



**ACADEMIC INTEGRITY
TASK FORCE REPORT**

2011



Summary of Recommendations (See page 12 for explanations) Note that these are recommendations only and should not be acted upon unless and until adopted by the University of Alberta.

Short-term (begin within one year)

1. The University should develop a communication strategy to ensure that the statement of values outlined in *Dare to Discover* is seen and understood by all members of the community.
2. Students need to be encouraged to be actively involved in promoting academic integrity.
3. The University should establish an Academic Integrity Council.
4. The University should create resources for instructors and teaching assistants that target specific topics of concern and provide support for addressing academic integrity in the classroom.
5. Instructors should be encouraged to make it clear to their students how they can contact them if they believe another student has committed an academic integrity violation.
6. The University should provide sessions for senior Department administrators on how to support instructors in dealing with academic integrity and discipline processes.

Medium Term (one to three years)

7. The University should develop an online non-credit course for undergraduate students that covers academic integrity, what constitutes cheating, the consequences of cheating for all involved, the Code of Student Behaviour, and the discipline process.
8. The University should provide detailed and meaningful statistics of the disposition of complaints under the Code of Student Behaviour and the location of those statistics should be widely publicised.
9. General Faculties Council should appoint a group to review electronic detection resources such as turnitin.com, identify their pedagogical strengths and pitfalls, and make recommendations to the community as to how they should be used if they are adopted.
10. Instructors should be given the discretion to deal directly with minor, first time, violations of the academic sections of the Code of Student Behaviour.

Long-Term (three to five years)

11. The University, alone or in conjunction with other institutions, should look at producing non-traditional educational materials such as plays, videos, social networking materials, etc. which communicate in terms that are more accessible to students.
12. The Academic Integrity Survey should be repeated in five to seven years in order to assess progress as a result of the adoption of any of these recommendations.

Academic integrity is without doubt the cornerstone ethical standard in higher education. While educators may debate the role which colleges and universities play in the values education of students, there is little debate that academic integrity is the quintessential moral value of the academic community. Teaching and learning depend upon the bedrock ethical integrity of teachers and students to honor the truth and to engage in the pursuit of truth with scrupulous honesty. When students or faculty violate this moral standard, they jeopardize the core integrity of the learning enterprise. No college or university can tolerate the loss of its fundamental ethical credibility.

(Jon C. Dalton "Creating a Campus Climate for Academic Integrity," Centre for Academic Integrity Assessment Guide, Reprinted with permission of the National Association of Student Personnel Administrators.)

Introduction

The Academic Integrity Task Force was constituted in January 2010 by the Office of Student Judicial Affairs to review the current state of academic integrity at the University of Alberta and make recommendations to the Dean of Students and Vice-Provost on changes that the members believed might increase the integrity of our academic processes. The members of the Task Force represent a cross section of the University of Alberta community, including students, faculty members, Associate Deans, and professional staff whose responsibilities include academic integrity. The Task Force reviewed current practices in academic integrity education, prevention, and enforcement at the University of Alberta and at other post-secondary institutions in Canada. In addition, the Task Force oversaw the implementation of the 2010 academic integrity survey, which provided an understanding of how the current University of Alberta community viewed issues related to academic integrity.

The focus of this survey and the work done by the Task Force is to look at how well we are protecting those fundamental values in our classrooms, most notably in preserving the integrity of assessment tools such as examinations, research papers, and assignments.

Building a culture of academic integrity through education, prevention, and regulation is a critical part of defending our students' freedom to pursue their education. It is vital that students are taught how to act ethically in completing assignments, examinations, and other course requirements, that we limit opportunities to cheat, that instructors and teaching assistants know how and when to report violations of our Code of Student Behaviour (COSB), and that our policies and practices are effective in deterring violations. It is important that we do not make our policies and design educational programs in a vacuum and that we test the real world impact that they have on our community.

The Task Force was asked to:

1. Review the data gathered from the academic integrity survey, administered in October-November 2010, and from the focus groups of University of Alberta students, teaching assistants, and instructors.
2. Review current practices in the disciplinary system, including the Code of Student Behaviour

3. Review the various resources that have been developed for educating the community on academic integrity, including those developed by the Truth in Education Program
4. Review current practices in relation to academic integrity at other Canadian institutions
5. Make recommendation on ways of improving our current systems for educating the community on academic integrity.

Members of the Task Force

- Jim Bohun, Manager of Student Services, Faculty of Agriculture, Life and Environmental Sciences
- Jennifer Branch-Mueller, faculty member, Elementary Education
- Janice Causgrove Dunn, Associate Dean, Faculty of Physical Education and Recreation,
- Bob Cole, University of Alberta Libraries
- Natalie Cox, undergraduate student, Faculty of Agriculture, Life and Environmental Sciences
- Chris Hackett, Discipline Officer, Office of Student Judicial Affairs
- Chase Hollman, Student OmbudService
- Stephen Kuntz, Academic Support Centre
- Stefano Muneroni, faculty member, Department of Drama
- Ken Porteous, Associate Dean, Faculty of Engineering,
- Yves Sauvé, faculty member, Department of Ophthalmology
- Parisa Shahrabadi, graduate student, Biological Sciences

Data

Online Academic Integrity Survey

The survey was conducted in conjunction with a major international research project on academic integrity in secondary and post-secondary classrooms conducted by Dr. Don McCabe of Rutgers University and supported by the International Center for Academic Integrity at Duke University. Dr. McCabe provided the infrastructure for the survey and the information collected at the University of Alberta will be aggregated with institutions in Canada and around the world to assist in providing insights into the most effective ways in fostering academic integrity at colleges and universities.

The survey included both Likert scale questionnaire format as well as opportunities for long answers on specific topics and offered the respondent a place to provide more detailed information on their concerns about academic integrity on campus. Although the long answer questions do not lend themselves to the same statistical analysis as the Likert questions, they provide a wealth of information on concerns and the perceptions of members of the community.

Focus groups

In addition to the online survey, we ran three focus groups in February 2011: one each for students, teaching assistants, and instructors. These focus groups provided an opportunity to drill deeper into some of the topics raised in the surveys, particularly issues raised in the long answer questions.

Ethics approval

The survey was conducted with the approval of the Health Research Ethics Board with Dr. Yves Sauvé, a member of the Task Force, acting as principal investigator.

