

SHOW YOUR INTEGRITY



A quarterly newsletter brought to you by the UM Academic Integrity Advisory Committee

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Promoting Academic Integrity and Reducing Cheating in Remote/Online Courses

Increasing academic integrity and decreasing cheating is more likely when we implement best practices in teaching and assessment within our remote/online courses. Consider implementing at least one new teaching and assessment idea for your fall courses:

- [Align](#) the course and lesson objectives to the learning activities and assessment strategies.
- Build and maintain [respectful and trusting relationships](#) with your students by developing and implementing a thoughtful communication plan that includes regular email communications, announcement postings, and/or virtual office hours in UM Learn. These communications can also remind students of the importance of academic integrity and the seriousness of academic misconduct.
- Learn about [contract cheating](#) and discuss the long-term implications and dangers of students' hiring third-parties to complete course assessments.
- Create assignments that require students to post questions and comments about academic integrity on discussion boards. Several ideas for relevant discussion posts can be found in the UM Learn course [Knowledge Nuggets: Bite-sized resources to help students help themselves](#). Contact Brenda.Stoesz@umanitoba for details and/or to enroll.
- Develop detailed rubrics or other specific assessment expectations regarding academic integrity.
- Highlight the University of Manitoba [Student Discipline Bylaw](#) and provide examples of acceptable and unacceptable behaviours in your course.
- Add statements to your UM Learn course that address the following issues (if applicable).
 - Require students to sign an academic integrity declaration or complete an academic integrity checklist that is submitted along with assignments or exams.

- Remind students that providing their UM Learn login information to anyone else is '[personation](#)' – a very serious form of academic misconduct.
- Expectations to paraphrase, quote, cite, and list references may still apply to open book tests/exams. Describe these expectations to students clearly and explain that plagiarism will be reported.
- If collaboration (e.g., discussing answers with peers) is not permitted when completing any assignments or online exams in your course, remind students of this expectation.
- For online exams (in particular), communicate the [UM exam regulations and procedures](#) clearly. Tell students to treat these exams in the same way as they would when writing in-person exams.
- Similarly, remind students that they are not permitted to discuss or share answers in any way (e.g., texting peers, uploading questions to a note-sharing website) after completing an online exam.
- Tell students that they must write the exam without any assistance from another person or website during the exam.
- Remind students that if they live with someone who is writing the same exam, they must safeguard and protect their exam answers and any materials that they are using for the exam.
- Direct students to learning supports and academic integrity resources:
 - University of Manitoba [Academic Integrity website](#)
 - [Successfully adapting to remote learning during COVID-19](#). This guide will provide students with strategies and resources for successfully completing their term during this uncertain and stressful time.
 - The **Academic Learning Centre** continues to provide academic supports during the COVID-19 pandemic. All Academic Learning Centre supports will be provided online. Consider directing your students to the [Online Study Power Hour plus](#) sessions.
 - **Academic Advisors** foster student academic success using an integrated system of developmental, holistic, and proactive approach. Students are encouraged to reach out to academic advisors by [phone or email](#).
 - [UM Libraries](#) is open virtually to assist students.
 - The [Student Accessibility Services](#) office is currently accepting appointments by phone, email, and online.

For more ideas, please visit The Centre for the Advancement of Teaching and Learning --> [Academic Integrity -- > Promoting integrity in online courses](#)

How an Academic Misconduct Investigation Works

This fall, you may encounter evidence of academic misconduct in an assignment, test, or exam, despite your best efforts. Here are some tips for preparing an allegation report to submit to your Department Head or Associate Dean:

- Prepare a summary of the allegation, which includes the course/section number, course expectations outlined in the syllabus and communicated to students, and details of the assignment, test, or final exam. Explain the type of misconduct that you suspect (i.e., plagiarism, duplicate submission, inappropriate collaboration, cheating on quizzes, tests, or exams, personation, and/or academic fraud). *We recommend using the form appended to this newsletter or using templates provided by your department or faculty.*
- Attach relevant documentation that supports your suspicion. Examples of relevant documentation for an online assessment include:
 - Description of how and why answers are unusually similar across assessments. Include the questions themselves.
 - Technical information, obtained from UM Learn, about the exam and submission of responses, such as start/end times for the exam, and when responses were submitted.
 - IP addresses (for situations in which inappropriate collaboration is suspected)
- The more information you can include in your report, the better your administrator can assess the situation and deal with it.

To learn more about the general reporting procedures and to understand the investigative process, please visit: <http://umanitoba.ca/student-supports/academic-supports/academic-integrity/how-academic-misconduct-investigation-works>. We also encourage you to discuss the process with your department head or dean.



