/10.1080/03075079712331381034#aHR0cDovL3d3dy50YW5kZm9ubGluZS5jb20vZG9pL3BkZi8xMC4xMDgwLzAzMDc1MDC5NzEyMzMzMzgxMDM0P25lZWRBY2Nlc3M9dHJ1ZUBAQDA=>

<http://www.oxfordmagazine.es/ten-strategies-for-a-stress-free-classroom/>

<http://www.plagiarism.org/citing-sources/overview/>

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

<http://www.facultyfocus.com/tag/academic-integrity/>

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<https://www.timeshighereducation.com/features/is-there-a-problem-with-academic-integrity>

<http://www.ufv.ca/slg/>

[http://www.elearningfacultymodules.org/index.php/Academic\\_Integrity\\_vs.\\_Dishonesty](http://www.elearningfacultymodules.org/index.php/Academic_Integrity_vs._Dishonesty)

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