

**FACULTY HANDBOOK
ON
ACADEMIC INTEGRITY**



2005/06

**SAINT MARY'S UNIVERSITY
FACULTY HANDBOOK
ON
ACADEMIC INTEGRITY**

Quality of Teaching Committee
Office of Instructional Development
2005/06

This handbook was developed by a Sub-Committee of the Quality of Teaching Committee and is being distributed to all full and part-time faculty compliments of the Quality of Teaching Committee and the Office of Instructional Development (OID).

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INTRODUCTION

Instances of plagiarism on North American campuses received a great deal of media attention over the past couple of years. This publicity sparked discussion and debate on many Canadian campuses about the root causes of these activities and about the roles and responsibilities of faculty, staff and students in dealing with this and other issues of academic misconduct.

Saint Mary's responded by providing a number of avenues for discussion, identification of concerns and sharing of ideas:

New Committee: The Sub-Committee on Academic Integrity, a sub-committee of the Quality of Teaching Committee, was established during the fall semester (2001).

Workshops: Faculty, students, and staff attended workshops given on campus in August, 2001; January, 2002; and May, 2003.

Articles: In January, 2003, Paul Deveau, SMUSA President, wrote a series of three articles for the student newspaper, *The Journal*, aimed at educating students on this topic.

Canadian Survey: In February, 2003, Saint Mary's and ten other universities participated in a Canadian project aimed at learning more about the attitudes and actions of university students and faculty. Approximately 15,000 undergraduate students and 1,900 faculty completed the confidential on-line surveys – this number includes 1,300 first semester students who were asked to reflect on their high-school experiences; 1,300 graduate students and 700 TA's. Since then, five other Canadian universities have participated, bringing the total to fifteen. Participating universities have analyzed their individual results, produced reports, and initiated actions and activities on their campuses to increase awareness and support for issues related to academic integrity. A report on the Canadian project and the survey results will be published in an academic journal.

Future Plans: To continue the discussion:

A report on the analysis of data from Saint Mary's student and faculty surveys has been produced. The Report on Academic Integrity will be submitted to Senate and disseminated to the university community during the 2005 fall semester.

The report on the Canadian project will be made available to the university community when it is published.

The Sub-Committee on Academic Integrity will continue to develop and support Academic Integrity initiatives and activities on campus during the 2005/06 academic year.

Feedback from participants in a number of the early activities mentioned above indicated that all campus groups wanted more information – strategies for prevention, ways to detect with clearer guidelines for reporting, support for faculty who report, etc. The Sub-Committee on Academic Integrity and the Office of Instructional Development produced the *Faculty Handbook on Academic Integrity* as one response to this. The first edition, a print version only, was sent to all full and part-time faculty at Saint Mary's in September, 2002. For 2005/06, the current edition has been revised where necessary and is available online through the Office of Instructional Development website at <http://www.stmarys.ca/administration/oid/handbook.htm>

If you have comments or suggestions on this handbook or any other concerns related to issues of academic integrity, please contact any member of the Sub-Committee or the Office of Instructional Development.

Margaret-Anne Bennett
Director, Office of Instructional Development
August, 2005

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ACADEMIC INTEGRITY

An academic community flourishes when its members are committed to the five fundamental values:

1. **HONESTY:** An academic community of integrity advances the quest for truth and knowledge by requiring intellectual and personal honesty in learning, teaching, research and service.
2. **TRUST:** An academic community of integrity fosters a climate of mutual trust, encourages the free exchange of ideas, and enables all to reach their highest potential.
3. **FAIRNESS:** An academic community of integrity establishes clear standards, practices, and procedures and expects fairness in the interactions of students, faculty, and administrators.
4. **RESPECT:** An academic community of integrity recognizes the participatory nature of the learning process and honors and respects a wide range of opinions and ideas.
5. **RESPONSIBILITY:** An academic community of integrity upholds personal accountability and depends upon action in the face of wrongdoing.

The Fundamental Values of Academic Integrity
Center for Academic Integrity
Duke University (www.academicintegrity.org)

Center for Academic Integrity (2002/2003)
Fundamental Values Project
Retrieved August 6, 2002, from :
<http://www.academicintegrity.org/fundamental.asp>

WHAT IS ACADEMIC INTEGRITY?

