ALBERTA **ACADEMIC INTEGRITY**

STRATEGY PROJECT

ALBERTA ACADEMIC INTEGRITA STRATEGY PROJECT PROPOSAL

The enclosed is a framework for a project proposal to advance a collaborative Provincial Academic Integrity Strategy ("the Strategy") being led by Deborah Eerkes and Chris Hackett (Student Conduct and Accountability, University of Alberta), Paul Sopcak (Office of Student Conduct, Community Standards and Values, MacEwan University), Judith Anderson (Office of Student Judicial Affairs, Norquest College, and Julian Faid (formerly of the Students' Association of MacEwan University) ("Steering Committee"). The Strategy is based on the input, discussions, and needs of the 26 post-secondary institutions in Alberta and is ultimately envisioned to serve the needs of all members of Campus Alberta. The University of Alberta will provide space and supervision for the project.

The intent of this document is two-fold: 1) to organize and give shape to the multi-phase project; and 2) to provide the basis for support necessary to implement the phases of the Strategy.

Introduction

Ensuring a level playing field for student assessment is an integral part of teaching and learning at the postsecondary level. When students obtain unfair academic advantage through cheating, plagiarism and other types of academic fraud, their peers, instructors and the institution's reputation are all affected. A wide variety of site- or classroom-specific deterrence strategies and conduct systems exist, but a framework for promoting the *positive*, that is, the promotion of **academic integrity**, is also necessary to instill the values that carry students through their programs and beyond into their careers, as well as enhancing and protecting the reputation of the institution. This is no small task, and can be onerous for institutions of any size. A natural solution to this problem is to identify common needs and approaches, and collaborate on resources to support those needs.

A small working group, consisting of Student Conduct and Accountability at the University of Alberta, Student Conduct, Community Standards and Values at MacEwan University and the Director of Marketing and Communications at the Students' Association of MacEwan University (SAMU), began collaborating informally in 2013 and has expanded the collaboration province-wide through the Senior Student Services Officers (SSSO) of Alberta to build a "made in Alberta" Academic Integrity Strategy.

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"While program differences are apparent, all post-secondary institutions share a set of values in regards to teaching and learning."

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Executive Summary

The following proposes a project to create a common pool of resources to support academic integrity education across the Alberta post-secondary system. The aim is to improve the overall quality and accessibility to academic integrity related educational resources. Recent research and experience has made it very clear that students do not always enter post-secondary institutions with the necessary level of skills and understanding about academic integrity. There are, however, problems with addressing the gap between expectations and awareness. High quality resources can be expensive to produce and demanding that instructors will engage the topic without support can create an unfair burden on them. While program differences are apparent across Alberta, all post-secondary institutions share a set of values in regards to teaching and learning.

Building on work already done establishing those common values and principles, we propose to share the development of a set of resources, a web site to make them accessible in any classroom in the province, and the development of pedagogical resources to help instructors and administrators incorporate the objects into the various forms of instruction needed in our institutions. It will be designed to work in conjunction with each institution's existing resources and conduct systems, rather than proposing to replace what is already in place. The project will be built around the core principles as articulated by the Government of Alberta:

- Accessible, affordable and quality learning opportunities for Albertans.
- Enhanced learner transitions into and movement within the adult learning system.
- Assist learners to succeed in their chosen learning pathways.
- Facilitate lifelong participation in the adult learning system by all who have the desire and skills to succeed.

The Strategy is being developed by the Steering Committee and a group of Institutional Partners appointed by the SSSO group and will take approximately three years.

The Issue: What is Academic Integrity?

Academic integrity is the set of values[1] that underlie postsecondary education, regardless of the type of institution. Adhering to these values at an institutional level means that our assessments, grades and research can be trusted. It also means that Alberta employers can trust that we graduate high quality students of integrity.