Participation

There was an excellent response rate to the survey with 2,520 undergraduate students, 454 graduate students, 400 teaching assistants, and 402 instructors completing the various surveys. This is a significant improvement on the 2003 survey when 440 students (in total), 148 teaching assistants, and 59 instructors completed the surveys. The members of the Task Force wish to thank the survey respondents and focus groups participants and to acknowledge the significant contribution they have made to this report.

Key Observations

1. Overall, there is a firm belief that academic integrity is important and that cheating and plagiarism, while being significant issues, are not considered to be high or very high in terms of frequency. Instructors are, however, more likely to believe that plagiarism is a significant problem. Results of faculty perceptions as to seriousness of cheating as a problem at the University of Alberta are very similar to the results in the 2003 survey and to the Faculty of the North American academic community as a whole. This would seem to suggest that, to at least some extent, we are dealing with generic perceptions which may be shaped by factors external to the institution.
 - a. See appendix A for the following graphs
 - i. **Graph 1 - Perception of Frequency Plagiarism Occurs on Campus - 2010**
 - ii. **Graph 2 - Perception of Frequency Cheating on Exams Occurs on Campus - 2010**
 - iii. **Graph 3 - Perception of Frequency Inappropriate Collaboration in Group Assignments Occurs on Campus - 2010**
 - iv. **Graph 4 – Undergraduate and Graduate Students – Number of Times They have Observed another Student Cheating**
 - v. **Graph 5 - Teaching Assistants and Instructors - Number of Times Respondent Observed a Student Cheating on Exams**

2. Undergraduate and graduate students and teaching assistants are more likely than instructors to believe that university policies dealing with academic integrity are effective and that students understand and support those policies.
 - a. See appendix A for the following graphs
 - i. **Graph 6 - Perception of Cheating as a Serious Problem on Exams - University of Alberta Faculty 2003, 2010, and Faculty at Other Universities 2009**
 - ii. **Graph 7 - Perception of Student Understanding of Policy - 2010**
 - iii. **Graph 8 - Perception of Faculty Understanding of Policy - 2010**
 - iv. **Graph 9 - Perception of Effectiveness of Policy - 2010**
 - v. **Graph 10 - Perception of Student Support for Policy - 2010**
 - vi. **Graph 11 - Perception of Faculty Support for Policy - 2010**
3. Although all groups indicated that they believed that the discipline system operated effectively, there are still indications that there are frustrations with the system among students, TAs, and instructors. These frustrations result from misperceptions over the percentage of cases that are pursued under the Code of Student Behaviour, the nature and impact of the burden of proof, and the likelihood of a student who cheats avoiding consequences. Members of all three focus groups expressed a belief that students routinely are not sanctioned because a case could not be proven beyond a reasonable doubt. When asked, all three focus groups unanimously indicated that they believed that all cases had to be proven beyond a reasonable doubt in order to find that a student had committed an academic integrity violation. When it was explained that the burden of proof was on the balance of probability, all parties believed that the system was likely to be able to find a student responsible if they violated the Code of Student Behaviour.
4. Focus groups unanimously reported that they had never seen statistics on the numbers of cases handled at the University of Alberta and what kind of sanctions had been handed out. When asked specifically about the ads published annually in the Gateway, no one could recall ever seeing them. Participants were in agreement that they would like to have ready access to statistics about how cases had been handled in courses similar to the ones they were teaching/taking and would like to see examples of the reasoning that went into decision making. A review of practices at other Canadian institutions noted that University of Toronto and University of Windsor publish decisions in academic discipline cases with all personally identifiable information removed. This practice makes their discipline system more transparent.
5. While most Code of Student Behaviour violations discovered by instructors and teaching assistants are addressed, over 30% of both groups (a sizable percentage did not answer the question at all so this number may, in fact, be higher) reported that they had chosen to not report at least one potential violation to their Faculty for disposition. The most frequently cited reason for not referring a case is that the burden of proof is too high and the discipline system too bureaucratic and therefore pursuing a case is a waste of time. Other reasons

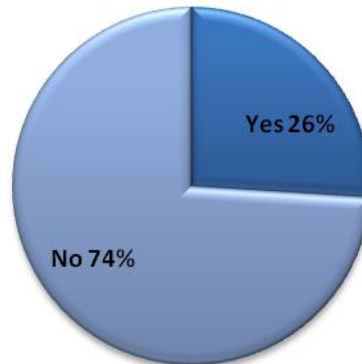
included a belief that sanctions are likely to be too low to make sending in a case worthwhile, that sanctions are too high so that the student's academic careers would be needlessly damaged by the discipline process, or that the issue was better handled as a pedagogical issue. All of these assumptions indicate that a failure of transparency on the part of the discipline system has undermined it.

Graph 12 - Have you ever ignored an incident of cheating in one of your courses for any reason? - Faculty 2010



a.

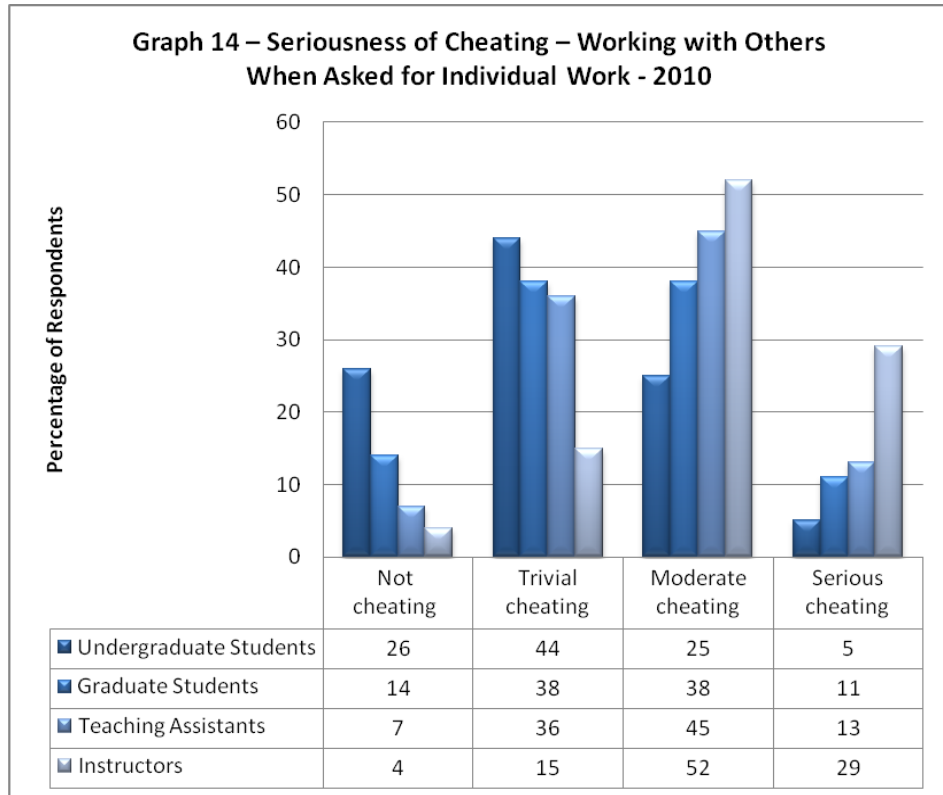
Graph 13 - Have you ever ignored an incident of cheating in one of your courses for any reason? - TA 2010