Simply put, **Academic Integrity** (AI) is a fundamental value of the academy. While all members of the university community share in the responsibility for promoting this value, faculty have a significant role to play in ensuring that academic integrity is not undermined by dishonest practices in the pursuit of a university degree. Being aware of the student behaviors that violate academic integrity is the first step in preventing and dealing with dishonesty. The types of violations that can occur include:

Cheating – "The attempt to secure a grade by unethical means. Knowingly assisting someone to cheat is itself cheating" (Academic Regulation 19c, SMU *Academic Calendar 2004-2005*, p.30). Examples of cheating include:

- impersonating someone during a test or exam
- copying or sharing information during a test or exam
- using or possessing unauthorized materials (e.g., notes, books, calculators) during a test or exam
- obtaining or looking at a copy of a test or exam before it is administered
- improper use of technology (e.g., Personal Digital Assistants to store and retrieve information during an exam)
- unauthorized collaboration between students when individual work is required

Plagiarism – "The presentation of words, ideas or techniques of another as one's own. ...plagiarism is not restricted to literary works and applies to all forms of information or ideas that belong to another (e.g., computer programs, mathematical solutions, scientific experiments, graphical images, or data)" (Academic Regulation 19b, SMU *Academic Calendar 2004-2005*, p.30). Examples of plagiarism include:

- quoting, paraphrasing, or summarizing text without proper acknowledgment
- paraphrasing too closely (e.g., changing only a few words or simply rearranging the text)
- submitting the same paper for credit in more than one course without the permission of the instructors involved
- downloading all or part of a paper, journal article, or book from the Internet or a library database and presenting it as one's own work

- purchasing papers from the Internet and presenting them as one's own work
- sharing papers including the selling of essays, tests, or other assignments

Falsification – "It is an offence to falsify any academic record or to use a falsified record" (Academic Regulation 19d, SMU *Academic Calendar 2004-2005*, p.30). Examples of falsification include:

- submitting a false excuse for missing a class, exam, etc. (e.g., forging a medical or death certificate)
- falsifying course work (e.g., altering or making up data, using fake citations in a bibliography)
- changing the answers on a returned assignment and resubmitting it to be reevaluated
- submitting false information on a university admission form or other documentation

Tampering – "It is an offence to tamper with University library materials or computer system resources in any way which would deprive others of their use" (Academic Regulation 19d, SMU *Academic Calendar 2004-2005*, p.30). Examples of tampering include:

- destroying, hiding, or stealing library materials
- altering or destroying university computer programs or files without authorization
- accessing and altering official records without authorization

WHY STUDENTS CHEAT

Our own teaching experiences tell us that students cheat for many different reasons. Listed below are a number of the reasons mentioned by Robert Harris in his recent book, *The Plagiarism Handbook: Strategies for Preventing, Detecting, and Dealing with Plagiarism* (2001), (p. 2 – 13).

- Ignorance—Many students lack a clear understanding of what constitutes plagiarism. They simply don't know how to avoid it.
- Self-defense—Students may resort to cheating if they see others cheating and getting away with it, or if they perceive themselves at a disadvantage if they don't.
- Lack of perceived punishment—Most students feel they will not get caught, or if they do, there is no real punishment involved.
- Poor time management and/or planning skills—Procrastination is a problem for many students leading some to cheat under the pressures of deadlines.
- Inadequate writing ability—Poor writers may look for ways to produce a “superior product”.
- Stress and competition—Students succumb to pressure caused by course work, jobs, or a desire to get into graduate school.
- Previous education—different practices in other educational systems (from international to local high schools) that do not conform to standards at the university.
- Lack of buy-in to the educational enterprise—Students may be in university for reasons other than to obtain a well-earned degree.

For a more complete listing, more detailed explanations, and recommended solutions, please refer to the Harris book.

Copies are available from the Office of Instructional Development and the Patrick Power Library.

