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. They 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](). An introductory video ([Introduction to Academic Integrity at UBC]()) is also available to be shared with students as part of this presentation or in the future.

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

- The goal of this presentation is to introduce academic integrity, to get students thinking about what it means and why it is important, and to give them some initial information and resources about academic integrity at UBC.
- Academic integrity is a very important concept at UBC that incoming students must understand for their undergraduate career and beyond.
- Depending on their high school experience, there may be varying levels of awareness around academic integrity and conceptions about what it means.

Slides 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.
- Students often think of academic integrity as a list of "don'ts": don't cheat, don't plagiarize, don't commit fraud. One goal of this presentation is to prompt students to consider academic integrity as a set of positive qualities and skills that can be practiced – the "do's": do your own work and acknowledge the contributions of others, do use only acceptable resources during assessments, and do ask for help when you are struggling.

Slides 4 and 5: Why is academic integrity important?

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

- The purpose of this slide is to emphasize the benefits of academic 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 sometimes occurs when students feel overwhelmed by their academic work, struggle to keep up, or feel pressure to succeed.
- **Promotes more effective learning**: Students' learning is more effective when they are actively engaging with their courses and doing their own work. It is worth reminding students that they are also here to learn how to learn, and to develop life skills such as stress and time management, critical thinking, and effective communication.
- **Promotes future career goals and reputation**: Practicing soft skills and qualities such as integrity, work ethic, and responsibility will help students build a good personal and professional reputation and will be an asset for their future career goals.
- **Important to the UBC community**: It is worth reminding students that when they joined UBC, they became bound by the Student Declaration and Responsibility agreement. This includes adhering to the academic standards for honesty.

Slides 6 and 7: How do you learn with integrity 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 instructors a chance to emphasize academic integrity concepts that may be more critical in their 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.
- Students should always follow the expectations and guidelines of their instructors, which may vary from class to class.
    - For example, 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 8: What is academic misconduct?

- The UBC Academic Calendar states that "academic misconduct includes any conduct by which a student gains or attempts to gain an unfair academic advantage or benefit". It is also misconduct to attempt to help someone else obtain an unfair academic advantage.
- Most of these examples will be familiar to students, but some are less obvious, so it is worth running through the list with your class.
- The official definition and examples of academic misconduct 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.

Examples of Academic Misconduct:

- **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 (submitting false information)**: 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 9: 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 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 could be considered 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, Vancouver and Okanagan 3.1.b.iv), and potentially plagiarism (3.1.e). Students should discuss this with their instructor if it is not addressed on the syllabus.
- 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 10: 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/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