



# TLEF Project – Final Report

**Report Completion Date: (2023/05/09)**

Context note:

While the project formally completed in April 2020, TLEF generously extended the completion date due to COVID, and then once more upon my request as I had considerable funds left over, and wondered about the potential to extend the original project using this funding. As it turned out, I didn't have capacity to take on such additional work, and have instead returned the remaining funding and am submitting my report. The report considers output and outcomes specific to the project, though I have continued to build on this work in initiatives at UBC and beyond, and share recommendations from it in presentations and workshops.

## 1. PROJECT OVERVIEW

### 1.1. General Information

<b>Project Title:</b>	Our Cheating Hearts?: Changing the Conversation through Academic Integrity Curriculum in First-Year Arts Programs		
<b>Principal Investigator:</b>	Laurie McNeill		
<b>Report Submitted By:</b>	Laurie McNeill		
<b>Project Initiation Date:</b>	April 2017	<b>Project Completion Date:</b>	April 2020
<b>Project Type:</b>	<input checked="" type="checkbox"/> Large Transformation <input type="checkbox"/> Small Innovation <input type="checkbox"/> Flexible Learning <input type="checkbox"/> Other: [please specify]		

### 1.2. Project Focus Areas – Please select all the areas that describe your project.

- Resource development (e.g. learning materials, media)
- Infrastructure development (e.g. management tools, repositories, learning spaces)
- Pedagogies for student learning and/or engagement (e.g. active learning)
- Innovative assessments (e.g. two-stage exams, student peer-assessment)
- Teaching roles and training (e.g. teaching practice development, TA roles)
- Curriculum (e.g. program development/implementation, learning communities)
- Student experience outside the classroom (e.g. wellbeing, social inclusion)



- Experiential and work-integrated learning  
(e.g. co-op, community service learning)
- Indigenous-focused curricula and ways of knowing
- Diversity and inclusion in teaching and learning contexts
- Open educational resources
- Other: [please specify]



### 1.3. Project Summary

In partnership with the Chapman Learning Commons, this project has revised curricula in Arts First-Year Programs (FYP) to better introduce students to academic integrity and its practices, providing them with the framework for understanding ethical scholarship and how to produce it. It expanded on a pilot that took place in W2016, the goal of which was to design and implement curricular materials in writing courses taught in the three Faculty of Arts First Year Programs: Arts One, the Coordinated Arts Program (CAP), and WRDS 150. The pilot and subsequent project has responded to four areas of concern: 1. The lack of coherence in how first-year UBC Arts students are educated about academic integrity; 2. The typical focus in existing instruction on policies and consequences related to academic dishonesty rather than helping students internalize an understanding of academic integrity and why it matters; 3. The research demonstrating that academic dishonesty is a ubiquitous problem that existing curricula clearly are not effectively addressing; 4. The fact that students’ lack of confidence or expertise in the principles and practices of ethical scholarship causes them to experience considerable distress. Through establishing open access shared resources, data, and a number of public presentations and workshops to further discussion, we have successfully brought about renewed understanding of and approaches to this core value of the academic community in ways that invite all members (students, staff, and faculty) to participate in the ethical production of knowledge.

These approaches have laid the foundation for institution-wide change in how to view misconduct as a educational problem (rather than a moral failing) and thus an educational opportunity, transforming the traditional default punitive and/or suspicious dynamic surrounding misconduct – one that assumes students are “cheaters” – to one that encourage instructors and students to work and learn as partners in a shared practice of integrity.

**1.4. Team Members** – Please fill in the following table and include students, undergraduate and/or graduate, who participated in your project.

Name	Title/Affiliation	Responsibilities/Roles
Laurie McNeill	Chair, First Year Programs	Lead
Stefania Burk	Associate Dean Academic, Faculty of Arts	Initial Project team
Christina Hendricks	Professor of Teaching, Chair, Arts One	Initial Project team
Brandon Konoval	Instructor I, Arts One	Initial Project team
Evan Mauro	12-month lecturer, CAP	Initial Project team
Laila Ferreira	12-month lecturer, CAP	Initial Project team
Kate Power	(previous) instructor, ASRW	Initial Project team
Julie Mitchell	Managing Librarian, Chapman Learning Commons/UBC Library	Initial Project team
Nicholas Thornton	Learning Commons Coordinator, Chapman Learning Commons	Initial Project team



Meghan Aube	Program Manager, Centre for Writing and Scholarly Communication	Initial Project team
Jason Myers	Faculty Liaison, Arts ISIT/CTLT	Initial Project team
Bo Sung Kim	Consultant, CTLT	Consulted on resources
Alex Kusnowski	Chapman Learning Commons	Google Analytics and CLC web hosting
Kristi Carey	Project Manager, First Year Programs	Project Manager
Sartaj Singh	Student	Research Assistant
Kyle Yuen	Student	Research Assistant
Ryan Ji	Student	Research Assistant
Alex Chow	Student	Research Assistant
Daniel Munro	Student	Research Assistant

**1.5. Courses Reached** – Please fill in the following table with **past**, **current**, and **future** courses and sections (e.g. HIST 101, 002, 2017/2018, Sep) that have been/will be reached by your project, including courses not included in your original proposal (you may adapt this section to the context of your project as necessary).