The Library also carries a copy of a book by Robert Harris of interest to students entitled *Using Sources Effectively: Strengthening Your Writing and Avoiding Plagiarism*

STRATEGIES FOR PREVENTING AND DETECTING ACADEMIC DISHONESTY

The following strategies are taken from a variety of sources (see Sources p. 21). They are not intended to be directives, but represent actions that others have found useful in addressing the problem of academic dishonesty. Some of the strategies listed here may not be suitable for all situations. Some, for example, will work in small classes, but may be unworkable with large classes. Faculty are encouraged to reflect on other methods or strategies they might use to curb academic dishonesty.

GENERAL STRATEGIES

Talk About It! Put It in Writing!

- Discuss academic integrity with your students at the outset of the semester, tell them what it means, and why it is important to uphold the integrity of academic credentials. Ensure that students who enroll late also receive this information.
- Tell students how you will check for cheating/plagiarism and how you will report (or have reported) violations. Provide students with examples of the types of violations that have occurred.
- Explain that there are penalties for academic dishonesty. Refer students to the regulations regarding academic responsibility as set down in the *Academic Calendar 2004-2005*, Regulation 19, p.30.
- Clearly communicate your expectations about course work, assignments, due dates and extensions, attendance, collaboration, tests, exams, and grades.
- Include a statement about academic integrity in your course syllabus, on your web page, etc. (sample statements are provided on p. 19, 20).

STRATEGIES TO PREVENT PLAGIARISM

Provide Guidance

- Recognize that definitions of plagiarism are not universal. (The North American concept of ownership of intellectual property may be culturally specific)

- Define plagiarism and provide examples of the types of plagiarism that can occur in your discipline.
- Provide students with examples of what it means to properly summarize, paraphrase, quote, and cite sources.
- Discuss what needs to be cited or not (e.g., common knowledge) and the reasons why it is important to reference sources. Talk about intellectual property and copyright.
- Encourage students who may not understand to seek clarification.
- Provide a style sheet or recommend a specific style manual to be followed.
- Demonstrate good behavior – for example, reference your own sources in handouts and on overheads.
- Clarify your expectations regarding student collaboration.
- Let students know that you are aware of Internet sites that provide essays (paper mills). Point out the inferior quality of many of the papers at these sites. For a listing of paper mills, check out the following web site: <http://www.coastal.edu/library/papermil.htm> (*Cheating 101: Paper Mills and You, Coastal Carolina University*). Alternatively, use an Internet search engine to locate some sites. For example, try searching the following phrases (enclosed by quotation marks) in Google or Alta Vista: "term papers", "free essays", or "research papers".
- Advise students not to lend their assignments/essays to anyone. Remind students that if they allow someone else to copy their work, they too are guilty of dishonest behavior and unethical conduct.

Develop Practices and Design Assignments that Deter Plagiarism

- Give in-class-writing assignments. Keep copies to compare to essays throughout the term, or structure an assignment so that one section must be the student's own opinion, alone. This may give you a benchmark of the student's 'real' style.
- Make sure that adequate source materials are available before handing out the assignment (e.g., check library holdings).
- Divide the assignment into a series of steps (e.g., outline, bibliography, rough draft, final copy, class presentation, etc.) with due dates spaced throughout the term. Allocate a portion of the grade to the component parts of the essay or project.
- Provide specific written instructions for assignments/essays (e.g., format, page length, citation style, due dates).
- Provide a list of specific essay topics rather than have students

choose their own. Avoid general topics – the more defined, current or specifically related to course content the better.

- Assign a topic specific to Canada (if appropriate to your course) and students lose access to a large array of US sources and term papers.
- Change topics every term.
- Do not permit students to change essay topics at the last minute. Panic or lack of time is often a factor that leads to instances of plagiarism.
- Make sure students know how to find materials for their paper or project. Instruct students on how to critically assess the suitability and reliability of information sources, especially information found on the Internet.
- For research information, consider scheduling a library instruction session for your class.
- Require specific types and numbers of sources to be used (e.g., 2 books, 3 journal articles, 1 web site, class readings or discussions, personal opinion, etc.). Also specify any sources not to be used.
- Require current references (if appropriate).
- Require copies or printouts of sources used (e.g., a photocopy of the cover page for a book or journal article and pages from which quotes were taken).
- Require students to sign and attach a cover sheet to all assignments / essays confirming that the work is their own (See p. 18 for a sample cover sheet used by a number of Saint Mary's faculty).
- Require students to show evidence of their research as part of the assignment, or following submission of the assignment (e.g., ask students to submit a brief written description of their research strategy or give a brief presentation to the class).
- Evaluate the research component of the assignment.
- Do not place marked assignments outside your office for pick-up by students. Such a practice could promote/encourage theft and the passing on of marked assignments for future classes.