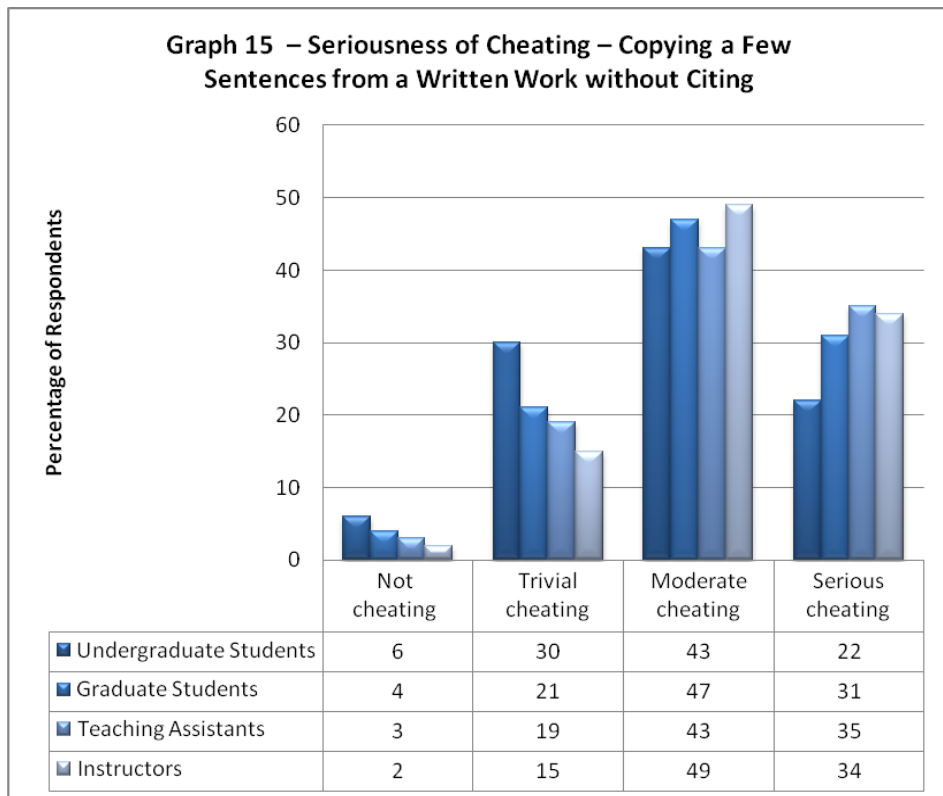
b.

6. Education has been successful on the core message that cheating on exams and plagiarism is wrong and that there are consequences to violating the Code of Student Behaviour. Nearly all students, 97% of undergraduate students and 94% of graduate students, reported that they had been informed about academic integrity policies on campus. Students know that cheating on exams, handing in papers written by others, and lying to gain an undue academic advantage are unacceptable and that they will be punished if they are caught.

7. Our focus on communicating those core messages noted above may be obscuring other more subtle but equally important messages. Students may be tuning out academic integrity education because they believe it is telling them something they already know. One student spoke for many others in the undergraduate student long answer section when he wrote “Less hearing about plagiarism and cheating policy in class, we get it!” As a result they may miss more subtle messages that are important to protecting academic integrity, including issues such as improper paraphrasing, undue editorial assistance, and inappropriate collaboration on assignments. Equally important, it is not clear that students are receiving messages as to why we need to protect academic integrity, who is harmed by cheating and plagiarism, and students’ responsibilities as part of an academic community. These messages are part of the educational campaigns being conducted by several of the Faculty offices and by the Office of Student Judicial Affairs (OSJA) but they are not necessarily part of the message being received in the majority of classrooms. In particular, we are sending mixed messages on collaborating on assignments. Collaboration is an important part of education in across different disciplines and instructors need to be clear about what constitutes acceptable collaboration. Faculty members and teaching assistants are more ambivalent about inappropriate collaboration as a form of cheating which means that students are likely to face different levels of enforcement and different messages in different classes. Certainly some consider the practice too widespread to enforce. As one teaching assistant put it “Collaboration is so widespread that if I reported it there wouldn't be any students left. Nor do I think it's serious enough to warrant official action.” As a result, students who do not engage in inappropriate collaboration may be disadvantaged or pressured to engage in the practice in order to remain competitive in their class. Another similar gray area of considerable importance is the copying of shorter passages of text into a paper without citation, which most parties see as a lesser form of cheating and which some instructors would treat as a pedagogical issue while others refer the student to their Faculty under the Code of Student Behaviour.
8. Several respondents in all categories struggled with the line between what constitutes a pedagogical issue and what should be treated as a disciplinary issue. The lack of understanding as to how such issues are dealt with in the disciplinary system has contributed to some instructors not referring a case, preferring to address them themselves in an academic context. Several instructors and TAs specifically commented on cases involving international students.



a.



b.

- It is clear that most academic integrity training takes place in individual classrooms with instructors speaking to their students and that more central units, such as the Faculty offices, and the OSJA play a significant role in providing training and resources to those instructors.

2011 Academic Integrity Task Force Report

It is also clear from comments and from the focus groups that many instructors struggle to absorb even some of the condensed versions of policy and practice into their other teaching and research responsibilities.

10. Many professors reported relying on their department Chairs for advice on academic integrity violations. Departmental officials play a key role in providing information and support to faculty members but the University rarely provides them with resources on academic integrity as they have no official role in the Code of Student Behaviour process. As a result, people sometimes make decisions based on misperceptions, including not proceeding with cases.