Academic integrity is more often discussed in post-secondary institutions in the negative - don't cheat, don't plagiarise, and don't lie to gain an academic advantage - and in terms of individual behaviour. All too often students believe that academic integrity is simply about

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[1] In their Fundamental Values Project, the International Center for Academic Integrity identifies the fundamental values of academic integrity as: Honesty, Trust, Respect, Fairness, Responsibility and Courage. The Alberta Academic Integrity Strategy project is built on the foundation of these fundamental values.

avoiding punishment. They are not given the benefit of discussions about what ethical behaviour is, why it is important, and what their responsibilities are as part of the educational process. Viewing academic integrity through this negative lens neglects to recognize that our programs and classrooms are communities, and that one student's academic misconduct can directly affect the other students, the instructor and the institution.

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"All too often students believe that academic integrity is simply about avoiding punishment. They are not given the benefit of discussions about what ethical behaviour is, why it is important, and what their responsibilities are
as part of the educational process."

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From an institutional perspective, it has (until relatively recently) been presumed that students are experienced, mature and/or educated enough to already know the expectations when they are admitted. The notion that plagiarism, cheating and other forms of academic misconduct had to be explained was not even considered, and often still is not considered by instructors today. However, inconsistent approaches in secondary schools, combined with heavy recruitment of international students with a variety of cultural understandings, have changed what students understand about academic integrity and have exposed the need to teach academic integrity at the postsecondary level.

The importance of teaching academic integrity goes well beyond preventing cheating on exams or plagiarism in written work. It is an important component in both teaching engaged and responsible citizenship - that is, expectations about a student's relationship to the broader society - and a fundamental building block for students as they transition to becoming lifelong learners. A strong understanding of the basic expectations for academic integrity provides a foundation for all forms of learning and also allows students to move between Alberta institutions already familiar with those expectations.

If post-secondary institutions are to be effective in promoting academic integrity (and by extension making academic misconduct socially unacceptable), they must consider both academic skill building - ensuring that students are not committing misconduct out of ignorance - and "unleashing a healthy swarm of nudges and defaults"[2] - to the extent that students believe that cheating is offensive and unnecessary. Attending to those two elements in addition to existing deterrents and student conduct processes provides a comprehensive prevention and response framework for a culture of academic integrity.

Those "nudges and defaults" result from a number of approaches. Basic, clear and accessible information on how the institution expects its members to engage provides the foundation. Program-specific skill-building for students, such as appropriate collaboration,

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[2] From National Geographic Fellow and New York Times Author, Dan Buettner, Bluezones.com

proper citation, and professional conduct in placements provides real world examples of what academic integrity looks like in practice, no matter what the program. Literature[3] tells us that how instructors engage academic integrity also has a significant influence on their students' choices. Specific resources can help instructors introduce the concept of academic integrity into the classroom and ensure that it is central to the students' work. They also provide support for instructors who may be less comfortable discussing the topic, or who might have previously assumed students understood the expectations.

An approach this broad is challenging; developing institution-specific resources can be expensive and time-consuming. Most institutions do not have a dedicated office for academic integrity education and, even for those that do, the demanding work can quickly overwhelm a small office, especially one in which academic integrity education is not the primary function.

Why is this important now?

In a time of scarce resources and ever increasing demands on time, the best and most effective solution to this problem is collaboration. Existing resources can be gathered and shared, new resources can be developed collectively and adapted to the culture of the individual institution.

The Alberta SSSO group has identified academic integrity as an area of concern for all. While program requirements and formats can differ significantly between institutions, the commonalities in the principles of academic integrity are striking, providing a unique opportunity to develop a consistent and unified "made in Alberta" solution that is tailored to the province's educational landscape.

In addition to sharing costs between institutions, the Strategy is designed to enhance teaching and learning across the province, provide consistency of the message between institutions and develop citizenship, engagement and a desire for lifelong learning for Alberta students. A collaborative approach fosters learning opportunities for students, teachers and administrators, sharing expertise at individual institutions to benefit the collective. The Strategy aims to collect and develop resources for use at every postsecondary institution in Alberta, while minimizing the costs to each institution.