Be Aware of Possible Indications of Plagiarism

- Topic of essay doesn't match the one assigned.
- Changes in tone and sophistication of language, spelling and writing style from samples collected.
- Inconsistencies in the size and style of font, margins, page numbering.
- Suspicious bibliography (e.g., citation style that is different than the one assigned, citation style is inconsistent, references are dated, references do not reflect the discussion in the text, most of the referenced material is not available in the university library).

Follow-up on Your Suspicions

- Search for and verify sources referenced in the essay (e.g., search the library's catalogue or journal article databases).
- Use an Internet search engine such as Google or Alta Vista to search for suspect text (e.g., enter a unique phrase or string of words enclosed in quotation marks).
- Upload the suspected paper to a plagiarism detection site (e.g., turnitin.com). There is usually a cost to subscribe to these services, but many offer free trials.
- Compare the suspected essay/assignment to the students previous written submissions.
- Meet with the student to discuss your suspicions.
- Consult with Library staff. They may be able to provide some leads when tracking down sources used in suspected cases of plagiarism.

STRATEGIES TO PREVENT CHEATING ON EXAMS

Before the Exam

- Inform students on your syllabus and at the outset of the semester of your policy regarding missed exams (e.g., what constitutes acceptable reasons for missing an exam, etc.).
- Inform students what they can and cannot bring into the exam room. Prohibit personal digital assistants (PDAs), cell phones, pagers, calculators (if appropriate), etc.
- Prepare multiple versions of an exam (e.g., mix up the order of the questions).
- Number copies of the exam.
- Rewrite exam questions every term or change the order of the questions.
- Carefully safeguard copies of exams.

During the Exam

- Check student SMU identification cards (Academic Regulation 8e, SMU *Academic Calendar 2004-2005*, p.27).
- Use a sign-in/sign-out form for the exam and require students to sign-in (i.e., record their name, signature, and exam number – if using numbered exams).

- Assign seats as students arrive and/or, providing space is available, insist that students sit in alternate seats.
- Have students put books, notes, backpacks, etc. under their seat or at the front of the room.
- Require students to remove hats and sunglasses.
- Try to ensure a sufficient number of invigilators for the size of the class.
- Review the directions/procedures for writing the exam before the exam begins.
- Specify again what materials can or cannot be used during the exam.
- Provide scrap paper and ensure that it is also turned in or thrown out.
- Do not allow students to talk or leave the room. If they must leave the room, see that they are accompanied by an invigilator, if at all possible.

Following the Exam

- If using a sign-in/sign out form, have students sign out as they pass in their exam.
- Immediately after the exam, check to make sure you have all exams and that none are missing before leaving the exam room (easy to do if exams are numbered).
- Destroy any blank exam copies remaining after the exam.
- When grading exams, draw a line through any blank space remaining on submitted exams.
- Carefully safeguard copies of exams and your record of grades. Keep exams/records for at least one year.

Possible Indications of Cheating

- Student challenges an exam mark with a request to be re-graded.
- Student insists that his/her exam was passed in and blames the professor for losing the exam.
- A missing exam mysteriously shows up on the professor's desk or under his/her office door.
- Identical answers from students who were sitting next to each other during the exam.