Course	Section	Academic Year	Term (Summer/Fall/Winter)
ARTS 001A	LA2, LA3	2017	Sep & Jan
ASTU 100	G01-4, I01-3, P01	2017	Sep & Jan
ASTU 204A	V01-6, VM1, VM2	2017	Sep
WRDS 150	18 sections	2017	Sep & Jan
ARTS 001A	LA1-4, LB1-4	2018	Sep & Jan
ASTU 100	L01-4, M01-4	2018	Sep & Jan
ASTU 101	P01-5	2018	Sep
ASTU 204A	V01-9, VM1, VM2	2018	Sep
WRDS 150	M01-7	2018	May
WRDS 150	J01-5	2018	July
WRDS 150	02A-C, 03A-E, 04A-C, 05A-C, 06-A-C, 07A-C, 08A, 08B, 10A, 11A-C, 12A, 12B, 13A, 14A, 14B, 15A, 16A, EC1-4,	2018	September
WRDS 150	02M, 02N, 02P, 03M, 03N, 03P, 04M, 04N, 04P, 05M, 05N, 05P, 05Q, 05R, 06M, 06N, 06P, 06R, 06Q, 07M, 07N, 07P, 07Q, 08M, 08N, 08P, 09M, 11M, 11N, 12M, 12N, 12P, 14M, 14P, 15M, 15N, 16M	2018	January



ARTS 001A	LA1-5	2019	Sep & Jan
ASTU 100	G01-4, I01-5, L01-4, M01-4	2019	Sep & Jan
ASTU 101	P01-5	2019	Sep
WRDS 150 (68 sections)	<p>Arts: 01A, 02A-C, 03A-E, 04A-C, 05A-C, 06A-C, 07A-C, 08A, 11A - 11B, 12A-12B, 14A, 14B, 15A</p> <p>Non-Arts: 611, 612, 613, 621, 623, 624, 631, 632, 633, 641, 642, 643, 651, 652, 653, 661, 662, 663, 671, 672, 681, 711, 712, 713, 721, 722, 731, 732</p> <p>Vantage: EC1 – EC4</p>	2019	SEP
WRDS 150 (56 sections)	<p>Arts: 02M, 02N, 02P, 03M, 03N, 03P, 04M, 04N, 04P, 05M, 05N, 05Q, 06M, 06N, 06P, 06Q, 07M, 07N, 07P, 08M, 11M, 11N, 12M, 12N, 12P, 14M, 14N, 14P, 15M</p> <p>Non-Arts: 811, 812, 821, 822, 831, 832, 841, 842, 851, 852, 861, 862, 871, 872, 881, 882, 911, 912, 921, 922, 931, 932, 941, 951</p>	2019	JAN
ASTU 204A	V01-10	2019	Sep



## 2. OUTPUTS AND/OR PRODUCTS

2.1. Please **list** project outputs and/or products (e.g. resources, infrastructure, new courses/programs). Indicate the current location of such products and provide a URL if applicable.