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"A collaborative approach fosters learning opportunities for students, teachers and administrators, sharing expertise at individual institutions to benefit the collective."

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[3] James Lang has written an excellent, and relatively recent, summary of the literature on post-secondary academic integrity education. Lang, J. (2013). *Cheating Lessons: Learning from Academic Dishonesty.* Cambridge, MA: Harvard UP, p. 163-224.

Ever more mobile students benefit significantly from a consistent understanding of academic integrity, as they transfer between institutions. A province-wide Strategy will further provide the K-12 system with a clear directive on how to facilitate the transition for students into the adult learning system. Finally, and most importantly, the Strategy frames academic integrity as a cultural imperative in Alberta post-secondaries, creating a framework for and promoting a sense of ownership with all members of a college or university community to have a role in creating and maintaining that culture. Building on the Government of Alberta's core principles, the project will:

- Enhance the quality of teaching and learning,
- Ease student transitions between institutions,
- Pave a path to success with clear expectations across Alberta in relation to academic integrity, and
- Foster a love of learning to encourage lifelong participation in the educational system.

Project History

On October 17-18, 2014, the Steering Committee hosted a one-day Academic Integrity Symposium for the Alberta post-secondary community, including teaching personnel, researchers, librarians, students and administrators. Topics covered included: a keynote address by James. M. Lang; the use of text matching software for plagiarism detection; myths about cheating and plagiarism; creative ideas for promoting academic integrity and preventing academic misconduct; engaging student, faculty, and administrators in academic integrity education; inter-institutional collaboration on academic integrity; and student presentations on their research into academic integrity education.

The Symposium was promoted widely around the province, including through SSSO. Deborah Eerkes reported back to SSSO on behalf of the coordinators. They expressed a strong interest in follow up activities, requesting that the coordinators reconvene to explore the feasibility of a project aimed at developing province wide resources based on shared principles of Academic Integrity, with the goal of leveraging knowledge and skill within the various institutions for the benefit of the entire community.

As a result, on April 17, 2015, the organizers brought together a group representing the public institutions from SSSO to identify a set of Academic Integrity Statements and discuss how they might apply to all Alberta post-secondary students and instructors.

Using the Fundamental Values Project created by the International Centre for Academic Integrity[4] as a foundation, and agreeing to approach the issue from a teaching and learning perspective rather than a rule and punishment perspective, the group worked through a series of exercises to generate Academic Integrity Statements that apply in every type of post-secondary institution in Alberta, whether technical, research-based, or practice-based.

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[4] http://www.academicintegrity.org/icai/resources-2.php

See Appendix 1 for a description of the exercises, and Appendix 2 for the Academic Integrity Statements.

Following the workshop, 18 postsecondary institutions and eTutor Alberta named representatives to participate in the Strategy ("Institutional Partners")[5]. The Academic Integrity Statements were distributed back to the representatives for feedback, garnering an overwhelmingly positive response. One of the next steps will be to embark on a substantial/in-depth consultation with students and instructors across the province in different institution types as to the value of the Statements and ways they can be adapted to specific institutional contexts.

Project Description

Year 1 of the project is focused on bringing together the academic integrity resources that already exist across the province, and creating the online infrastructure to share these resources among Alberta's post-secondary institutions. A project coordinator and a web designer will assess what materials are available, and then devise a plan for collecting them in one virtual location. The result will be a curated repository of resources accessible to all post-secondary institutions in Alberta.

We know that there will be gaps and overlaps in the material we collect. The purpose of Year 2, then, is to create the pedagogical framework that will give shape to the whole. An instructional designer will join the team, and the focus of the project will shift towards creating, revising, and promoting the academic integrity teaching and learning content that will most benefit our partner institutions.

In Year 3 we will support Alberta's post-secondary institutions in integrating these resources and, in turn, we will measure the impact of the project on institutional levels of academic integrity awareness. During this time, the project coordinator will also be looking to the future, assessing the project's potential applicability to other sectors—such as Alberta's secondary schools—and taking steps to ensure its viability as a long-term and stable educational resource for the province.

The chart that follows is necessarily provisional. It represents our best estimates of the time, money, and expertise that will be needed to accomplish the goals of the project. We hope this will serve as a good foundation for discussion, and promote understanding and support for the project as it continues to take shape. Since each stage of this project builds on the one previous to it, we will undertake annual reviews at the end of each year, so that institutional representatives can assess our progress, and adjust the project's goals as necessary. The University of Alberta will provide space and oversee day to day operations and development of the project. The Steering Committee will monitor the progress and report back to the Institutional Partners and SSSO.

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[5] See Appendix 3 for a list of Institutional Partners.

ALBERTA PROVINCIAL ACADEMIC INTEGRITY STRATEGY PROJECT PLAN AND BUDGET

YEAR	PHASE	TASKS	BUDGET ESTIMATE	TIME TO COMPLETION
YEAR 1		Hire Coordinator	$60,000	
		Administrative costs (2 computers, 2 phones, office supplies and printing)	$3,448	
	Initial assessment	**The Coordinator will:** 1. Complete assessment of institutional resources 2. Identify other resources which can be shared across institutions		3 months
	Framework and content	**The Coordinator will:** 1. Hire and supervise Web Designer 2. Assess existing academic integrity educational resources for relevance, applicability, and audience across Alberta post-secondary institutions 3. Liaise with participating institutions regarding copyright, ownership, and willingness to share resources 4. Identify gaps in existing resources and create a development plan in consultation with institutional partners 5. Plan year end meeting of institutional partners **The Web Designer will:** 1. Develop a visual identity for the Strategy - logo, branding, web presence 2. Develop infrastructure on www.academicintegrity.ca for collaboration among institutional partners	$37,500	9 months
	Deliverables for year one:	1. Shared website (www.academicintegrity.ca), including: a. Infrastructure for collaboration among institutional partners b. Curated repository of Alberta post-secondary academic integrity educational resources 2. Development plan for new and adapted teaching and learning resources		
	Meeting of institutional partners	Review work done in year one, assess progress, and adjust goals as necessary - Includes travel, hotel, and food for 25 participants ($450 per person)	$11, 250	
		TOTAL COST FOR YEAR 1	**$112,198**	

YEAR	PHASE	TASKS	BUDGET ESTIMATE	TIME TO COMPLETION
YEAR 2		Renew Coordinator	$60,000	12 months
		Administrative costs: one computer, two phones, printing & office supplies	$2148	
	Development	**The Coordinator will:** 1. Hire and supervise Instructional Designer 2. Working with Instructional Designer, develop integrated pedagogical framework for partner institutions to implement the provincial strategy locally 3. Develop and coordinate promotional strategy, including production of promotional/educational videos 4. Liaise with institutional partners, collecting feedback and providing expertise and advice as necessary 5. Assess efficacy of the online collaboration tool and supervise adjustments as necessary 6. Engage Web Designer for maintenance, updates and revisions 7. Plan meeting for institutional partners	$30,000	
		The Instructional Designer will: 1. Develop materials for teaching and learning academic integrity including: a. PowerPoint presentations b. Online tutorials for students c. Teaching guides d. Other resources as identified	$60,000	
		The Web Designer will: 1. Ongoing maintenance, updates, and revisions of the website 2. Assist Instructional Designer as necessary	$12,500	
	Deliverables for Year Two:	1. Integrated pedagogical framework 2. Promotional/educational videos and other promotional materials 3. Online academic tutorials 4. Teaching guides 5. Powerpoint presentations for use in teaching academic integrity		
	Meeting of institutional partners	Review work done in year two, assess progress, and adjust goals as necessary - Includes travel, hotel, and food for 25 participants ($450 per person)	$11,250	
		TOTAL COST FOR YEAR 2	**$175,898**	

YEAR	PHASE	TASKS	BUDGET ESTIMATE	TIME TO COMPLETION
YEAR 3		Renew Coordinator	$60,000	12 months
		Administrative costs: one phone, printing and office supplies	$524	
	Implementation	**The Coordinator will:**		
		1. Assist members in integrating the resources in their institutions		
		2. Assess potential for the application of the materials for secondary school		
		3. Measure the impact of the project on levels of awareness of academic integrity at each institution and across the province.	$15,000	
		4. Develop report on the overall project and its impact.		
		5. Plan Symposium		
	Deliverables for Year 3	1. Final report 2. Province-wide academic integrity symposium		
		Alberta Symposium on Academic Integrity	$20,000	
		TOTAL COST YEAR 3	**$95,524**	
		TOTAL COST FOR PROJECT	**$383,620**	

Appendix One

APRIL 17, 2015 ALBERTA ACADEMIC INTEGRITY WORKSHOP PROCESS

Category: **WRITTEN WORK**	
Assessment tools:	
Assignment plan Scientific review paper Proposals Self-reflection Maps/Diagrams Practicum log reports Research papers Summaries Online discussions Capstone projects In-class writing Bibliography online assessments Research essay Math proofs	Translation or literalization Lab reports Lab results Response paper Book reports Case study Outlines Practicum capstone thesis Thesis Journal Reading interpretation Take home essay Critical analysis Marketing plans Essay
Expectations for Students related to academic integrity	*Expectations for Instructors related to academic integrity*
Acknowledge external help Reference sources Understand summary vs paraphrasing Original work Proper citation Seek out extra resources and assistance Understand and follow academic regulations and assignment guidelines etc Responsibility for self directed learning Start early Manage time	Assign drafts Create positive enthusiastic leaning environment Fair, consistent application of the rules Consistent professional evaluation Resources Repeatedly, strategically, concretely talk about integrity Citation guidelines/training Library search training / support Clear expectations Enthusiasm Course design Outline individual vs group work Outcomes / Objectives of assignment Set and expect scholarly standard Clear assignment, guidelines, marking

Category: **FIELD WORK**	
Assessment tools:	
Clinical placement Field school Professionalism Client communications Nursing practicum Application of medical terms Practicum assessment Client care Marketing outcome Work experience Community service Client interviews Field work Cover letter Resumé Business cases Confidentiality	
Expectations for Students related to academic integrity	*Expectations for Instructors related to academic integrity*
Ethical Practice Protecting privacy Ethical behaviour Following policy of institution Attendance Professionalism / Preparedness Representative of institution and intended profession Maintain relationships Awareness of legislative standards Use knowledge of completion of work	Monitoring / Supervision Consistent professional evaluation Confidence building Consistent application of the rules Ongoing mentoring and timely feedback Ongoing feedback Assessment of guidelines/rubrics Safety training Develop/Maintain relationship with clients Clear expectations

Category: **PERFORMANCE-BASED ASSESSMENT (Proficiency / Creativity)**	
Assessment tools:	
Intravenous Product construction Demonstration of learning/skills Computer skills Beer and wine tasting Hands-on demonstration Prior Learning Meat inspection Budgets Hair cuts Simulation activities Athletic performance Dissections Plant Identification Knowledge of facility operations Agronomic mixes Weight lifting Equipment use Operation of simulation and equipment Animal diagnosis Animal handling Bandaging Horse riding Meat cutting Applying procedures in labs Lab work	Performance Drawings Creative Writing (Story, play, poem etc) Music (arrangement) Designs Speech Dramatic production Concert Painting Art portfolio
Expectations for Students related to academic integrity	*Expectations for Instructors related to academic integrity*
Originality Cite sources on influences Incorporate learning or theory into performance Skill and judgment that is more than trivial	Define originality Appropriate access to resources How to cite properly Clear explanation of evaluation rubric Clear expectations

Category: **COMMUNICATION/ENGAGEMENT**	
Assessment tools:	
Student Conference (Present a paper) Research journal / log Class participation / Discussion Online posting Web entry Presentations Attendance	
Expectations for Students related to academic integrity	*Expectations for Instructors related to academic integrity*
Active and authentic participation/contribution Intrinsic Motivation Exploration and risk taking Preparedness (Being ready to learn) Citing Sources	Outline clear expectations Define engagement Relevance and validation

Category: **SUMMATIVE ASSESSMENTS (TESTS)**

Assessment tools:

Quiz Exam Multiple Choice Exam Profit Midterm Final Exams Test Oral Exam Written Exams Online Exams

Expectations for Students related to academic integrity	*Expectations for Instructors related to academic integrity*
Scope clearly defined Show your work Comply with restrictions for aids/resources Prepare accordingly Report misconduct of other students	Ensure consistent and accurate communications about the exam Create novel exams Maintain exam security Test what is taught Instructions on test Individual/Independent work Give clear instructions about aids/resources and monitor Monitor student behaviour and inspect any permitted aids

Category: **COLLABORATION**

Assessment tools:

Group Presentations
Peer-Editing
Peer Evaluation
Group Work (or divide and conquer)
Group Projects
Leadership of practical teams
Peer evaluation of products /presentation
"Extra" credit - Attend a public event related to discipline
Coaching

Expectations for Students related to academic integrity	*Expectations for Instructors related to academic integrity*
Attempt to meet evaluation criteria Respect others' contributions Acknowledge the work of other group members and external sources Actively participate Asses Fairly	Maintain responsibility for assigning grades Build assessment instruments that mirror/reference expectations Facilitate positive group dynamics Train students on how to evaluate (including standard) Give clear expectations for peer evaluations Give clear expectations for students being evaluated Provide outcome of individual mark vs group mark for lack of participation by 1 group member etc.

General Expectations for Students and Instructors to ensure Academic Integrity

Expectations for Students to ensure academic integrity	Expectations for Instructors to ensure academic integrity
STUDENTS SHOULD: Prepare accordingly while complying with restrictions for aids/resources Actively participate in a way that attempts to meet evaluation criteria while respecting others' contributions Fair assessment when assessing each others' work Stick to requirements Come with a willingness to learn, grow, participate, share and contribute Follow outlined expectations, rules, policies and be aware of their responsibilities Do their own work and acknowledge the work of others Ensure adequate knowledge to complete the task and understand expectations of instructors and hosts Know and practice professional and ethical standards consistent with the discipline Ensure adequate knowledge to complete the task and understand the expectations of instructors Acknowledge the work of others in a scholarly manner Take responsibility for self directed/own learning Reflect on their own learning (metacognition) and seek additional resources	INSTRUCTORS SHOULD: Train students how to assess each others' work Explain the requirements Give clear instructions about acceptable aids and resources and monitor their use Ensure consistent and accurate communications about the exam(s) Provide clear expectations, build instruments that reference expectations while training students to evaluate and facilitate positive group dynamics Provide evaluations based on those same instruments and explained expectations Develop robust appropriate assessment following best practices in evaluation Provide opportunities for clarification and discussion of expectations Discuss academic integrity in the context of assessment Provide clear and achievable goals along with access to resources to succeed Treat all students fairly and equitably and ensure all students act ethically. The instructor will ensure that students have an equal academic advantage Develop an environment in which students can demonstrate learning Make performance expectations clear Provide training and resources to ensure students can meet expectations Provide quality evaluation in a fair, timely manner Make expectations clear Provide training and resources to ensure students can meet expectations Provide quality evaluation in a fair, timely manner Create a positive, enthusiastic learning environment Tie goals of course to values – why are we doing this? Set a good example; model expectations Respond consistently in accordance with policy

Appendix Two

ALBERTA ACADEMIC INTEGRITY STATEMENTS OF PRINCIPLE

<div align="center">**Academic Integrity**

STATEMENTS of PRINCIPLE</div>

A group of representatives from postsecondary institutions across Alberta met to discuss the meaning of academic integrity in our institutions. Acknowledging the foundation provided by the International Center for Academic Integrity in the Fundamental Values Project, the Alberta academic integrity group worked to find common principles that could be applied in any program, whether technical, academic, or practicum-based. There was broad agreement that the learning community included students and instructors in all of our institutions and that a true culture of academic integrity requires the entire learning community to commit to the following principles:

As a member of the Alberta learning community:

1.   **I will help co-create openness in the learning environment**

For students, this might mean:
- Understanding and taking responsibility for my own learning
- Asking questions when I don't understand
- Participating respectfully in discussions
- Listening carefully to the contributions of others
- Keeping my mind open to the ideas and concepts introduced by my instructors and other students, even if they make me uncomfortable

For instructors, this might mean:
- Honouring my voice and the voice of others
- Providing the tools students need to avoid academic misconduct
- Creating a safe space for students to share their original thoughts or to disagree with me and each other
- Creating a learning environment in which students feel comfortable making errors while problem solving

2. I will be authentically engaged in teaching and learning

For students, this might mean:
- Committing myself to learning in my classes rather than focussing only on my grades
- Doing the required readings and assignments
- Attending class, paying attention, participating in discussions and asking questions

For instructors, this might mean:
- Making my expectations clear and explicit
- Explaining how I will assess students' work
- Reflecting on my teaching vocation and the responsibility that comes with it
- Putting students' learning first

3. I will ethically demonstrate my knowledge and skills

For students, this might mean:

- Only putting my name on work I did
- Giving credit when I received help of any kind
- Acknowledging the work of others that I used in my assignments, by providing citations, footnotes or other attribution
- Doing my own work on tests or exams

For instructors, this might mean:

- Modeling the behaviour and standards I expect of my students
- Making time to discuss academic integrity with my students

4. I will strive to demonstrate professional standards in my conduct

For students, this might mean:

- Understanding my responsibilities related to academic integrity and striving to live up to them
- Looking things up if I don't understand them
- Asking questions when I'm not sure what my responsibilities are
- Recognizing that the academic environment has its own culture and way of doing things
- Coming to class on time, prepared and ready to learn, and staying for the whole class

For instructors, this might mean:

- Modeling professional and ethical principles of my discipline
- Treating students and colleagues with respect
- Marking and grading fairly
- Providing honest, constructive and timely feedback on coursework to students
- Coming to class on time, prepared and ready to teach
- Creating assessments that are designed for learning
- Acknowledging when I don't have the answer to a student's question and committing to researching it and getting back to them

Appendix 3

INSTITUTIONAL PARTNERS

Athabasca University

Burman University

Concordia University of Edmonton

eTutor Alberta

Grand Prairie Regional College

Keyano College

Lakeland College

Lethbridge College

MacEwan University

Medicine Hat College

Mount Royal University

NAIT

Norquest College

Northern Lakes College

Olds College

Portage College

Red Deer College

St. Mary's University

The King's University

University of Alberta

University of Calgary

University of Lethbridge

Appendix 4

LETTER OF SUPPORT
SENIOR STUDENT SERVICES OFFICERS (SSSO) OF ALBERTA

Appendix 5

LETTER OF COMMITMENT FROM
THE UNIVERSITY OF ALBERTA

Appendix 6

MINISTERIAL BRIEFING NOTE

Subject

- Senior Student Services Officers of Alberta request for $383,620 for a three year project to develop common resources for academic integrity education across Alberta post-secondary institutions

Summary

The following proposes a project to create a common pool of resources to support academic integrity education across the Alberta post-secondary system. The aim is to improve the overall quality and accessibility to academic integrity related educational resources. Recent research and experience has made it very clear that students do not always enter post-secondary institutions with the necessary level of skills and understanding about have to be proactive in teaching the values of academic integrity to their students. There are, however, problems with addressing the gap between expectations and awareness. High quality resources can be expensive to produce and creating a demanding that instructors will engage the topic without support can create an unfair burden on them. While program differences are apparent across Alberta, all post-secondary institutions share a common set of values in regards to teaching and learning.