DETECTION SERVICES

There are several plagiarism detection services now available via the Internet. Most of these services are aimed at detecting text that has been copied from Internet sites and/or papers that have been downloaded from online term paper vendors (papermills), or other sources. The process typically works like this: Students or professors upload a paper or piece of text to the detection service. The paper is compared against a database of Internet sites and/or term papers, and the professor is sent a report that identifies any matches found. Papers submitted to the service then become part of the service's database. Most of these detection services charge a fee and offer both individual and institutional subscription plans, with free trials available. A few of the detection services currently in use:

Eve2.com (<http://www.canexus.com/eve/>) - Compares suspected text against the Web. Free 15-day trial.

MOSS (<http://www.cs.berkeley.edu/~aiken/moss.html>) - Detects plagiarism in computer programming assignments. Free to instructors of programming courses.

MyDropBox (<http://www.mydropbox.com>) – Previously Plagiserv, compares suspected text against its database of websites and papers. Free. Registration required.

Turnitin.com - Compares suspected text against its database of websites and papers. Free one-month trial.

UNIVERSITY REGULATIONS AND ACADEMIC MISCONDUCT

The Senate Committee on Academic Regulations is charged with the responsibility of monitoring and evaluating existing academic regulations of the University. In so doing, the Senate Committee often recommends revisions to these regulations and in some instances, new ones.

For the 2004/05 academic year, a major focus of interest for this Committee continues to be the regulations dealing with academic discipline, specifically, Regulation 11: Academic Appeals and Regulation 19: Academic Responsibility. It should be noted that Regulation 19, specifically the area dealing with plagiarism, has a zero tolerance principle behind it.

It should also be noted that the *Academic Calendar* is a publication designed for students and, as such, does not outline many of the procedures to be followed by faculty members in this and many other academic matters.

The guidelines below are, therefore, a blend of practices and procedures that have been contributed by members of Saint Mary's faculty, and University policies that have been extracted from Regulation 19: Academic Responsibility, of the 2004-05 *Academic Calendar*. Current University policies are noted by an asterisk (*).

Dealing with Cases of Academic Misconduct

If, in spite of all your efforts to prevent academic misconduct, you suspect a student has cheated or plagiarized, what do you do?

As a Teaching Assistant:

- Collect all evidence and document the situation you are dealing with.
- Bring it to the attention of the course instructor and provide documentation.

As a Course Instructor:

- Collect all evidence related to this situation – student essay/project/exam; plagiarized material; cheat notes; names of witnesses, etc.

- Prepare for the interaction with the student by reviewing your department's and the University's policies and guidelines on cheating and plagiarism. Consult with colleagues and/or the Department Chair if you are unsure of how to proceed.
- Meet with the student to discuss the 'offence' taking an 'innocent until proven guilty' stance until you hear the student's explanation. If you are concerned about dealing directly with a student on your own, discuss this with your Department Chairperson before taking any other action.
- Clearly document any contact/discussions/correspondence with the student related to this situation.
- *If you determine the student is guilty of cheating or plagiarizing, faculty members are required to follow regulation 19e: Sanctions (p. 30 of the *2004-2005 Academic Calendar*). "The instructor will inform the student, Dean of the Faculty in which the student is registered and/or the Faculty in which the course is taught, and Registrar, in writing of the offence". One letter is sufficient with copies sent to each individual as required. Your letter should clearly outline the nature of the offence, why you deem it an offence, and any other information/details relevant to the charge and your decision.
- The Registrar's copy of this letter should be accompanied by copies of all documentation collected by a faculty member plus any other information relevant to your charge against the student not outlined in your letter. (All information you provide the Registrar could become the basis of a 'case' against the student.)
- As soon as possible after receiving the letter, the Registrar will check the student's official University file to determine whether your report is the first against the student.
 - If it is, you will be so notified by the Registrar (or her designate) and you are to assign a grade of zero on the work in question. Inform the student of this zero grade, tell them that the incident has been recorded in their official academic file, and warn the student that another incident will lead to further discipline (see below).
 - If it is not the student's first offence, you will also be so notified by the Registrar who will automatically begin the process of a 'hearing'.

University Response to Academic Misconduct

In the event that a reported offence constitutes a second offence or a serious first offence (as recommended by the Registrar to the Disciplinary Committee), an academic discipline charge will be laid against the student and a hearing scheduled before the Disciplinary Committee.

