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Academic Integrity Policy & Process to Report Possible Breaches

Purpose:

The School of Health Sciences is committed to educating, preparing, and nurturing future professionals and citizens who exemplify positive ethics and excellence in their behaviours and practices. We believe the teaching learning process is relational between faculty, staff, and students and must be grounded in values of integrity. Aspiring to a culture of integrity requires all members of our teaching and learning community to fully commit to six fundamental values consistent with Academic Integrity as defined by the International Centre for Academic Integrity—honesty, trust, respect, responsibility, fairness, and courage (ICAI, 2013).

Character and capacity is strengthened through collaboration and attention to the six values of honesty, trust, respect, responsibility, fairness, and courage. When we teach and learn in a culture that embraces Academic Integrity, the possibilities of our contributions to society are limitless.

Scope:

This applies to all faculty, staff, administration and students of the School of Health Sciences.

Definitions:

Academic Integrity

- Academic integrity requires commitment, even in the face of adversity, to the six fundamental values of honesty, trust, fairness, respect, responsibility, and courage.
- As a teaching and learning community, faculty, staff, administrators and students have a responsibility to the public to ensure that we consistently live and promote these values, regardless of the complexities and challenges we face in our studies and practice, both currently and in the future.

Academic Misconduct

- “Academic misconduct is behaviour that erodes the basis of mutual trust on which scholarly exchanges commonly rest, undermines Humber’s ability to evaluate students’ academic achievements, or restricts the College’s ability to accomplish its learning objectives” (Humber College, 2018-19).
- Dishonest approaches to studying have direct correlations to poor knowledge acquisition, attitudes inconsistent with professional ethical practice, suboptimal care and service to the public, which in turn negatively impact the success of individuals and the reputation of our school (Whitely & Spiegel, 2002). Academic misconduct gives those who behave dishonestly an unfair advantage over others in educational endeavours and is contradictory to the School of Health Sciences teaching and learning culture.

Policy:

This policy applies to all conduct, by any means whatsoever (including but not limited to internet forums, electronic communications, or other media forms).

It is important that our efforts focus on the acquisition of skills, knowledge and attitudes specific to our program of study and in keeping with Academic Integrity. We each hold the responsibility to promote Academic Integrity in the School of Health Sciences. These responsibilities include:

1. understanding the six values to Academic Integrity;
2. applying the six values to all aspects of our teaching learning roles and experiences;
3. understanding what threatens these six fundamental values;
4. taking action to reduce and prevent academic misconduct.

The Six Values of Academic Integrity

1. Honesty

“Academic communities of integrity advance the quest for truth and knowledge through intellectual and personal honesty in learning, teaching, research, and service” (ICAI, 2013).

Honesty is considered foundational to the teaching and learning relationship. Humber College provides clear expectations about the responsibility for faculty and staff related to honesty in all academic endeavours which can be found at <http://humber.ca/policies/academic-honesty-faculty-and-staff-policy>

Honesty is demonstrated through behaviours and actions that include, but are not limited to:

- civil conduct in the classroom, lab, field and clinical placements, virtual and online locations, offices and all campus spaces
- honest test taking
- completion of homework and written assignments as per requirements
- accountability for our own actions
- actions that support what is right for ourselves, others and the School of Health Sciences

2. Trust

“Academic communities of integrity both foster and rely upon climates of mutual trust. Climates of trust encourage and support the free exchange of ideas which in turn allows scholarly inquiry to reach its fullest potential” (ICAI, 2013).

An honest approach to academic work results in a relationship of trust. Students can expect clear guidelines around expectations for work and behaviour in classrooms, labs and field placements. Students inspire trust by completing and submitting honest work and committing to the five fundamental values of academic integrity. Faculty inspires trust by setting clear expectations for assignments, and adhering to expectations around Academic Integrity. Trust is intrinsic to the sharing of information and ideas that will support learning among the teaching

and learning community members.

3. Fairness

“Academic communities of integrity establish clear and transparent expectations, standards, and practices to support fairness in the interactions of students, faculty and administrators” (ICAI, 2013).

Evaluation is a key component to the teaching learning process. Clear evaluation criteria for course work and monitoring for academic misconduct, supports fairness for all students and ensures scholarly excellence.

4. Respect

“Academic communities of integrity value the interactive, cooperative, participatory nature of learning. They honour, value, and consider diverse opinions and ideas” (ICAI, 2013).

Respect begins on an individual basis and extends to other students, faculty, staff and administration. Respect is demonstrated when students are on time, prepared and attend all classes, are active and fully engaged throughout class and practice experiences, meet set academic deadlines and work to their best abilities. Faculty demonstrates respect by providing critical, timely feedback that aims to support student development, and availing themselves to students through teaching, learning and mentoring experiences. All members of the teaching and learning community demonstrate respect through honest, respectful written and verbal communication.

5. Responsibility

“Academic communities of integrity rest upon foundations of personal accountability coupled with the willingness of individuals and groups to lead by example, uphold mutually agreed-upon standards, and take action when they encounter wrongdoing” (ICAI, 2013).

All members of the teaching and learning community must take responsibility for themselves in scholarly endeavours and interpersonal relationships in the academic and practice settings. Members of the community must commit to the fundamental values and seek opportunities to support it with faculty, staff, administration and students. We must identify and take action if academic integrity is threatened. Breaches to academic integrity must not be tolerated nor ignored.

6. Courage

“Translating the values from talking points into action—standing up for them in the face of pressure and adversity—requires determination, commitment, and courage” (ICAI, 2013).

Courage requires everyone in the teaching learning community to demonstrate their character and do the right thing even when it may be the hardest thing to do. Students will experience competing responsibilities that will challenge them as people and as a future professionals. Those whom we provide services to will expect us to be courageous and do the right thing in professional practice, care, and service.

The Academic Misconduct policy for Humber College provides clear definitions, outlines faculty responsibilities in reporting and describes potential outcomes for students found responsible for academic misconduct. These policies are available on line on the Humber College main web page through the Admission Requirements and Academic Regulations for Degree, Diploma and Certificate Studies link: <https://humber.ca/admissions/office-of-the-registrar/academic-records/academic-regulations.html>.

Breaches to Academic Integrity

Breaches to Academic Integrity for School of Health Sciences' students (including UNB-Humber) are described through the Admission Requirements and Academic Regulations for Degree, Diploma and Certificate Studies (<https://humber.ca/admissions/office-of-the-registrar/academic-records/academic-regulations.html>)

References:

Humber College. (2018-19). *Admission Requirements and Academic Regulations*. Retrieved from <https://humber.ca/admissions/office-of-the-registrar/academic-records/academic-regulations.html>

International Centre for Academic Integrity. (2013). *The fundamental values of academic integrity*. Retrieved from <http://www.academicintegrity.org/icaei/assets/FV2013.pdf>

Whitely, B. & Spiegel, P. (2002). *Academic dishonesty: An educator's guide*. New York, NY: Psychology Press.

Process for Reporting Suspected Breaches of Academic Integrity

Purpose:

The School of Health Sciences is committed to educating, preparing, and nurturing future professionals and citizens who exemplify positive ethics and excellence in their behaviours and practices. Aspiring to a culture of integrity requires all members of our teaching and learning community to fully commit to the fundamental values consistent with academic integrity as defined by the International Centre for Academic Integrity – honesty, trust, respect, responsibility, fairness, and courage (International Centre for Academic Integrity [ICAI], 2013).

Definitions:

Teachable Moment

- There are moments in the teaching-learning relationship where educators have opportunities to leverage student occurrences that counter the values of honesty, trust, fairness, respect, responsibility, and courage, and support greater student awareness around academic integrity. Macdonald and Carroll (2006) suggest that not all students are adequately prepared for higher education, and there is a need to support their development of academic skills. In fact, there may be factors, such as a lack of knowledge, that contribute to students' unintentional acts of academic dishonesty (Elander, Pittman, Lusher, Foxe, & Payne, 2016).
- Faculty members will have opportunities when speaking with students about suspected breaches to academic integrity to assess potential gaps in students' understanding and course/school expectations. These knowledge gaps are different from students' behaviours that result in the intentional disregard for the values of academic integrity. These gaps provide opportunities for faculty to engage in a teachable moment with the student. Teachable moments offer unique opportunities to influence a student's knowledge and are:

“a particularly useful time to facilitate some sort of change. Evidence is proffered whereby a teachable moment is retrospectively inferred because of a greater rate of behaviour change associated with a context or situation. Mechanisms by which change may be enhanced during that time might be described. It is often suggested as the time to implement some sort of intervention” (Lawson & Flocke, 2008, p. 26).

Process:

If you suspect that a student has breached academic integrity:

1. Review the work to ensure that there is indeed concern about a breach to academic integrity. If you remain concerned, then continue with process.
2. Do not issue a grade for the work.
3. Inform the student there are concerns regarding the integrity of their work and that follow-up is required (within 2 business days from date that you have concerns about the student work).
4. Meet with the student to discuss the suspected breach of integrity (within 2 weeks of notifying the student).
 - a. If there is a continued concern, complete the **Breach to Academic Integrity - Faculty Report Form** and submit with all documentation and the course outline to the Associate

Dean or Director of the program.

- b. If this is a teachable moment, complete the teaching with the student, and then complete the **Breach to Academic Integrity - Faculty Report Form** and submit with details about the teaching moment session to the Associate Dean or Director of the program.
- c. If there is no continued concern and this is not a teachable moment then no further action is required.

When a suspected breach of Academic Integrity is referred to the Associate Dean or Director:

1. The AD/Director will review relevant documentation (both for current and any previous breaches of academic integrity), and will consult with appropriate parties (PC & faculty member reporting the breach).
2. The AD/Director's office will contact the student to set up a meeting.
3. The AD/Director will meet to discuss the concerns with the student.
4. The student meeting will be recorded on the Associate Dean/Director section of the **Breach to Academic Integrity – Faculty Report Form**.
5. If a teachable moment occurs, it will be documented by the AD/Director and filed in the School of Health Sciences student file.
6. The Office of the Associate Dean/ Director will issue a letter outlining the decision and outcomes from the meeting to the student.
7. The finding of the student and Associate Dean/Director meeting will be communicated to the reporting faculty member through a confidential email.
8. The report of the breach of academic integrity will be copied to the Office of the Dean.

References:

- Elander, J., Pittman, G., Lusher, J., Fox, P., & Payne, N. (2010). Evaluation of an intervention to help students avoid unintentional plagiarism by improving their authorial identity. *Assessment & Evaluation in Higher Education*, 35(2), 157-171.
- International Centre for Academic Integrity. (2013). *The fundamental values of academic integrity*. Retrieved from <http://www.academicintegrity.org/icaei/assets/FV2013.pdf>
- Lawson, P. & Flocke, S. (2009). Teachable moments for health behavior change: A concept analysis. *Patient Education and Counselling*, 76(1), p. 25-30.
- Macdonald, R. & Carroll, J. (2006). Plagiarism—A complex issue requiring a holistic institutional response. *Assessment & Evaluation in Higher Education*, 31(2), 233-245.

Appendix:

Report on Possible Breach to Academic Integrity Associate Dean/Director Form (fillable PDF found at: <I:\Departmental\Health Sciences\Policies, Processes & Forms\Academic Integrity>)

Appendix

**HUMBER SCHOOL OF HEALTH SCIENCES
REPORT ON POSSIBLE BREACH TO ACADEMIC INTEGRITY
FACULTY REPORT FORM**



SECTION I

Incident Date: _____

Faculty/Staff Name: _____ is concerned that a breach to Academic Integrity may have taken place. Details of the student(s) incident that may constitute a breach of Academic Integrity are as follows:

Student Name	Student Number	Student Contact Information [email & phone number]	Student Program	Year of Study	Semester

Course No. & Title: _____

[attach course outline]

SECTION II

a) Incident Location [please check one of the following]:

- Class
 Practicum/ Placement
 Online
 Other: _____

b) Evaluation Type [please check one of the following]:

- Term Test (Quiz)
 Paper
 Individual Presentation
 Site Visit
 Midterm Exam
 Individual Assignment
 Group Presentation
 Practicum/ Placement Report
 Final Exam
 Group Assignment
 Group Work
 Other: _____

c) Grade Worth (% of final mark): ____%

d) Incident Type [please check one of the following]:

- Plagiarism
 Access to unauthorized material (including but not limited to textbooks, notes, and electronic materials)
 Copying from another student (e.g. assignments/tests/exams)
 Falsification, fabrication, misrepresentation of materials submitted for evaluation, notes to support absences (medical or compassionate leave) or extensions of assignments, transcripts or other academic documents
 Obtaining access to unauthorized materials
 Possession of an unauthorized aid or electronic device during a test/exam
 Use of an unauthorized aid or electronic device during a test/exam
 Sharing unauthorized information with another student
 Collusion—co-operating or collaborating on an assignment for evaluation when assignment was to be completed on an individual basis
 Misuse of social media
 Breach of client/organization confidentiality
 Forgery
 Using another's data or research
 Buying or selling essays, papers, assignments
 Other



SECTION III

a) Faculty account of incident [highlight circumstances: If more than 300 words please attach]:

b) List of supporting documentation attached [relevant information highlighted]:

c) Student explanation of the event [highlight circumstances]:

d) Decision by the Faculty [in consultation with the Associate Dean or Director]:

- No, it is not a breach of academic integrity
- There is insufficient evidence to support that this is an incident of academic integrity
- Yes, it is a breach of academic integrity
- Other



e) Rationale:

Date student notified that a copy of this form will be forwarded to the Associate Dean or Director regardless of whether the student is referred on for a meeting with the Associate Dean. _____

f) Follow up steps [in consultation with Associate Dean or Director]:

▪ Outcomes decided by Faculty in Consultation with Associate Dean or Director:

- Teachable moment
- Referral to appropriate department or resources
- Warning
- Part reduction of assignment mark by ____%
- Zero for the assignment

▪ Refer student to meet with Associate Dean or Director

Yes

- Notified by email – Date sent _____
- Notified face to face meeting – Date held _____
- Notified other - Date _____

No



**HUMBER SCHOOL OF HEALTH SCIENCES
REPORT ON POSSIBLE BREACH TO ACADEMIC INTEGRITY
FACULTY REPORT FORM**



SECTION IV

Date of meeting with Associate Dean or Director: _____

Name of Associate Dean or Director: _____

Student account of incident:

SECTION V

Decisions by the Associate Dean or Director:

- No, it is not a breach of academic integrity
- There is insufficient evidence to support that this a breach of academic integrity
- Yes, it is a breach of academic integrity
- Other

Rationale:



a) Is there a previous breach of Academic Integrity Record – Yes No Date: _____

b) If yes, give detail:

Outcome:

- | | |
|--|--|
| <input type="checkbox"/> Teachable moment | <input type="checkbox"/> Notation on the academic file |
| <input type="checkbox"/> Referral to appropriate department or resources | <input type="checkbox"/> Zero for the course |
| <input type="checkbox"/> Warning | <input type="checkbox"/> Expulsion from the College |
| <input type="checkbox"/> Part reduction of assignment mark by ___% | <input type="checkbox"/> Informal resolution |
| <input type="checkbox"/> Zero for the assignment | <input type="checkbox"/> Academic Integrity assignment |
| <input type="checkbox"/> Required submission of a new piece of work | |
| <input type="checkbox"/> Suspension from the College for ___ consecutive semesters | |
| <input type="checkbox"/> Registrar notified | |

Detail of Outcome [provide description of action plan]:

c) **Notification of Outcome Decision to Student**

- Email - Date sent _____
- Face to face meeting - Date held _____
- Letter - Date sent _____
- Other _____

d) **Notification of Outcome Decision to Coordinator and Faculty/Staff**

- Email - Date sent _____
- Face to face meeting - Date held _____
- Letter - Date sent _____
- Other _____

Signature of Associate Dean or Director: _____ **Date:** _____