Building on work already done establishing those common values and principles, we propose to share the development of a set of resources, a web site to make them accessible in any classroom in the province, and the development of pedagogical resources to help instructors and administrators incorporate the objects into the various forms of instruction needed in our institutions. It will be designed to work in conjunction with each institution's existing resources and conduct systems, rather than proposing to replace what is already in place. The project will be built around the core principles as articulated by the Government of Alberta:

- Accessible, affordable and quality learning opportunities for Albertans.
- Enhanced learner transitions into and movement within the adult learning system.
- Assist learners to succeed in their chosen learning pathways.
- Facilitate lifelong participation in the adult learning system by all who have the desire and skills to succeed.

The Strategy project will be is being developed by the Steering Committee and a group of Institutional Partners appointed by the SSSO group and will take approximately three years.

Issue

- Academic integrity is the set of values that underlie postsecondary education and research, regardless of the type of institution.
- The importance of teaching academic integrity goes well beyond preventing cheating on exams or plagiarism in written work. It is an important component in both teaching engaged and responsible citizenship - that is, expectations about a student's relationship to the broader society - and a fundamental building block for students as they transition to becoming lifelong learners.

- Most institutions do not have a dedicated office for academic integrity education and, even for those that do, the demanding work can quickly overwhelm a small office, especially one in which academic integrity education is a secondary function.
- In a time of scarce resources and ever increasing demands on time, the best and most effective solution to this problem is collaboration. Existing resources can be gathered and shared, new resources can be developed collectively and adapted to the culture of the individual institution.
- Students transferring between institutions should get a consistent message on the basic elements of academic integrity. Secondary schools would also be able to use the resources to prepare students for post-secondary education.
- In addition to sharing costs across the post-secondary system, the Strategy is designed to enhance teaching and learning across the province, provide consistency of the message between institutions and enhance citizenship, engagement and lifelong learning for Alberta students.

Background
- On October 17-18, 2014, the University of Alberta and MacEwan University hosted a one-day Academic Integrity Symposium for the Alberta post-secondary community.
- The SSSO expressed a strong interest in follow up activities, requesting that the coordinators reconvene to explore the feasibility of a project aimed at developing province wide resources based on shared principles of Academic Integrity. The goal is to leverage knowledge and skill within the various institutions for the benefit of the entire community.
- on April 17, 2015, the organizing committee brought together a group representing 15 of the 20 institutions represented on SSSO to create a set of Academic Integrity Statements and discuss how they might apply to students and instructors.
- The group worked through a series of exercises to generate Academic Integrity Statements that apply in every type of post-secondary institution in Alberta, whether technical, research-based, or practice-based.
- Following the workshop, 18 postsecondary institutions and eTutor Alberta named representatives to participate in the Strategy.
- Several institutions (University of Alberta, MacEwan University and Norquest College) are contributing resources to the project.

Considerations
- Will save money and other resources across the post-secondary system
- Supported by the Senior Service Officers (SSSO) of Alberta
- Fills a significant identified need across the Alberta post-secondary system
- Academic integrity education helps train students in academic citizenship, creates a level playing field for all students, engages all students in discussions of ethics, and makes post-secondary education more accessible for students without family or cultural connections to higher education

- Leverages and increases the value of the existing resources created by Alberta post-secondary resources
- Creates a model for inter-institutional cooperation that can help reduce costs and raise quality in Alberta post-secondary institutions
- Project will support all styles of education in Alberta post-secondary system, including classroom, distance, and practice-based.

Risk mitigation
- Reduces costs
- Reduces cheating and plagiarism
- Reinforces classroom relationships
- Enhances transition between institutions