New Resource for Promoting Academic Integrity

Currently, first year students can access the Undergraduate Academic Integrity Tutorial called the Quest for Integrity in UM Essentials. There may be students in your course, however, who will not complete the tutorial for various reasons and the extent of their knowledge about the content or

whether they have completed it will be unknown to you. Therefore, consider adding *Academic Integrity Education for Undergrads (Fall 2020 Version)* to your fall courses. This module is an adapted version of the Quest for Integrity -- it contains much of the same content and quiz questions but is open for instructors to copy and important into their course shells, and then to personalize it.

This resource is located within the UM Learn course called **Knowledge Nuggets: Bite-sized resources to help students help themselves**. Teaching staff can contact Brenda.Stoesz@umanitoba.ca to request access.

Other new resources can be found in Knowledge Nuggets, including the *Do's and Don'ts of Note-Sharing*, *LEARN at the LIBRARIES*, *Contract Cheating: What You Need To Know About Outsourcing Assessments*, and *Learn with Integrity*.



Upcoming Workshops and Events

TBD Academic file-sharing and contract cheating: Navigating the slippery slope

Presenters: Brenda M. Stoesz (University of Manitoba), Josh Seeland (Assiniboine Community College), and Lisa Vogt (Red River College)

Canadian Perspectives on Academic Integrity: Call for Submissions Special Issue: Academic Integrity: Equity, Diversity, and Inclusion

Focus and Scope

Canadian Perspectives on Academic Integrity, an open source journal, provides Canadian practitioners and researchers working in the area of academic integrity with a venue to share experiences, insights, and research findings, and to elevate awareness and mobilize knowledge about issues relating to academic integrity in Canada.

An important topic that has not received sufficient attention in the literature and in conversations amongst higher education professionals is the intersection between academic integrity and equity, diversity, and inclusion (EDI). We want to create space to hear voices from those who are often underrepresented within

academia, including Black, Indigenous, and People of Colour (BIPOC), members of LGBT2SQ+ community, persons with disabilities, and English as an Additional Language (EAL) learners and scholars.

We invite you to share your perspectives, experiences, and expertise as related, but not limited, to the following:

- exploring what academic integrity means outside the dominant (largely western) academic culture,
- creation of resources to promote academic integrity to a diversity of student populations,
- development of professional development opportunities for academic staff in various roles to promote academic integrity that is inclusive of other perspectives,
- observed discrimination or systemic barriers in academic misconduct case management and related policies, or
- initiatives to reduce discrimination or systemic barriers in academic misconduct case management.

Submission Details

Submissions must be by or led by practitioners and researchers at Canadian educational institutions with an e-mail address from that Canadian educational institution. Independent scholars without a Canadian institutional address should contact the editor before submitting a manuscript.

Submissions can vary in length with the minimum length of 500 words, excluding abstract, keywords, and references. The preferred documentation style for manuscripts is APA 7. Manuscripts should undergo spelling and grammar checks before submission. Manuscripts should be submitted electronically through the journal's [online submission website](#).

Practitioner articles will be reviewed by the co-editors prior to final decision. Academics/researchers who wish their manuscripts to undergo blind or double-blind peer-review should indicate this upon submission.

Submission Deadline. The deadline for submission deadline is October 19, 2020.

We hope you will consider submitting your paper to the *Canadian Perspectives on Academic Integrity*.

 **BMC** Part of Springer Nature

International Journal for Educational Integrity

The International Journal for Educational Integrity is an open access journal that publishes research on various aspects of academic integrity and academic misconduct. Instructors may find the articles in this journal useful in understanding how to approach academic integrity education in their teaching and learning environments (<https://edintegrity.biomedcentral.com/about>).



University
of Manitoba

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umanitoba.ca/academicintegrity

**STUDENT ACADEMIC MISCONDUCT ALLEGATION REPORT
FOR UNDERGRADUATE COURSES**



Instructions

Please fill in the fields provided

Forward this form, along with supporting documentation (see list at bottom of page) to the appropriate Disciplinary Authority. Consult [Table 1: Jurisdiction of Disciplinary Authorities for Student Academic Misconduct](#)

Instructor and Course Information

Instructor's Name:

Course and Section:

Term and Year:

Department or Faculty/College/School:

Email:

Phone:

Referral Information

Name of Student:

Student Number:

If more than one student is involved, please list all names and student numbers. Note will need to complete separate reports for each student:

Provide a brief description of the alleged incident:

**STUDENT ACADEMIC MISCONDUCT ALLEGATION REPORT
FOR UNDERGRADUATE COURSES**



Please submit the following documentation (if applicable):

- Course outline
- Assignment or exam under investigation
- Any specific instructions given to students on what is acceptable/unacceptable regarding the assignment or exam under investigation
- If alleged plagiarism, please provide student's papers with plagiarized sections highlighted. Provide additional documentation to illustrate evidence of plagiarism, such as the plagiarized source
- If cheating during exam, provide any material confiscated
- Any emails received from student about the incident

Only

Date Received:

Comments: