

Take Five for Academic Integrity

Accompanying notes for using the Take Five slides

Take Five for Academic Integrity is an awareness campaign that provides materials for instructors to use as a presentation and discussion with their students. Instructors are invited to take a few minutes to check in on these concepts with their classes. Information about academic integrity is available on UBC's Academic Integrity website (<https://academicintegrity.ubc.ca>). An introductory video (<https://youtu.be/ugcKVyihq74>) is also available to be shared with students are part of this presentation or during class.

Instructors are free to alter the slides as necessary to suit their course needs. However, please maintain the central message of academic integrity as much as possible.

Slide 1: Title slide

Slide 2 and 3: What is academic integrity?

Group activity question: ***Talk with your neighbours and produce a definition.***

- Have the students think about what it means to apply integrity to an academic setting.
- They will likely produce something like the “Do your own work and acknowledge the work of the others” definition shown on Slide 3, or a variation of that.
- Be sure to stress that “academic integrity” is the principle of integrity applied to their academic work. For undergrads, this could relate to their coursework, but could also include other things.
- The goal is to get students to take away the simple definition of academic integrity and have it stick in their minds, both as a concept and how it relates to their courses.

Slide 4: What does “learning with integrity” mean in this class?

Group activity question: ***Talk with your neighbours and generate ideas.***

- Have the students think about what learning with integrity will mean for their classes at UBC to get them thinking about academic integrity in practice.
- This slide is meant to give Faculty Fellows a chance to emphasize academic integrity concepts that may be more critical for a particular class or discipline, although all concepts are always applicable.

- For example, avoiding plagiarism may be something that may be more emphasized in a humanities class, whereas in a science lab the importance of not altering data and observations may be more emphasized.

Slide 5: How do you learn with integrity?

- This slide is meant to provide students with some practical ways to apply academic integrity in their future courses.
- Although not mentioned on the slide, it is worth emphasizing that students should always follow the expectations and guidelines of their instructors, which may vary from class to class.
 - For example, as highlighted on the slide, group work may be permitted in one class but not in another.
 - When in doubt about anything to do with academic integrity and how to complete their academic work, they should always talk to their instructors or TAs for guidance.

Slide 6: Why should you learn with integrity?

- Students often view grades as the primary “currency” for their future careers, without realizing that integrity is also a sought-after currency outside of university (by employers, in law, in medicine, etc.).
- While academic misconduct can occur for a number of reasons, it often occurs when students feel overwhelmed by their academic work, struggle to keep up, or feel pressure to succeed.
- The purpose of this slide is to emphasize the benefits of academic integrity since students often think of academic integrity as a list of “don’ts” (don’t cheat, don’t plagiarize, don’t commit fraud). By having academic integrity in their work, they are cultivating another important skill, and reframing academic integrity instead as a set of “dos”.
 - **More effective:** it is worth reminding students that they are also here to learn how to learn (alongside learning about the subject matter), and this is more effective when they put in effort and do their own work.
 - **More value:** future employers are interested in “soft skills and qualities” such as integrity, work ethic, and responsibility. Practicing integrity at university helps build those skills.
 - **The right thing to do:** this is likely obvious to students, but it is worth remembering that students may start at different places in understanding the value of academic integrity, and we must emphasize that having integrity is part of making a positive contribution to the UBC community.

Slide 7: What are the types of academic misconduct?

- Most of these will be familiar to students, but some are less obvious, so it is worth running through the list with your class.
- Please note that there is some overlap between different types of misconduct. The official definitions can be found in the academic misconduct regulations:
<https://vancouver.calendar.ubc.ca/campus-wide-policies-and-regulations/student-conduct-and-discipline/discipline-academic-misconduct/3-academic-misconduct-ubc-students>
- Mention that these regulations can be found in the Discipline for Academic Misconduct section of the UBC Academic Calendar.
 - Facilitators may want to mention that the “Calendar is the comprehensive guide to all programs, courses, services, and policies” at UBC and is where they can find the rules and process about academic integrity and academic misconduct.