Table 1 - Primary sources of information for undergraduate students

	Learned little	Learned some	Learned a lot
First Year Orientation	34	47	19
Campus website	56	33	11
University Calendar	37	45	19
Program Counsellor, Faculty Advisor, etc.	68	23	9
Other students	45	45	11
Faculty	3	27	71
Teaching Assistants	83	17	0
Truth in Education Program	84	12	4
Code of Student Behaviour	20	43	37
Deans, other administrators	72	18	10
Other (N=91)	0	41	59

Table 2 - Primary sources of information for graduate students

	Learned little	Learned some	Learned a lot
First Year Orientation	32	46	22
Campus website	59	29	13
University Calendar	38	46	17
Program Counsellor, Faculty Advisor, etc.	54	32	15
Other students	45	49	7
Faculty	8	38	54
Teaching Assistants	92	8	0
Truth in Education Program	72	18	10
Code of Student Behaviour	26	42	32
Deans, other administrators	64	24	12
Other (N=59)	32	68	0

Table 3 - Primary sources of information for teaching assistants

Orientation program	70%
Students	11%
Student Handbook	50%
Dean, other staff	7%
Dept. chair	10%
Calendar	18%
Faculty	62%
Truth in Education	13%
COSB	60%
Other	9%
Not informed	2%

Table 4 - Primary sources of information for instructors

Orientation program	23%
Students	2%
Faculty handbook	46%
Deans/Other admin.	33%
Chair/Assoc Dean	18%
COSB	66%
Other faculty	36%
Calendar	37%
Truth in Education	29%
Other	10%
Not informed	6%

11. Students in the focus group indicated that students are keenly aware of the seriousness with which academic integrity is taken in a course and base decisions on their perception of the way that they believe an instructor will address it. If an instructor goes beyond the minimum required by GFC policy, then students perceive the course as more secure. As such, instructors who discuss academic integrity in their classes fulfill the GFC mandate to educate students on their responsibilities and simultaneously reduce the number of academic integrity violations that they will have to address.

12. All participants stressed the importance of education and prevention over relying primarily on enforcement. There were, however, concerns expressed about the security of both examinations and assignments. Students, teaching assistants, and instructors expressed frustrations with what they saw as barriers to the security of examinations, including the shortage of proctors in large exam settings such as the Butterdome. Students and instructors in the focus groups disagreed with each other over concerns about reusing past exam questions – students felt that professors engaged in this practice too frequently and therefore

students were disadvantaged because the exams were less secure and they were constrained in their ability to access practice examinations. Faculty members felt that students did not appreciate the amount of effort that creating unique exam questions take, although this varied by discipline. Students in the focus group also noted that they were aware that some faculty members will tell students that there are multiple versions of an exam being used when only one version is distributed. They indicated that students frequently assume that there is only one version. Students were also concerned about the use of exam or assignment banks that have been compromised by the material being made available on the Internet but that instructors continue to use as assessment resources. Instructors also indicated that they would like more support in creating secure exam environments, particularly in dealing with the growth of communications technology.

13. Several instructors lamented what they perceived as a lack of support for their role in the process. One instructor noted that students had access to the OmbudService but instructors had no one who advised them through the discipline process. While such resources do exist in some Departments, Faculties, and in the Office of Student Judicial Affairs, these concerns are an indication that many instructors are not aware where they can go to get help and thus feel isolated in the process.
14. Some instructors strongly encouraged the adoption of text matching software for the identification of plagiarism. Such software has been adopted by a number of institutions and its use has become widespread in academia. While acknowledging that such software has benefits in combating plagiarism, committee members expressed concern about the impact of the use of such software on student's intellectual property rights, the pedagogical implications if students papers are not deleted promptly from the database and are thereby available to be reviewed by outside agencies for non-pedagogical purposes, and the potential alienation of students who are required to submit their papers for review as a matter of course.
15. Students frequently expressed frustration with having seen instances of what they perceived as cheating and not having anyone do anything about it. These same students joined many others in indicating that they did not want to have to report academic integrity violations. Several students requested the creation of a telephone line where they could anonymously report other students who they believed were cheating. In a discussion during the student focus groups, one of the students indicated that he would not report a perceived violation because he did not want to be "that guy," i.e. the person who is perceived to be responsible for another student becoming in trouble with the University. Only 4% of undergraduate students and 8% of graduate students indicated that they had ever reported another student for cheating.
16. Many comments from all respondents noted the need to train incoming students on what we expect of them in terms of academic integrity. While most focussed on international students, others raised the question as to whether any of our students had been adequately prepared to meet their responsibilities. During a discussion in the student focus group, students who had attended high school in Alberta talked about finding a very different climate in terms of academic integrity at the University than they had in high school. Their understanding was they had not been taught the skills they needed to meet the expectations at the University of Alberta, that cheating was more widespread in their high schools and that it was unlikely to be sanctioned severely.

Recommendations

In approaching these recommendations the Task Force Committee made several assumptions:

- These recommendations would only be adopted by decision makers after consultation with the relevant groups on campus.
- Changes should not unnecessarily add additional burdens on time and resources for our staff or students.
- It is better to increase educative and preventative measures than focus solely on enforcement but that enforcement was an important component of protecting academic integrity.
- Recommendations should be adoptable given current and foreseeable University resources.
- It is better to make the system more conducive to reporting academic integrity violations than to focus on sanctioning instructors for not referring cases.
- Any changes to the system have to both promote academic integrity and uphold the principles of natural justice.

Note that these are recommendations only and should not be acted upon unless and until adopted by the University of Alberta.

Short-term (begin within one year)

1. **The University should develop a communication strategy to ensure that the statement of values outlined in *Dare to Discover* is seen and understood by all members of the community.** That strategy should include providing a prominent link to those values, if not the values themselves, on the University's home page. The University should also consider including the following statement, taken from *Dare to Discover* and *Dare to Deliver 2011-2015*, on exam booklets "We value integrity, fairness, and principles of ethical conduct built on the foundation of academic freedom, open inquiry, and the pursuit of truth. A vital part of putting those values into practice is fostering a culture that understands and expects the highest standards of academic integrity."
2. **Students need to be encouraged to be actively involved in promoting academic integrity.** Borrowing on models already developed in the Faculty of Engineering, we should engage and provide support to faculty student associations to hold annual forums on academic integrity with their faculty's students, administration, and instructors. These bodies have the most direct contact with students, understand the specific academic and professional responsibilities of the students in that faculty, and are in the best position to counter perceptions that students don't care or are unaffected by other students' cheating. The University should also work with the Students Union and Graduate Students' Association to create a consistent message about students' rights to a fair classroom and their responsibilities as part of the overall academic community.
3. **The University should establish an Academic Integrity Council.** In order to provide consistency in the promotion of academic integrity training, the various bodies responsible for academic integrity education and promotion should come together periodically to

determine themes and issues that they will commonly address for that year. In addition to identifying what constitutes cheating and the consequences of violating the Code of Student Behaviour, those themes might include the impact of cheating on other students, how the discipline process functions, where to go for additional resources and support, and how to avoid common academic integrity violations. Invited participants could include, but are not limited to, the OSJA, Academic Support Centre, the Centre for Writers, Faculties, Governance, University Libraries, the Student OmbudService, the Students' Union and the Graduate Students' Association. In addition, individual faculty members and graduate and undergraduate students should be appointed to the Council to provide insight into current perceptions of issues on campus.

4. **The University should create resources for instructors and teaching assistants that target specific topics of concern and provide support for addressing academic integrity in the classroom.** These resources should provide overviews of key topics with references to more in-depth materials that may be needed by instructors. The resources would supplement those already in place, particularly the “Academic Integrity Handbook for Instructors & TAs” produced by the OSJA. These resources should include brief overviews of the instructor’s role in the discipline process, addressing academic integrity in the classroom, and methods for preventing cheating and plagiarism. In addition, these resources should include PowerPoint and other resources that instructors can use to facilitate academic integrity discussions.
5. **Instructors should be encouraged to make it clear to their students how they can contact them if they believe another student has committed an academic integrity violation.** Students repeatedly said they didn’t know how to address concerns about another student’s behaviour or were uncomfortable with the idea of drawing it to someone’s attention. It is important that instructors assure them that they want to hear such concerns and that they will take them seriously. They could also discuss how such complaints could proceed anonymously provided there is sufficient corroborating evidence for the case to go forward without the original complainant acting as a witness. The University should not create an anonymous cheating tip line for students but should consider ways to make reporting of perceived academic integrity violations less onerous for students. Anonymous reporting creates difficulties in sorting out legitimate complaints from ones motivated by spite or malice. Keeping the focus on the individual instructor also reinforces their authority in the classroom.
6. **The University should provide sessions for senior Department administrators on how to support instructors in dealing with academic integrity and discipline processes.** The session would review the discipline process and the burden of proof, identify useful resources on and off campus, discuss options for increasing security of examinations, and encourage dialogue on best practice among the departments. The purpose of this recommendation is twofold – it would encourage champions for effective reporting of cases as required by the COSB in each department and it would increase support for instructors who feel alienated from that process, ultimately increasing reporting of violations.

Medium Term (one to three years)

7. **The University should develop an online non-credit course for undergraduate students that covers academic integrity, what constitutes cheating, the consequences of cheating for all involved, the Code of Student Behaviour, and the discipline**

process. The online course should include a test that indicates the student has understood the material. The course should be one that the students could finish in a relatively short time. It should be available to be taken voluntarily or to be assigned by instructors, by Faculties for incoming students, or as a sanction by decision makers as a condition of conduct probation for students who have not taken it previously. The course can also provide links to other resources that assist the student in gaining greater understanding of areas in which they are weak. The development of such a course would help to ensure that students are exposed to all of the key messages about academic integrity from the beginning of their program. The course could also be integrated into other training materials for incoming students.

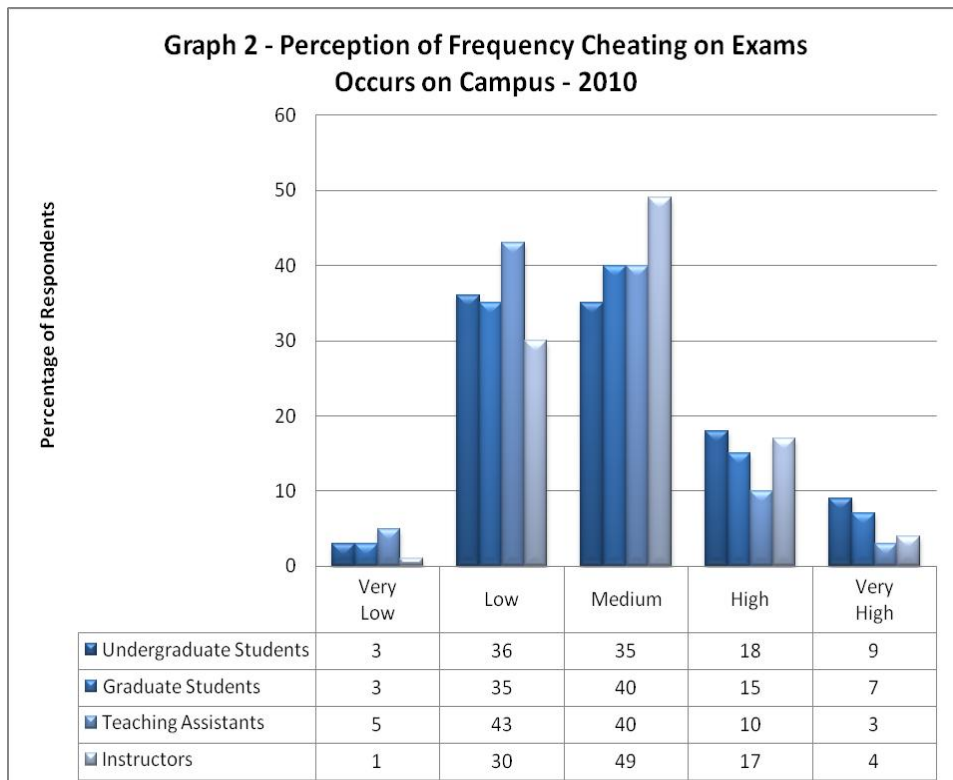
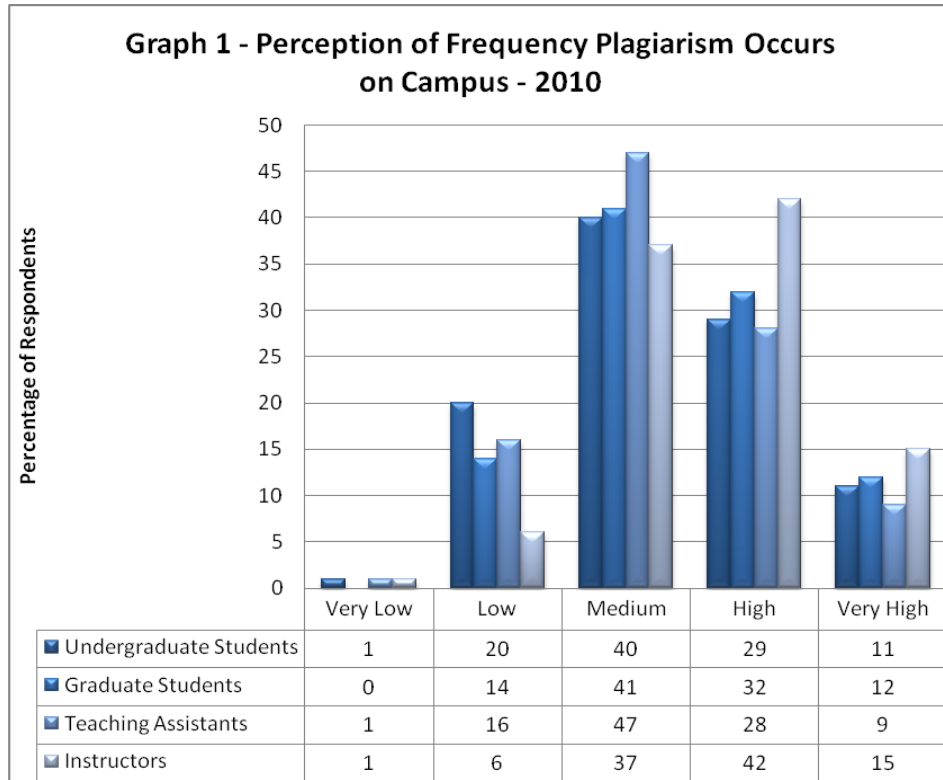
8. **The University should provide detailed and meaningful statistics of the disposition of complaints under the Code of Student Behaviour and the location of those statistics should be widely publicised.** It is absolutely vital that justice is not only done at the University of Alberta, it must be seen to be done by the community in order for it to be respected. Ideally these statistics would be readily accessible, frequently updated, and broken down at least by Faculty but preferably by the Department that offered the course. The University also needs to explore ways to increase transparency in our discipline systems, such as the methods used at University of Toronto and University of Windsor.
9. **General Faculties Council should appoint a group to review electronic detection resources such as turnitin.com, identify their pedagogical strengths and pitfalls, and make recommendations to the community as to how they should be used if they are adopted.** There is a growing interest in the use of electronic text-matching software and several units have already adopted some form of text matching software for use in detecting plagiarism. It seems inevitable that their use will become more pervasive in coming years and we need to be strategic in looking at how they are employed so as to minimise any unintended consequences to our students and classrooms.
10. **Instructors should be given the discretion to deal directly with minor, first time, violations of the academic sections of the Code of Student Behaviour.** Building on a proposal by Bill Page, former Senior Associate Dean of the Faculty of Science, if the instructor believes the violation was a minor or inadvertent breach, such as a failure to understand the student's academic responsibilities or shoddy scholarship, that instructor should be allowed to apply sanctions up to a 0 on an assignment or paper. In order to meet the requirements of natural justice, the instructor must meet with the student before applying the sanction, report the incident to the responsible party in their Faculty, and provide the student with information as to their right to appeal that decision to the Faculty and beyond to the University Appeal Board. The Faculty should be able to override that decision if they believe it is not warranted or if they identify that the student has committed a prior offence. In addition to the 0 on the assignment or paper, the instructor should recommend that the student take an academic integrity seminar, such as "To Your Credit: Using the Words & Ideas of Others Correctly" offered by the Academic Support Centre or an equivalent course offered by another unit within the University of Alberta. Should the student not take such a course and be found to violate the Code of Student Behaviour on a subsequent occasion, that omission could be taken into account by the decision maker in that process when determining a sanction. This recommendation would engage our faculty members more directly in the discipline process, increase the possibility of first time offences being addressed pedagogically, decrease the number of cases in which instructors bypass the

discipline system and for which therefore there are no records, and reduce the workload on the Faculties. It would also allow streamline the discipline system, achieving the very important goal under natural justice of adjudicating violations “within a reasonable time.” [COSB 30.3.1(1)c]

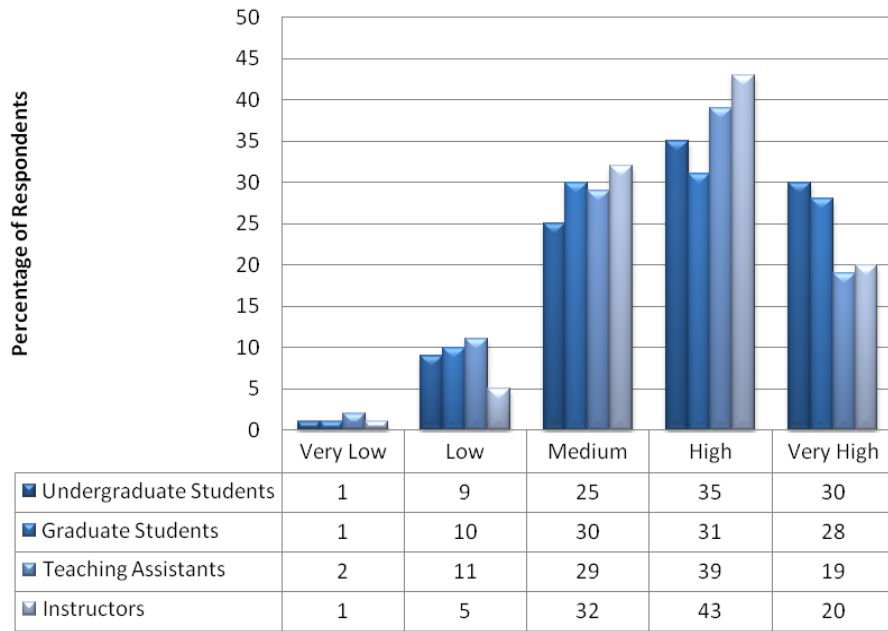
Long-Term (three to five years)

11. **The University, alone or in conjunction with other institutions, should look at producing non-traditional educational materials such as plays, videos, social networking materials, etc. which communicate in terms that are more accessible to students.** These resources should keep up to date with current trends in communication and student discussion of issues related to academic integrity and should address the impact of academic integrity violations and sanctions. Since many of the underlying themes and messages are similar to ones that would be promoted by other post-secondary institutions, many of these materials could be developed with other institutions through organizations such as the International Center for Academic Integrity (ICAI) or the Student Conduct and Academic Integrity (SCAIA) division of the Canadian Association of College and University Student Services (CACUSS). The material could be part of the discussions of the Academic Integrity Council identified in recommendation number 3. The goal of this recommendation is to address concerns about lack of student engagement on academic integrity.
12. **The Academic Integrity Survey should be repeated in five to seven years in order to assess progress as a result of the adoption of any of these recommendations.**