Product(s)/Achievement(s):	Location:
Open Access Website	<a href="https://blogs.ubc.ca/academicintegrity/">https://blogs.ubc.ca/academicintegrity/</a>
Canvas internal resource website	<a href="https://canvas.ubc.ca/courses/24902">https://canvas.ubc.ca/courses/24902</a>
Teaching practices that promote Academic Integrity: Ways that you could be making a difference	Faculty of Arts new faculty orientation handout 2018
Course Design for Academic Integrity: Guiding Questions	<a href="http://blogs.ubc.ca/academicintegrity/files/2019/06/McNeill-Pedagogies-of-Integrity-Course-Design-Handout-June-2019_Website.pdf">http://blogs.ubc.ca/academicintegrity/files/2019/06/McNeill-Pedagogies-of-Integrity-Course-Design-Handout-June-2019_Website.pdf</a>
Academic Integrity Course Statement Outcome	<a href="http://blogs.ubc.ca/academicintegrity/files/2019/05/Academic-Integrity-Course-Statement-Outcome-1.pdf">http://blogs.ubc.ca/academicintegrity/files/2019/05/Academic-Integrity-Course-Statement-Outcome-1.pdf</a>
Academic Integrity Sample Evaluation Criteria	<a href="http://blogs.ubc.ca/academicintegrity/files/2019/05/Academic-Integrity-Sample-Evaluation-Criteria.pdf">http://blogs.ubc.ca/academicintegrity/files/2019/05/Academic-Integrity-Sample-Evaluation-Criteria.pdf</a>
Academic Integrity Statement for Course Syllabus	<a href="http://blogs.ubc.ca/academicintegrity/files/2019/05/Academic-Integrity-Statement-for-Course-Syllabus.pdf">http://blogs.ubc.ca/academicintegrity/files/2019/05/Academic-Integrity-Statement-for-Course-Syllabus.pdf</a>
Activity – Apposition & Definition Workshop	<a href="http://blogs.ubc.ca/academicintegrity/files/2019/05/Activity-Apposition-Definition-Workshop.pdf">http://blogs.ubc.ca/academicintegrity/files/2019/05/Activity-Apposition-Definition-Workshop.pdf</a>
Activity – comPAIR Scholarly Paraphrase	<a href="http://blogs.ubc.ca/academicintegrity/files/2019/05/Activity-comPAIR-Scholarly-Paraphrase.pdf">http://blogs.ubc.ca/academicintegrity/files/2019/05/Activity-comPAIR-Scholarly-Paraphrase.pdf</a>
Activity – Defining Academic Integrity	<a href="http://blogs.ubc.ca/academicintegrity/files/2019/05/Activity-Academic-Integrity-Definition.pdf">http://blogs.ubc.ca/academicintegrity/files/2019/05/Activity-Academic-Integrity-Definition.pdf</a>
Activity – Orchestration, Spot the Host	<a href="http://blogs.ubc.ca/academicintegrity/files/2019/05/Activity-Orchestration-Spot-the-Host.pdf">http://blogs.ubc.ca/academicintegrity/files/2019/05/Activity-Orchestration-Spot-the-Host.pdf</a>
Activity – Orchestrating Voices	<a href="http://blogs.ubc.ca/academicintegrity/files/2019/05/Activity-Orchestrating-Voices.pdf">http://blogs.ubc.ca/academicintegrity/files/2019/05/Activity-Orchestrating-Voices.pdf</a>
Activity – Patchwriting & Definitions	<a href="http://blogs.ubc.ca/academicintegrity/files/2019/05/Activity-Patchwriting-Definitions.pdf">http://blogs.ubc.ca/academicintegrity/files/2019/05/Activity-Patchwriting-Definitions.pdf</a>
Activity – Paraphrase & Rousseau	<a href="http://blogs.ubc.ca/academicintegrity/files/2019/05/Activity-Paraphrase-Rousseau.pdf">http://blogs.ubc.ca/academicintegrity/files/2019/05/Activity-Paraphrase-Rousseau.pdf</a>
Activity & Introduction – Intro to Academic Integrity Slides and Brainstorm Activity	<a href="http://blogs.ubc.ca/academicintegrity/files/2019/05/Activity-Introduction-Intro-to-Academic-Integrity-Slides-and-Brainstorm-Activity-2.pdf">http://blogs.ubc.ca/academicintegrity/files/2019/05/Activity-Introduction-Intro-to-Academic-Integrity-Slides-and-Brainstorm-Activity-2.pdf</a>
Activity – Quiz	<a href="http://blogs.ubc.ca/academicintegrity/files/2019/05/Activity-Quiz.pdf">http://blogs.ubc.ca/academicintegrity/files/2019/05/Activity-Quiz.pdf</a>
Handout – Ethical Research and Practices	<a href="http://blogs.ubc.ca/academicintegrity/files/2019/05/Handout-Ethical-Research-and-Practices.pdf">http://blogs.ubc.ca/academicintegrity/files/2019/05/Handout-Ethical-Research-and-Practices.pdf</a>
Handout – Peer Editing	<a href="http://blogs.ubc.ca/academicintegrity/files/2019/05/Handout-Peer-Editing.pdf">http://blogs.ubc.ca/academicintegrity/files/2019/05/Handout-Peer-Editing.pdf</a>
Introduction to Academic Integrity – Canvas Course	<a href="https://writing.library.ubc.ca/introduction-to-academic-integrity/">https://writing.library.ubc.ca/introduction-to-academic-integrity/</a>
Workshops for students	<ul style="list-style-type: none"> <li>McNeill, Laurie and Jaclyn Stewart. “Writing with Integrity.” 2-hour workshop for Faculty of Postdoctoral and Graduate Studies’s TA Winter Institute. July 14, 2022.</li> </ul>



