

Teaching Academic Integrity

CTLT Spring Institute 2022

Instructors have an important role in supporting an environment where students understand academic integrity as a concept and are supported to learn about related competencies and skills. It is important to remember that everyone does not already know about academic integrity and every course is an opportunity to reinforce the topic and skills.

PREVENT

Prevention strategies include cultivating an awareness of academic integrity and being clear around expectations in your course. Help students understand why academic integrity matters in your course and beyond the classroom. Create an awareness of academic integrity as a concept (value) and as a competency (skill).

- Share UBC's new [academic integrity website](#).
- Draw attention to the [academic misconduct regulation](#) in UBC's Academic Calendar.
- Be conscious of tone and address the topic in a neutral and non-accusatory way. Talk about academic integrity in an open and factual way.
- Use your [course syllabus](#) to outline what academic integrity means in your course and remind students what your expectations are around assignments and evaluations.
- Emphasize course procedures (i.e., how and when to request an extension), simple time management skills, and facilitating interpersonal connections (particularly in large lecture classes) to help prepare students and create pathways to ask for help when they are in need.
- Make sure students know there are academic resources to support them with skill development (citation, time management, note taking) and a strong network of support resources should they be facing other difficulties.



TEACH

In the classroom, teaching students about academic integrity can range between spending a few moments discussing the topic to an approach connecting academic integrity to course learning outcomes or redesigning assessments to support and reward academic integrity.

- Be specific and address the role of academic integrity in your discipline and course. Remember that academic integrity can look different in the lab or in the context of the humanities classroom.
- Clarify academic integrity criteria for assignments. Draw a clear boundary between what students can and cannot do when working on assignments and assessments, especially around accessing resources and the type of collaboration permitted.
- Link academic integrity to course learning outcomes by [making academic integrity a core value of your course](#) and the scholarly community.
- Consider [assessment design strategies](#) to motivate integrity: scaffold assignments, adjust examinations, consider alternative or more authentic assessments.
- Spend a few moments on academic integrity in your class and engage students in an [academic integrity activity](#). This can break the ice and create a comfortable environment for questions. Consider spending a few moments talking about [contract cheating](#) and the risks this can lead to.
- Assign the [Introduction to Academic Integrity](#) module on Canvas and spend a few minutes discussing it in class.
- Review the [Academic Integrity Triad](#) and approaches connected to its three dimensions: pressure, rationalization and opportunity. This framework provides a nuanced understanding of why academic misconduct occurs and gives direction for how to minimize it.

RESPOND

When an allegation of academic misconduct is suspected, respecting fair process is essential to building a culture of academic integrity. All cases of suspected academic misconduct must be reported according to your Faculty's procedure.

- Make sure you are aware of when and how to report suspected academic misconduct. If you are unsure about this procedure, reach out to your Department Head or Associate Head or review the [academic integrity website](#) for a general overview.
- Consider reviewing some of the [Faculty guidelines](#) and the [faculty checklist](#) from the Ombudsperson for Student's Academic Misconduct Toolkit.
- Continued education is important and students faced with an allegation should be supported to acquire the skills they need.
- Academic integrity resources can be used as prevention and as response.

Academic integrity is everyone's responsibility.

Resources

- [Academic Integrity Website](#)
- "[Academic Honesty and Standards](#)", Academic Calendar
- "[Discipline for Academic Misconduct](#)", Academic Calendar
- Resources for an Educative Approach.

Acknowledgements

This resource was developed for a panel "Let's Talk About Academic Integrity: How, What, and When to Incorporate Academic Integrity into Your Course" for the CTLT Spring Institute 2022.