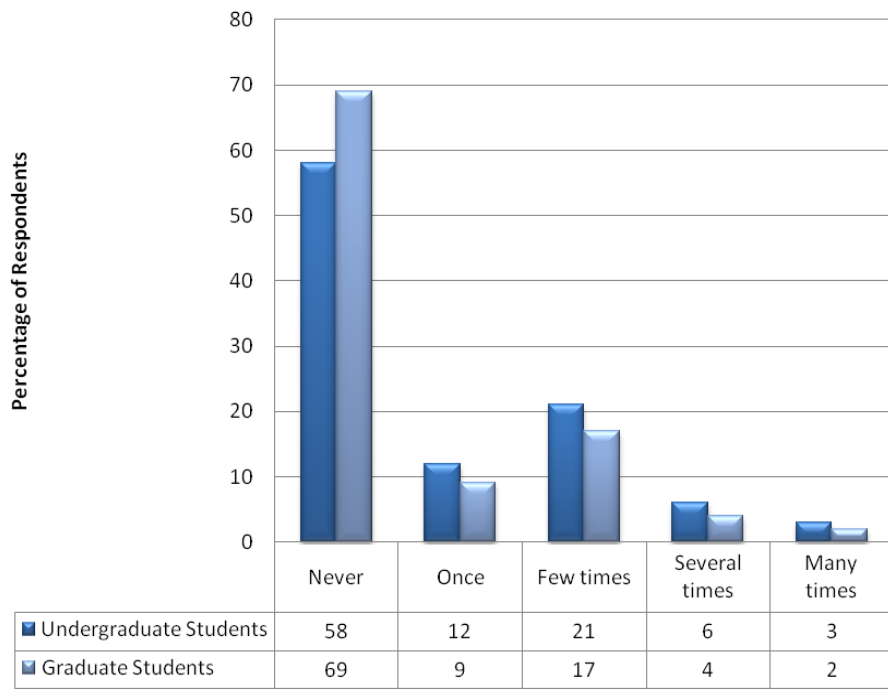
Appendix A



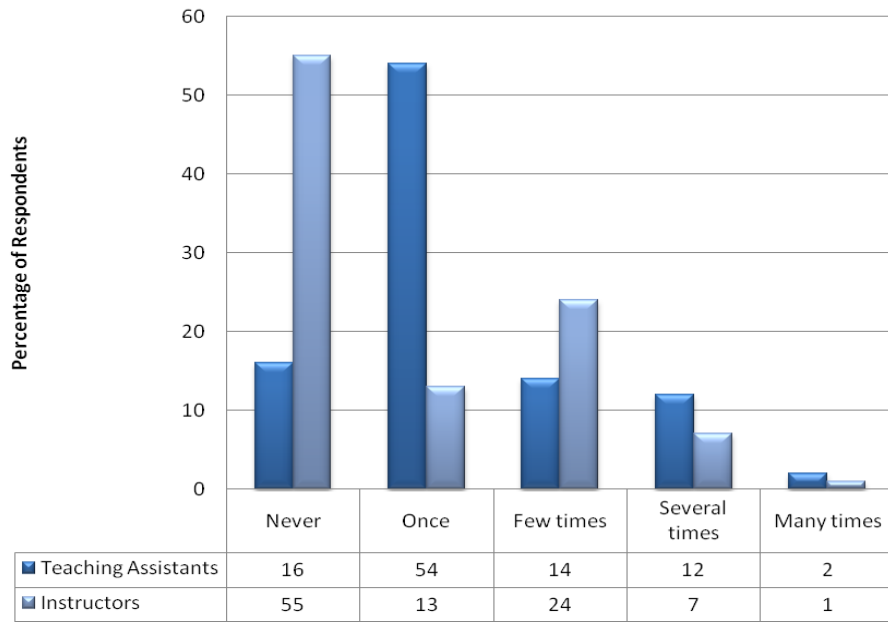
Graph 3 - Perception of Frequency Innappropriate Collaboration in Group Assignments Occurs on Campus - 2010



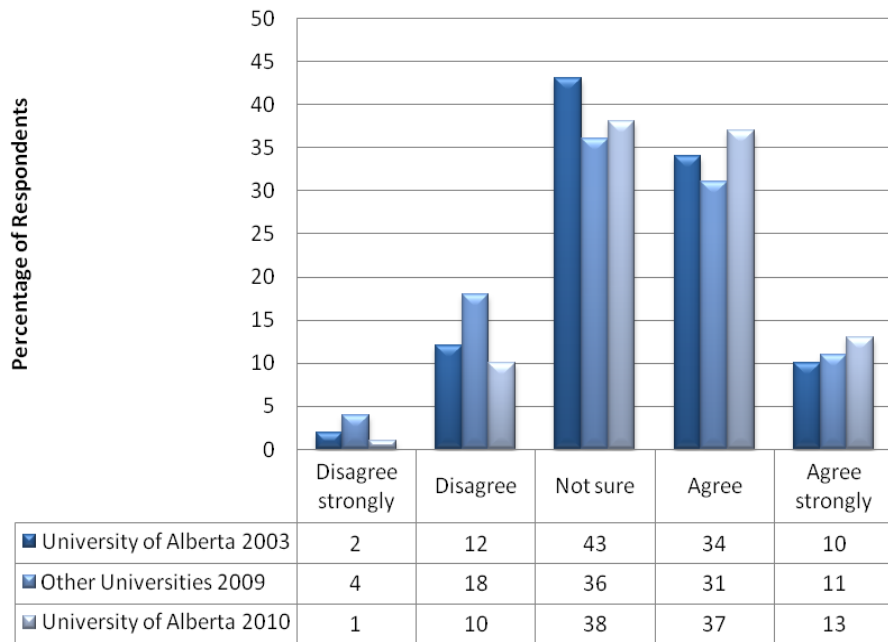
Graph 4 – Undergraduate and Graduate Students – Number of Times They have Observed another Student Cheating