	<ul style="list-style-type: none"> <li>• Kalra, Jessica and Laurie McNeill. “Teaching with Integrity: Methods and Strategies for Fostering Academic Integrity in Your Classroom or Laboratory.” 2-hour workshop for UBC Faculty of Postdoctoral and Graduate Studies. (2 hours). January 17, 2023.</li> <li>• McNeill, Laurie, Kristi Carey, and Eury Colin Chang (Centre for Writing and Scholarly Communication). “Ethical Research Practices: Academic Integrity in Public Policy &amp; Global Affairs.” Workshop for the full Master of Public Policy and Global Affairs cohort. October 10, 2018. 48 participants.</li> </ul>
Workshops for faculty:	<ul style="list-style-type: none"> <li>• McNeill, Laurie. “Unlearning/Learning/Relearning: Accessible and Inclusive Strategies to Foster Academic Integrity.” UBC CTLT Teaching Development Program. October 13, 2022. (Content substantially revised from 2021.)</li> <li>• McNeill, Laurie. “Academic Integrity &amp; EDI: Rethinking Pedagogy and Practices for Inclusivity and Accessibility.” CTLT Spring Institute. UBC. May 31, 2022.</li> <li>• McNeill, Laurie. “Unlearning/Learning/Relearning: Accessible and Inclusive Strategies to Foster Academic Integrity.” Presentation for UBC faculty in UBC’s Teaching Development Program (CTLT). UBC. November 24, 2021</li> <li>• McNeill, Laurie and Stefania Burk. “Academic Integrity Policies &amp; Pedagogies.” Presentation for the Department of French, Hispanic, and Italian Studies, UBC. November 13, 2020. 23 participants. McNeill 70%/Burk 30%.</li> <li>• McNeill, Laurie. “Inviting Academic Integrity: Strategies for Your Toolkit.” Presentation for CTLT’s Teaching Development Program for New Faculty, UBC. November 10, 2020. 19 participants.</li> <li>• McNeill, Laurie and Catherine Rawn. “Building an Academic Integrity Resource Kit: A Campus-Wide Brainstorming Session.” CTLT. October 5, 2020. 20 participants. McNeill / Rawn 50/50%.</li> <li>• McNeill, Laurie and Judy Chan. “Cultivating Students’ Understanding of Academic Integrity in our online and face-to-face courses” CTLT. 2 sessions (July 13, Aug 17). 12-20 participants. McNeill 95%, Chan 5%.</li> <li>• McNeill, Laurie. “Cultivating Academic Integrity in Land and Food Systems.” Land and Food Systems Teaching Colloquy. Presentation. UBC. June 4, 2019.</li> <li>• McNeill, Laurie, Kristi Carey, Nazih El-Bezre, Moberley Luger, Brianne Orr-Alvarez, and Laila Ferreira. “Minding the Gap:</li> </ul>



	<p>Fostering Academic Integrity in our Classrooms.” December 5, 2018, CTLT Winter Institute, University of British Columbia.</p> <ul style="list-style-type: none"> <li>• McNeill, Laurie and Kristi Carey. “Why We Cite (&amp; How): Reframing Academic Integrity in the Classroom.” First-Year Educators’ Symposium, January 20, 2018, University of British Columbia</li> <li>• McNeill, Laurie and Kristi Carey. “From ‘Cheating’ to ‘Chatting’: Course Design that Invites Academic Integrity.” Faculty workshop for Department of Sociology. March 15, 2018, University of British Columbia</li> <li>• Orr-Alvarez, B., E. Mauro &amp; K. Carey. “Teaching Academic Integrity at the First-Year Level.” First Year Programs Faculty Orientation. University of British Columbia, Vancouver, BC. September 4.</li> </ul>
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**2.2. Item(s) Not Met** – *Please list intended project outputs and/or products that were not attained and the reason(s) for this.*

Item(s) Not Met:	Reason:
Enhanced training for peer tutors	The project set out with the intention that Chapman Learning Commons will develop new instructional materials to be used in training students who support, advise, or tutor other students on how to uphold academic integrity in those settings. Over the course of the project we were able to gather insight from peer tutors as to what areas they need assistance with, and are hopeful of the development of these materials in the near future.

**3. PROJECT IMPACT**

**3.1. Project Impact Areas** – *Please select all the areas where your project made an impact.*

- Student learning and knowledge
- Student engagement and attitudes
- Instructional team teaching practice and satisfaction





Student wellbeing, social inclusion

Awareness and capacity around strategic areas (indigenous, equity and diversity)

Unit operations and processes

Other: [please specify]

**3.2. What were you hoping to change or where were you hoping to see an impact with this project? – Please describe the intended benefits of the project for students, TAs, instructors and/or community members.**

The project benefits to students include and expand on the “enhanced student experience” outcome noted above. In our experiences with students reported for academic misconduct, the majority of cases result from poor knowledge of not only how to cite sources, but why doing so is an important part of scholarly production of knowledge. One of the many benefits of this project has been reducing the number of students who face academic discipline for misconduct issues and the resulting stress on these students but also to help students internalize the ways integrity informs their participation in the academic community. Research has shown that working to ensure students are explicitly equipped with all of these understandings early on in their academic careers can contribute to preventing dishonesty, especially since students often do not have a robust understanding of the importance of integrity and the rationales behind citation and dishonesty policies (Blum 2009; Power 2009; Evans-Tokaryk 2014). Furthermore, given current understanding that many instances of academic misconduct stem from issues (e.g., financial, medical, and emotional) affecting students’ wellness (Nelms 2015), our curriculum would help to connect students to resources on campus that would support students facing such difficulties. It therefore seeks also to support students as whole learners and foster resilience.

One of the major benefits of this project has been to recognize that students have been expected to know about academic integrity without being given the tools to properly learn the concepts and skillsets necessary to ensure they are acting as such. Thus, this project has increased accessibility to not only this previously expected and tacit knowledge, but also to accessing what to do in crisis situations. Many students simply don’t know that they are able to ask faculty members for an extension in the case of unfinished work, or that they could even bring up difficult, personal issues to instructors to begin with. We’re grateful to this project for illuminating these knowledge gaps and also commencing the work of addressing how to get to an equal playing field such that students feel welcomed and as though they belong and are deserving of contributing meaning, ethical scholarly work to the academic community.

Through our partnerships with CTLT, the UBC Library, and Chapman Learning Commons, and the development of open educational resources on the practical aspects of academic integrity (e.g., citation, paraphrase, patchwriting), this project has established accessible pedagogical resources to all UBC students and adaptable by all instructors and staff, and also outside of UBC via an open access website. These partnerships have also led to the creation of a Canvas course, Introduction to Academic Integrity (<https://writing.library.ubc.ca/introduction-to-academic-integrity/>), originally designed for use by Jump Start and now available for and used by instructors across campus, in both undergraduate and graduate capacities.

In partnership with the Faculty of Arts, we have produced a resource for all faculty and instructors: “Teaching practices that promote Academic Integrity: Ways you can be making a difference” that provides basic tools for instructors to change the conversations in their own classrooms, implement course design that promotes academic integrity, and offers some guiding questions to consider when looking to engage this topic with students. The PI, Laurie McNeill, has shared outcomes and recommendations with faculty and staff at UBC and



nationally, in multiple workshops and presentations, as well as a chapter in an open-access scholarly publication.

An additional benefit of this project has been addressing common perceptions held by many faculty that cheating is rampant and inevitable. By bringing faculty and students into dialogue about academic integrity outside of disciplinary settings, “Cheating Hearts?” creates opportunities for a new conversation about the ethical production of knowledge that appreciates and acknowledges that academic integrity is both core and complex. Ideally, this project will become a model for pedagogical conversations about integrity that can be taken up in units and disciplines across UBC. By initiating this conversation and supporting it with robust and adaptable resources, and by developing a series of productive partnerships, the project sets up new practices and approaches to teaching and learning academic integrity that will be sustained after TLEF funding ends.

**3.3. Were these changes/impacts achieved? How do you know they occurred?** – *What evaluation strategies were used? How was data collected and analyzed? You are encouraged to include copies of data collection tools (e.g. surveys and interview protocols) as well as graphical representations of data and/or scenarios or quotes to represent and illustrate key themes.*

In year one, we evaluated in the following ways:

- Pre- and post-surveys about: a) student understanding of academic integrity [the how] and b) student understanding of the importance and relevance of academic integrity [the why], which will generate responses from both pilot and “regular” sections to help evaluate the learning effectiveness of the curriculum; c) faculty understanding of teaching academic integrity and faculty perception of students’ learning of academic integrity as matched against their number of misconduct cases, both from pilot and “regular” sections, as well.
- Focus groups and interviews with both participating and nonparticipating faculty to evaluate instructors’ perceptions of impact on teaching practice and effectiveness; focus groups and interviews with non-participating faculty to evaluate instructors’ perceptions of impact of teaching practice and effectiveness, and their views on the importance of teaching academic integrity (what do others think? Is this a worthwhile endeavor?); and focus groups with both participating and nonparticipating students to evaluate their perceptions and views on academic integrity in term one, and focus groups to have them perform a summary assignment to analyze students’ command of foundational components of ethical scholarship such as citation, paraphrase, and quotation, which will allow for comparison between student groups;
- Worked with Chapman Learning Commons, measure utilization of online open resources, through established unique URL links, that will track click-rates, downloads, and video plays to each specific course in the working group;

In year two, we continued evaluation by:

- Updating questions on the annual FYP Pre- and Post-survey for students, asking them to rank examples of academic misconduct by those which they think are most common and also those which they think are most serious;
- Continued to evaluate via surveys with faculty members, gaining insight on their opinions and use of new materials as well as if there are areas of concern that remain to be addressed;



- Held focus group with Chapman Learning Commons peer mentors to better understand their interactions with students, the continuing challenges and opportunities they see, the resources that are working, still needed, and so forth;
- Gaining feedback from the scholarly community: by sharing the project’s results, both internally at UBC (e.g., Instructor Network events, CTLT workshops, department-specific presentations, UBC Advising conference, etc) and at national and international teaching and learning conferences (e.g., ISSOTL, Congress, STLHE), we have engaged the feedback of the broader scholarly community.

In year three, at full scale, we implemented an easy-to-access survey embedded on the Canvas site in order to continue to monitor faculty feedback to the resources and so that we may identify what is further needed from the UBC community. Similarly, the open access website is open to comments (though none have been received).

One marker of the project’s success certainly lies in the uptake and interest shown by the academic community at UBC and beyond, as indicated by the extensive number of invited workshops, peer-reviewed presentations at academic conferences, and keynotes that have developed from the project.

Sample insights from students taught the new curriculum:

“I think it [the term academic integrity]... gives people something to live up to. Cheating is just like, don’t cheat, but then there are still a lot of things you could do that are not cheating but they’re not OK either.”

“Yeah, I think it [academic integrity] is important. I mean, if you know that you can share your ideas without them using it then you can work much more productively to begin with.”

## SURVEY: WHAT DO YOU KNOW ABOUT ACADEMIC INTEGRITY?

### working group

Response	Chart	Percentage	Count
I have heard of the term 'academic integrity', and I think I have a good idea of what it means.		96.1%	74
I have heard the term 'academic integrity', but I am still not sure what it means.		3.9%	3
I have never heard of the term 'academic integrity', but I think I can work out what it means.		0.0%	0
I have never heard of the term 'academic integrity' and I am not sure what it means.		0.0%	0
<b>Total Responses</b>			<b>77</b>

### non-working group

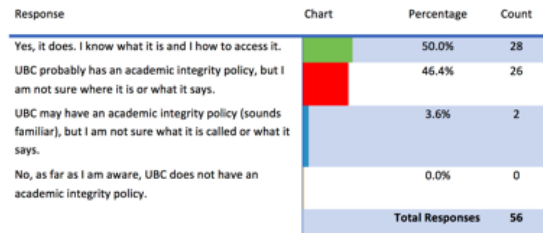
Response	Chart	Percentage	Count
I have heard of the term 'academic integrity', and I think I have a good idea of what it means.		76.8%	43
I have heard the term 'academic integrity', but I am still not sure what it means.		19.6%	11
I have never heard of the term 'academic integrity', but I think I can work out what it means.		3.6%	2
I have never heard of the term 'academic integrity' and I am not sure what it means.		0.0%	0
<b>Total Responses</b>			<b>56</b>

## SURVEY: DO YOU KNOW WHETHER UBC HAS AN ACADEMIC INTEGRITY POLICY?

### working group

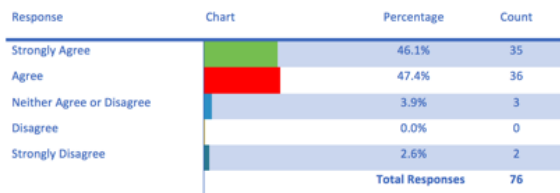


### non-working group

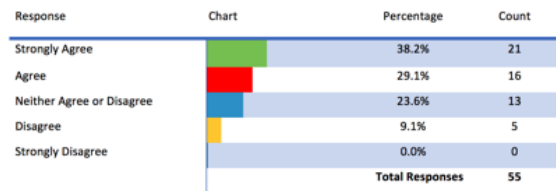


## SURVEY: PLEASE INDICATE THE EXTENT OF YOUR AGREEMENT OR DISAGREEMENT WITH THE STATEMENT: "THE IMPORTANCE AND CONCEPTS OF ACADEMIC INTEGRITY ARE CLEARLY COMMUNICATED TO STUDENTS."

### working group



### non-working group



Sample insights from Faculty members on implementing the new curriculum:

“I definitely think that this format, of first of all discussing writing directly with students week in and week out, is so helpful. It’s helpful for me to get to know what’s on their minds when they’re approaching an essay, and **if they are struggling with citation and issues of academic integrity, they tend to put it on the table, which is something that I’ve never seen before...**They’re extremely open about their struggles in general, and I find it really refreshing.”

“What was different was that we had a discussion about [these concepts] so they could share with each other. I haven’t had such a clear discussion (and useful one) before.”

**3.4. Dissemination** – Please provide a list of **past** and **upcoming** scholarly activities (e.g. publications, presentations, invited talks, etc.) in which you or anyone from your team have shared information regarding this project.



