ACADEMIC INTEGRITY IN GROUP WORK: Guidelines for Faculty[1]

This document has been created by the Senate Academic Integrity Committee and the University Secretariat in response to requests from faculty members and recent appeals of Academic Integrity sanctions involving group work.

Instructors should be familiar with updated Academic Integrity Regulations in the Academic Calendar (Undergraduate Academic Integrity Regulation 18; Graduate Academic Integrity Regulation 33). Note that when an instructor reports multiple students in an alleged

responsibility for and assessment of group work" (A
Instructors are also reminded to review

Senate Policy 8-1012 on Course Outlines.

If group work is included in your course, it is particularly important to clearly explain the basis of assessment and assignment of individual grades for that work. Some students have limited experience handling the more complex issues involved in group

assignments, and your guidance is needed. Clear communication about your

expectations and how to meet those expectations will help students doing group work to avoid Academic Integrity violations.

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[1]

General Recommendations

Consider adopting the following proactive approaches in your courses:

- Spell out to students your expectations regarding Academic Integrity standards in their group projects/reports and do so both orally and in writing (i.e., in the course outline and on assignment instructions);
- State clearly if all students in the group will be reported to the AIO for violations of Academic Integrity in their group submissions;
- Consider having students provide a statement that they accept responsibility for the collective work of the group;
- Discuss and/or create an in-class activity on the students' shared responsibilities for Academic Integrity and how they can avoid Academic Integrity violations by their group;
- Have the students in the group submit a collective outline/plan, well before the project is due, outlining the planned contribution of each and how the group will ensure Academic Integrity standards are met;
- Provide opportunities for feedback (including related to Academic Integrity) at the midpoint and end of the group project;
- Provide clear guidelines on what a student should do if Academic Integrity-related issues arise with other students in their group;
- Have each student provide a clear specific statement indicating each individual's contribution to the project (see Appendix);
- Encourage students to engage in some degree of collaboration on all parts of the project, rather than dividing the tasks and simply assembling the pieces into a final report at the end;
- Consider recommending or assigning to students the library's Academic Integrity Foundations course (LIBR 200 (c)4 1kddsA4 (40.002 Tw 0.83 0 Td(k(o)1P)12 (hp1 0.2e 0.83 (

<u>APPENDIX</u>

Sample

<u>Sample Peer Evaluation Components</u>

<u>Peer Evaluation Form: Academic Integrity Components</u>

1. Describe each person's contribution to the project as a whole [see sample table below]
2. Describe each person's contribution to checking researched content for correct paraphrases, quotations, and citations.
3. Describe your group's process for cross-checking each other's work for alignment with Academic Integrity regulations.
4. Do you have any concerns related to Academic Integrity in this group project?

Table in lieu of open questions 1-2 above

Complete the following table [instructor to adapt as necessary] for all the members of your group, including yourself.

NAME	Literature review	Design	Data collection	Data analysis	Write up	Academic Integrity