Disciplinary Committee: The practice of the University has been for the Vice-President, Academic and Research, (or his designate), to chair this Committee. Members also include the Dean of the student's faculty and the Registrar.

Preparing for a Disciplinary Hearing: Prior to the actual hearing, documentary evidence is reviewed by members of the Committee. The Chairperson may opt to have a conversation with the faculty member laying the charge.

Disciplinary Hearing(s): The Registrar provides a copy of the student's academic record to Committee members and also brings the student's official file to the hearing. Usually only the student is required to attend the hearing but the faculty member may also request attendance. The latter is usually unnecessary in that the faculty member's letter to the student with supporting documentation is sufficient to present the faculty member's case.

Some cases require only one meeting; others require two or three subsequent meetings. If more than one meeting is required, Committee members share the responsibility of preparing for further meetings by checking on matters/comments raised by the student.

Sanctions: Depending on the outcome of the hearing, the Disciplinary Committee has the authority to:

- dismiss the charge against the student, or
- apply the sanctions as outlined in Regulation 19e, *2004-2005 Academic Calendar*.

If the Committee dismisses the charge, the faculty member who pressed the charge is notified of the decision by the Chairperson of the Disciplinary Committee.

If the charge is upheld against the student, the Committee has the power to apply the sanctions below - Regulation 19e:

- i. a grade of F in the course;
- ii. a record of the offence on the students' transcript;
- iii. suspension from the University;
- iv. dismissal from the University;
- v. revocation of degrees, diplomas or certificates.

If the Committee recommends i. or ii. above, the practice has been for the Chairperson of the Committee (the Vice-President, Academic and Research, or his designate) to write a letter to the student advising of the penalty. A copy of the letter is placed in a student's academic file and becomes part of that student's permanent academic record.

Should the Committee decide that the student's offences are serious enough to warrant suspension or dismissal from the University, a recommendation is made to the President who, by the University Act of 1971, has exclusive power to expel a student.

Traditionally, the President interviews the student to satisfy himself that due process has been followed and that the student should, in fact, be dismissed. There is no appeal process within the University structure for a decision which a President makes in this regard. The President so advises the student of this decision via a letter and a copy of the letter becomes part of the students' permanent official University file. In addition, a permanent notation is placed on the student's academic record and thereafter appears on every transcript issued by the University.

Academic Appeals

Students who choose to appeal decisions related to final grades, academic probation, required to withdraw, etc., are governed by the policies outlined in Regulation 11: Academic Appeals, p. 27 of the *2004-2005 Academic Calendar*.

Again, it should be noted that Academic Regulations 11 and 19 are currently under review by the Senate Committee on Academic Regulations. Until changes are made and approved by the Academic Senate, current policies are in force.

The 2005/06 Academic Calendar and future editions of this publication will reflect any changes in Academic Regulations 11 and 19 recommended by the Committee on Academic Regulations and approved by Senate.

ON CAMPUS RESOURCES

Individual faculty members should be aware of various avenues of advice, support and resources available on campus before and after being confronted with a suspected case of academic misconduct. Here are a number of suggestions.

Faculty colleagues:

- Either within your department or across disciplines. All or many have probably dealt with similar situations throughout their academic careers and can therefore be a sounding board, play devil's advocate, or provide a second opinion – whatever helps you understand the issues or clarify the situation you are dealing with.

Department Chair and/or Dean:

- Either may be another 'sounding board' but you should also consult them for more specific information regarding departmental or Faculty policies, practices and procedures.

Registrar:

- Dr. Chard can provide an interpretation of academic policies and procedures found in the *Academic Calendar*.