Misconduct definitions:

- **Cheating:** at UBC, this generally refers to students obtaining unauthorized help or answers during an assessment (like an exam). This can also apply to using unauthorized information or data during a lab.
- **Plagiarism:** in general, this involves representing the ideas or work of others as your own without proper attribution or citation. It is worth noting that this can still apply even if a student rewrites something in their own words without attribution.
- **Falsification:** this involves mispresenting information to the university or a third-party, or tampering with academic data or information. A good example is using a modified or false medical record/note to apply for an academic concession.
- **Impersonation:** in general, this means someone takes the place of a student to take their place during a course or assessment.
- **Self-plagiarism:** this is something that students are often unaware of. This generally means that a student submits their own work (such as an essay) in more than one class. Once something has been submitted in one class, the same work cannot be submitted again without permission from the instructor and proper citation.
- **Contract Cheating:** This form of cheating can involve the other forms (for example: plagiarism, cheating, impersonation, etc.), and generally means that a student solicits a third-party (paid or unpaid) to produce course work that the student then submits as their own.
- If there is time, it is worth highlighting some of the risks of contract cheating:
 - This type of academic misconduct can result in serious academic misconduct penalties.
 - Contract cheating companies have a reputation of predatory practices, pressuring students to continue using their services or to provide access to their UBC student accounts.
 - Students pay more for a course when they use contract cheating companies (to UBC for the course and to the contract cheating company) while missing out on important learning and skills development.

Slide 8: Generative AI

- There is another “AI” that we have been hearing a lot about: artificial intelligence.
- Generative artificial intelligence tools, like ChatGPT, are online software systems and services that can generate new content and work based on large amounts of data. These systems can produce human-like content in response to question prompts.
- The use of generative artificial intelligence is not prohibited at UBC.
 - Please refer to our AI Tools FAQ (<https://academicintegrity.ubc.ca/chatgpt-faq>) which provides information and guidelines on the use of these tools at UBC.
- However, unauthorized use might be considered academic misconduct, depending on the instructor’s expectations:
 - If using ChatGPT and/or generative AI tools on coursework has been **prohibited** by the instructor, then using these tools would be considered to be academic misconduct.
 - If using ChatGPT and/or generative AI tools has been **permitted** by the instructor, then instructors should make sure to convey the limitations of use and how it should be acknowledged, and use should stay within those bounds.
 - If the use of ChatGPT and/or generative AI tools has not been discussed or specified by the instructor, then it is likely to be considered as prohibited as an example of the “use or facilitation of unauthorized means to complete an examination or coursework” and more specifically as “accessing websites or other online resources not specifically permitted by the instructor or examiner” (Discipline for Academic Misconduct: <https://vancouver.calendar.ubc.ca/campus-wide-policies-and-regulations/student-conduct-and-discipline/discipline-academic-misconduct/3-academic-misconduct-ubc-students>).
- It is important that students are aware of the shortcomings of generative artificial intelligence tools. For example, these tools might produce false information and citations.
- Some instructors will allow the use of generative artificial intelligence tools, so it is important that students follow all guidelines around its use and ask their instructor if they are unsure.

Slide 8: Further information

- The UBC Academic Integrity website (<https://academicintegrity.ubc.ca>) has a lot of information and resources for students and instructors.
- If you are interested in assigning some further reading on academic integrity to your students, we have several Canvas modules (<https://academicintegrity.ubc.ca/aim-modules>) available that students can self-enroll in.
- For students who have been accused of misconduct, there are also resources available to guide them through the process:
 - The Academic Integrity website has an outline of the misconduct process (<https://academicintegrity.ubc.ca/regulation-process/students/>) for students, and a list

of useful resources for student support and wellbeing
(<https://academicintegrity.ubc.ca/resources>).

- The UBC Ombuds Office has resources and toolkits (<https://ombudsoffice.ubc.ca/our-toolkits/academic-misconduct>) for students relating to academic misconduct and can also provide (<https://ombudsoffice.ubc.ca/how-we-can-help>) impartial information, guidance, and advice for students.
- At UBC Vancouver, the AMS and GSS have advocacy services available for undergraduate students and graduate students:
 - <https://www.ams.ubc.ca/support-services/student-services/advocacy>
<https://gss.ubc.ca/advocacy>
- At UBC Okanagan, the SUO Advocacy Office provides guidance and assistance to undergraduate and graduate students: <https://www.suo.ca/suo-advocacy-office>