## Chapter in Scholarly Publication

- McNeill, Laurie. “Changing “Hearts” and Minds: Pedagogical and Institutional Practices to Foster Academic Integrity.” *Academic Integrity in Canada: An Enduring and Essential Challenge*, edited by Sarah Eaton and Julia Christensen Hughes. Springer, 2022, 487-503. <https://link.springer.com/content/pdf/10.1007%2F978-3-030-83255-1.pdf>

## Keynote Presentations on Academic Integrity

- McNeill, Laurie. “Building Integrity In: Steps and Strategies for Courses and Departments.” Academic Professional Development Day. Durham College, Ontario. Online. October 26, 2022.
- McNeill, Laurie. “Teachable Moments: Creating the Conditions that Foster Academic Integrity.” Spring Perspectives on Teaching Conference. Western University. Online. August 31, 2022
- McNeill, Laurie. “‘Knowledge is Power!’: Strategies to Make Academic Integrity Meaningful and Accessible.” York Faculty of Science Academic Integrity Week Online. August 29, 2022.
- McNeill, Laurie. “Practices and Pedagogies to Foster an Inclusive Culture of Integrity.” Academic Integrity Council of Ontario Symposium. Online. June 8, 2022

## Invited Presentations on Academic Integrity:

- McNeill, Laurie. “Academic Integrity vs Artificial Intelligence: Teaching and Learning with Integrity in the Age of ChatGPT.” FLO Panel: Educative Approaches to Academic Integrity. Online. BCCampus. March 1, 2023.
- McNeill, Laurie. Panellist. “Educative Approaches to Academic Integrity.” CTLT Winter Institute, University of British Columbia, December 12, 2022.
- McNeill, Laurie. “Changing the Conversation: Accessible and Inclusive Frameworks for a Culture of Academic Integrity.” York University Academic Integrity Series. Presentation (60 mins.) Online. October 11, 2022.
- McNeill, Laurie. “Creating a Culture of Academic Integrity: Steps, Strategies, Principles, and Practices.” Presentation (75 mins.) Kwantlen Polytechnic University Academic Integrity Week. Online. October 18, 2022.
- McNeill, Laurie. Panellist. “Toward the Future of Academic Integrity at UBC.” Celebrate Learning Week. University of British Columbia. May 20, 2021.
- McNeill, Laurie. “Inspecting the Foundations: An Academic Integrity Intervention.” BC Academic Integrity Day (online). BC-AI Network. Oct 15, 2021.
- McNeill, Laurie. “Inviting Academic Integrity: Strategies for Your Toolkit.” Presentation for Douglas College. Oct 16, 2020. 80 participants.
- McNeill, Laurie. ‘Small Teaching’ Changes that Promote Academic Integrity.” Presentation for faculty at Corpus Christi College, February 25, 2020. 22 participants
- McNeill, Laurie. “Academic Integrity: The Cheating Hearts Project.” Presentation to Associate Deans Academic committee. UBC. April 16, 2019.
  - Based on this presentation and the discussion that ensued, TLEF made the inclusion of academic integrity curriculum in first- and second-year courses one of the areas of priority for funding in the 2020 TLEF competition (<https://tlef.ubc.ca/application/tlef-criteria/>).



### Teaching and Learning Conference Presentations (peer-reviewed submissions)

- McNeill, L. “Small, Scalable, and Significant: Steps to and Strategies for an Adaptable, Accessible Pedagogy of Integrity.” International Centre for Academic Integrity Conference. Online. March 10, 2022.
- McNeill, L. “Explicit Content: Curricular Interventions that Cultivate Academic Integrity.” Symposium on Scholarship of Teaching and Learning. Nov 7-9, 2019. Banff, AB.
- McNeill, L. “Pedagogies of Academic Integrity: Reciprocal Learning for Faculty, Institutions, and Students.” The Annual Conference of the Society for Teaching and Learning in Higher Education. Winnipeg, MB. June 11-14.
- McNeill, L. & K. Carey. “Frameworks of Accessibility: Academic Integrity Curriculum and Institutional Codes of Power.” Association of Canadian College and University Teachers of English, Congress. University of British Columbia, Vancouver, BC. June 3.
- McNeill, L. & K. Carey. “Ways of Knowing and Being: Inviting Students to Academic Integrity.” UBC Advising Conference. University of British Columbia, Vancouver, BC. February 21.
- McNeill, L., & K. Carey. “Beyond Crime and Punishment: Reframing Academic Integrity for Students.” BC Campus Symposium. Simon Fraser University, Vancouver, BC. October 24.