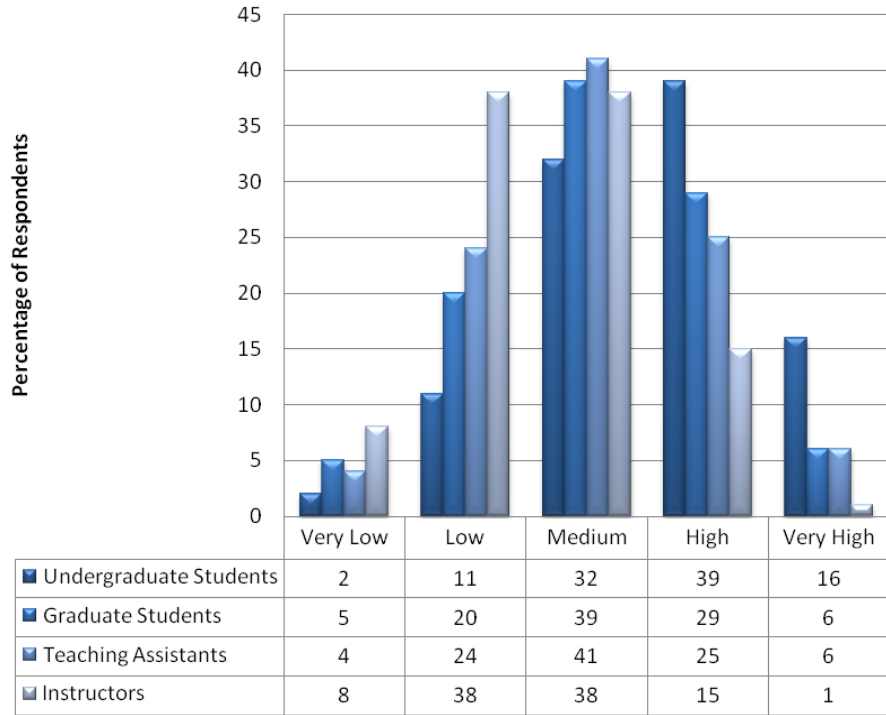
Graph 5 - Teaching Assistants and Instructors - Number of Times Respondent Observed a Student Cheating on Exams



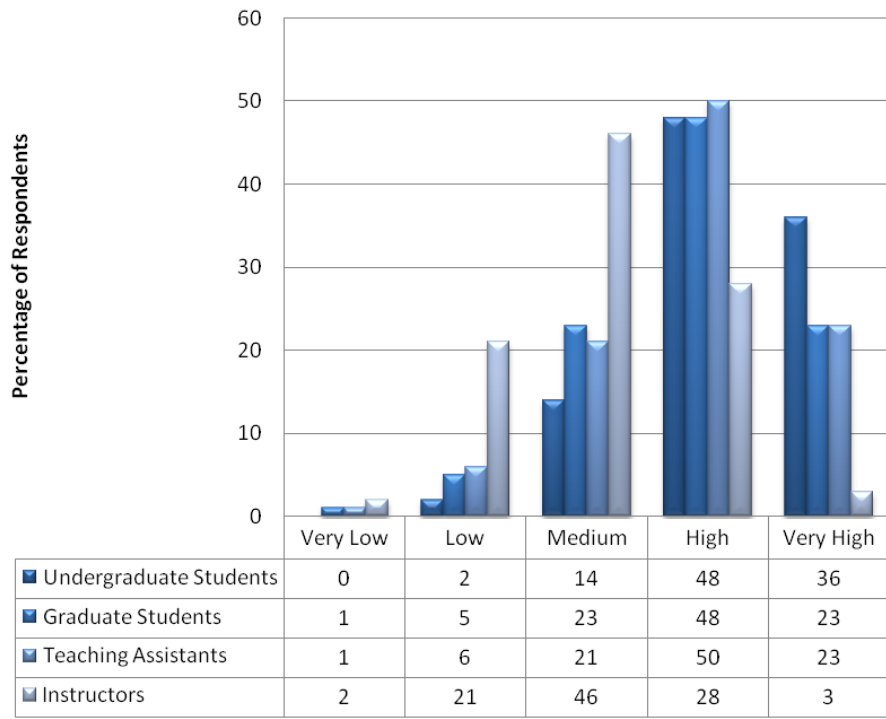
Graph 6 - Perception of Cheating as a Serious Problem on Exams - University of Alberta Faculty 2003, 2010, and Faculty at Other Universities 2009



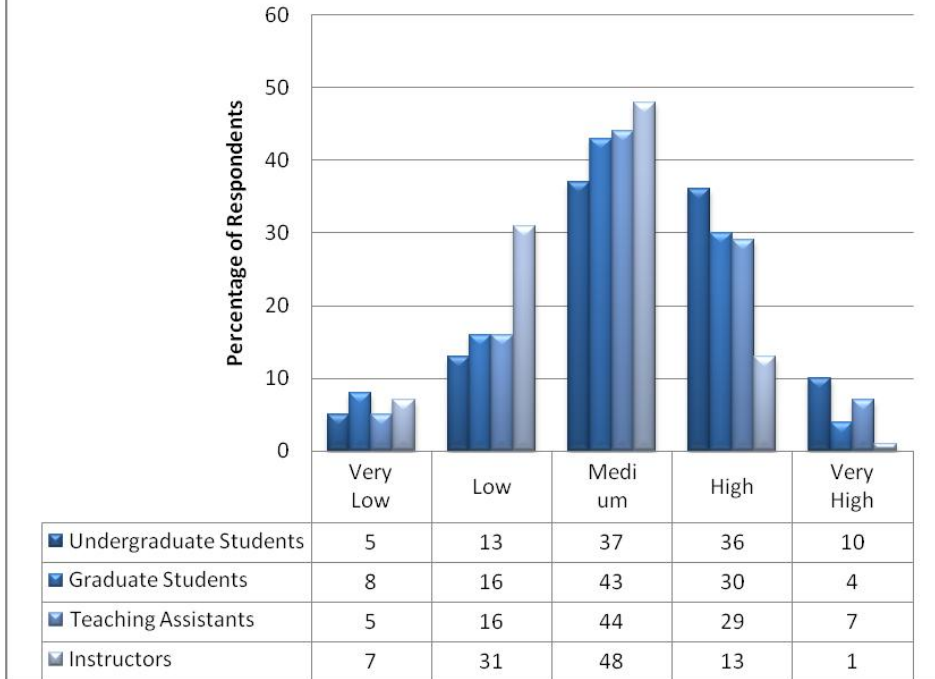
Graph 7 - Perception of Student Understanding of Policy - 2010



Graph 8 - Perception of Faculty Understanding of Policy - 2010



Graph 9 - Perception of Effectiveness of Policy - 2010



Graph 10 - Perception of Student Support for Policy - 2010