Patrick Power Library:

- The Library offers a wide variety of resources and forms of assistance. For example, course-related library classes are available. At your request, classes can be tailored to a specific assignment or research tool. Workbooks are also available to provide students with hands-on practice with a variety of basic information sources.
- Through the Library's Information Desk, students or faculty members can arrange for personal tutorials in how to use the Library's electronic information sources (research databases, etc). Appointments can also be arranged to discuss complex research problems.
- The Library website provides many links to other websites and articles on plagiarism, cheating, etc.
- For more information on these and other services, visit the Library's homepage at <http://www.smu.ca/library>

Office of Instructional Development (OID):

- The Office maintains a Resource Library (books, journals, videos) on current issues in Higher Education, including copies of the Harris book referred to earlier in this publication.
- Throughout the year the Office schedules workshops and presentations on this and other topics relevant to faculty members
- Individual consultations are available on request

SAINT MARY'S RESPONSE TO PLAGIARISM

The following section contains examples of the various approaches several Saint Mary's faculty are using to deal with academic dishonesty in their courses.

Assignment Cover Sheet – Robert Harris, in *The Plagiarism Handbook*, suggests that faculty require students to sign and attach "an integrity statement" to their assignments (p.59). The following is an example of one that is being used by several members of the Commerce faculty at Saint Mary's.

ASSIGNMENT COVER SHEET

[Course Name and Number here]

Cover Sheet for All Assignments

Group Assignment _____ Individual Assignment _____ Section _____

Name(s) and Student Number(s)

This will confirm that this assignment has been completed in accordance with Saint Mary's University's policies on Academic Honesty.

I affirm that I have read and understood the University regulations on Academic Responsibility (p. 30, Regulation 19a-e inclusive of the *Academic Calendar 2004-2005*).

Further I guarantee that (check all that apply):

_____ This assignment is my own work

_____ I have acknowledged source material through proper citations

_____ I have not submitted this work for credit in any other course

Date _____

Signature(s)

Note: Assignments submitted without this cover sheet will not be marked.

Departmental Initiatives

The Department of Psychology at Saint Mary's has developed a policy on cheating and plagiarism. This policy is given to all students enrolled in courses offered by that Department. The policy contains definitions and examples of behaviours that constitute plagiarism and cheating, as well as examples of how to properly quote and cite a source according to APA style. Possible sanctions for students caught plagiarizing or cheating are also given. Please contact the Department of Psychology for more information about its *Departmental Policy on Cheating and Plagiarism*.

The Saint Mary's TESL Centre developed a policy for their students which gives a definition of plagiarism, provides a number of examples, and outlines the sanctions that will be applied by the Centre against students in their programs.

Syllabus Statements

Many Saint Mary's faculty members include a statement about academic integrity in their course syllabus or provide students with a separate handout of guidelines. Here are three sample statements:

Please note that students involved in any activities that constitute breaches of university policy on academic honesty may receive a failing grade in the assignment, and/or the course and/or a notation of academic dishonesty on their transcripts and/or other disciplinary measures. Academic dishonesty involves the use of unauthorized aids in tests and exams, plagiarism, submission of work that is not your own, submission of work generated for another course, aiding and abetting other students' dishonesty and giving false information for the purpose of gaining credit. Read the Academic Calendar section 2.19 and/or talk to me if you are in any way unsure of what any of this means. Ignorance of University policy will not be a valid excuse for dishonest behaviour. For more information, consult the course WebCT. – Larry Haiven, Department of Management

Failure to acknowledge one's sources is a serious academic offence and is called "plagiarism". The term comes from the Latin "plagiarius" which means kidnapper. You are stealing someone else's work, if you copy from a book, an article, from an

encyclopedia, from the Internet, or from another student, and do not give the source. In the sections which follow, we attempt to show you how to reference sources properly, so that there is no danger of accidental plagiarism. We expect that no Classics student would deliberately try to pass off an essay that is in large part not his or her own. However, should that serious offence be found to have occurred, the grade for the essay will be zero, and the incident will be reported to the Registrar's Office for record on the student's permanent file and for any other action which the university considers to be suitable. - Geraldine Thomas, Department of Modern Languages & Classics

Academic Integrity: Plagiarism (roughly, using someone else's words or ideas without giving them credit) is a very serious violation of academic ethics. It will be dealt with severely in this course. You should familiarize yourself with SMU's policy in this regard. (Notice: There's nothing wrong with borrowing ideas from other people, so long as you give them credit! That's the easy way to avoid trouble!) - Chris MacDonald, Department of Philosophy

Please let us know of other individual or departmental initiatives for a future edition of the Handbook

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