### Op-eds & Newsletters:

- McNeill, Laurie and Anita Chaudhuri. “Academic Integrity After ChatGPT.” Op-ed. UBC Academic Integrity Newsletter. February 15, 2023.
- McNeill, Laurie and Kim Kiloh. “(Re)Orientations: Small strategies to support new learners (including ourselves).” CTLT Edubytes Newsletter. August 27, 2020. <https://ctlit.ubc.ca/2020/08/27/edubytes-reorientations-small-strategies-to-support-new-learners-including-ourselves/>

### Interviews and Features:

- Feature by Colby Payne. “Dr. Laurie McNeill receives Tricia Bertram Gallant Award for Outstanding Service from the International Center for Academic Integrity.” UBC Academic Integrity website. May 31, 2022. <https://academicintegrity.ubc.ca/2022/05/31/dr-laurie-mcneill-receives-tricia-bertram-gallant-award-for-outstanding-service-from-the-international-center-for-academic-integrity/>
- Interview by Sheridan Powell. “Rewarding integrity: Changing the conversation on cheating.” Dec 3, 2021. UBC Keep Teaching Series. <https://ctlit.ubc.ca/resources/keep-teaching-series/rewarding-integrity-changing-the-conversation-on-cheating/>
- Interview by Heather McCabe. “TLEF snapshot: Helping to teach academic integrity.” UBC Flexible Learning webpage. January 9, 2018. <https://flexible.learning.ubc.ca/news-events/tlef-snapshot-helping-to-teach-academic-integrity/>

#### 4. TEACHING PRACTICES – Please indicate if **your** teaching practices or those of **others** have changed as a result of your project. If so, in what ways? Do you see these changes as sustainable over time? Why or why not?

The “Cheating Hearts” project has led to my own and others’ adoption of what I call “pedagogies of integrity,” teaching and learning practices that provide explicit and sustained instruction about the expectations of academic integrity, how to meet them, and why it is important to work and learn with integrity. Pedagogies of integrity involve creating the conditions for all students to understand and apply the principles of ethical knowledge production. These conditions include opportunities to ask questions, collaboratively problem-solve,



identify barriers, seek help, and confirm our commitment – students’ and instructors’ – to working with integrity. For example, in a recent assignment in a 300-level English literature course, I asked my students, as part of their research plan, to explain how they would do their work with integrity. Other instructors have used academic integrity pledges (e.g., “I affirm that the work I am submitting was done independently and following the expectations and instructions of the assignment”).

See below for discussions of sustainability.

**5. PROJECT SUSTAINMENT** – *Please describe the sustainment strategy for the project components. How will this be sustained and potentially expanded (e.g. over the next five years). What challenges do you foresee for achieving the expected long-term impacts listed above?*

Long-term impact was the main focus of this project, and we are thrilled that it will remain living not only as a constant implementation into all first-year writing courses in First Year Programs, but also that the materials will be accessible to anyone, even those outside of FYP, who might be interested in the explicit teaching of academic integrity. Throughout UBC, instructors can access the Canvas site in order to engage in a UBC-based conversation regarding the materials. Beyond that, the materials are accessible on our WordPress project website, a shareable link with downloadable sources as well as space for feedback and interaction among users.

The Canvas site and project website will be maintained by Chapman Learning Commons, though ultimately this content may migrate to or be incorporated instead in the new UBC Academic Integrity website (<https://academicintegrity.ubc.ca>), an excellent resource (McNeill was part of the team that designed this site, and authored or co-authored several pages on it). We have continued to offer workshops and presentations to interested departments and institutes, and through national and international conference presentations. Because of the very nature of the project output (the flexible and easily integrated materials and the easily accessible guide on teaching academic integrity) the project has become quite self-sustaining.

The “Cheating Hearts” project demonstrated that pedagogies of integrity can be quite successfully achieved through what James Lang (2017) calls “small teaching” – small-scale changes that have transformative results. They are therefore highly sustainable. Further, the conversations about academic integrity that were necessitated first by the pandemic and now by the arrival of machine generated software such as ChatGPT mean that, as an institution, we are remaining engaged in thinking about what teaching, learning, and working with integrity means, and how best to make it accessible for students, staff, and faculty. Indeed, since the original end date for this project’s TLEF funding in April 2020, we’ve seen a fundamental change in approaches to academic integrity, at UBC but also globally, suggesting that the work this project began in 2017 will absolutely continue.

One challenge I do foresee is the potential, in institutional and instructor responses to ChatGPT and other AI tools, for a return to those default disciplinary models of inherent distrust in students, rather than proactive and educative approaches. While again pedagogical frameworks that support academic integrity have become much more dominant and persuasive, it is also true that in times of change and fatigue, “crackdowns” can have seductive power. The larger work at UBC, through the Academic Integrity office and beyond, will be crucial for continuing to advocate, educate, and support faculty, staff, and students in not forgetting these lessons learned.