



Detection of Academic Integrity Violations



By understanding academic integrity, creating a culture of integrity and using multiple strategies to prevent violations, faculty members set the stage to mitigate many instances of academic integrity violations. However, even with our best intentions, violations occur and it is up to faculty members to detect them and to follow TRU Policy ED 5-0 related to Academic Integrity.

Prior to reviewing this document, we suggest reviewing the three related documents: Understand Academic Integrity, Creating a Culture of Integrity, and Preventing Academic Integrity Violations.

Detecting Plagiarism:

- Watch for changes in formatting, changing fonts, sentence structure, paragraph styles or citation styles, or headers containing URLs.
- Compare a student's "voice" on a writing assignment with any other writings.
- Be aware of changes in a student's writing style or quality of work.
- Google familiar phrases using quotation marks.
- Learn about contract cheating services and take a look at papers relevant to the assignment.
- Compare student assignments that seem similar.
- Check the file properties to see if the creator/last modified names are the same as the student.

Identifying Cheating in Face to Face Exams:

- **Prior**
 - Adopt a clear workspace policy which requires all students to store personal belongings under the desk or at the back of the room including water bottles and drink cups.
- **During**
 - Be aware of students bringing information into the exam room before or during an exam.
 - Watch for frequent bathroom trips, writings on the desks, use of cell phones, or watches.
 - Check identification and signatures carefully to ensure it is your student and not someone else.
 - Have multiple invigilators and walk through the room frequently.
 - Look for notes written on students, including on clothing.
- If you suspect a student of cheating,
 - let them finish the exam in case there was no violation.
 - Keep written records of the description of the incident and the actions you and others took.
- If you suspect copying in an exam but are unsure

- quietly move the student to another seat.
- Keep written records of the description of the incident and the actions you and others took.

What Not to Do If You Suspect Academic Dishonesty:

- Do not ignore the issue
- Do not ignore TRU Policy ED 5-0
- Do not take the student's phone
- Do not take the student's exam in the middle of the exam
- Do not confront the student during the exam
- Do not ask the student to leave the exam
- Do not violate the student's privacy (e.g. talking to other faculty members about the particular student)

What to do if you suspect Academic Dishonesty:

1. Review the Academic Integrity resources on the TRU website often - know the policy and the process.
2. Be aware that it is an expectation that **all Faculty know and follow the policy and process consistently.**
3. Ask questions if you are unsure of the process:
 - Dean/Associate Dean/Department Chairs
 - Office of Student Affairs
4. Gather evidence – cases **must be** accompanied by evidence.

Examples but not limited to:

- Highlight sections of the source that the student improperly referenced.
 - Send a screen shot of the source with the section highlighted.
 - Do not send the URL only.
 - A copy of the student's work and a copy of the text or website that the student's work matches.
 - A copy of each student's work: the student getting the help as well as the person giving the help. Both students should have cases opened since both have violated ED 5-0.
 - Include the test/exam, lab report, project, essay, assignment and any related evidence.
5. Prepare to have the conversation with the student:

Talking to a Student Suspected of Cheating: UC San Diego outlines a clear process to follow which is identified here:

 - **Do not hesitate**
 - **Prepare for the conversation**
 - Be **clear** about what your questions are.
 - Be **compassionate.**
 - Be **candid** about your interpretations of the behavior and your feelings about the incident.
 - **What to say?**
 - Begin your intervention with a statement.
Example: "I have some concerns about your recent (paper or exam), and I would like to engage in a dialogue with you about it. When can you come in to see me?"
 - Start the conversation by asking the student a question. This way, the student can tell his or her story rather than hearing your interpretation first.

Examples: "Why don't we start by you telling me how you're feeling about the class/this assignment?" "What was your process for studying/completing the assignment?" "Are you satisfied with your learning/progress in the course?"
-After listening to the student's story, express your concerns about the assignment or work in question.

Example: "I'm concerned because the information I have suggests that you may have _____. Is that an accurate assessment? Why not?"

- **Remain Steadfast**

-Student reactions may vary. Your student may cry, get angry, accuse or offend you, calmly admit to the misconduct, or deny the misconduct outright. Proceed using your best judgment, knowing that it is your professional and ethical obligation to follow policies.

6. Ask if there is anything else going on of which you should be aware.
7. Inform the student that you believe they may have violated the Student Academic Integrity Policy ED 5-0. Discuss and show the evidence with the student. Be specific.
8. Review the Academic Integrity process with the student so they are aware of what will happen next and where they can go to for support. Share this resource:
https://www.tru.ca/shared/assets/AI_case_process_infographic_v445906.pdf
9. Begin the AI process and pay attention to the time constraints:
https://www.tru.ca/shared/assets/Academic_Integrity_Flow_Chart_Current_Students46194.pdf
10. Fill out and submit the Case Report Form.
https://www.tru.ca/shared/assets/Campus_Case_Report_Form_May_202047195.pdf
 - Tips for completing and Signing the AIC Form
https://media.tru.ca/media/Tips+for+Completing+and+Signing+the+AIC+Form/0_any_gefku
 - Adding Evidence to the AIC PDF
https://media.tru.ca/media/Adding+Evidence+to+the+AIC+PDF/0_vfnkmimj
11. Maintain confidentiality.
12. Reflect on how and if you will alter your approach to Academic Integrity in your teaching and seek support if needed.

References and Resources:

International Center for Academic Integrity (2016). Institutional Tool Kit to Combat Contract Cheating. <https://www.academicintegrity.org/day-against-contract-cheating/>

Rogerson, A.M. (2017). Detecting contract cheating in essay and report submissions: Process, patterns, clues, and conversations. *International Journal for Educational Integrity*, 13:10. Doi: 10.1007/s40979-017-0021-6

Stephens, J. M. & Wangaard, D. B. (nd). Teaching for integrity: Steps to prevent cheating in your classrooms. *The School for Ethical Education*.
<https://www.ethicsed.org/uploads/8/9/6/8/89681855/teachingforintegrity.pdf>

UC San Diego (nd). Talking to a Student Suspected of Cheating.
<https://academicintegrity.ucsd.edu/take-action/report-cheating/talk-student.html#Remain-Steadfast>

Yee, K., & MacKown, P. (2009). Detecting and preventing cheating during exams. In Twomey, T., White, H., & Sagendorf, K (Eds.), *Pedagogy, not policing* (pp. 141-147). The Graduate School Press of Syracuse University.