

Academic Honesty at YorkU

**A Resource Prepared For Teaching Assistants, Tutorial Leaders and
Laboratory Demonstrators at York University**

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Section 1. Academic Honesty at YorkU

TAs, Tutorial Leaders and Laboratory Demonstrators are some of the front-line workers involved in educating undergraduate students. It is our job to ensure that students maintain the highest standards in the quality of their work by making clear York's policies on the issue, and by identifying violations of academic honesty when they occur. To do this, we ourselves, must be fully aware of what academic honesty entails. This resource is a supplement to York University's Teaching Commons' Academic Integrity resource. It is designed to assist TAs in understanding the subject, regulations and penalties governing academic honesty at York, and provides creative suggestions for proactive prevention strategies.

1.1. York's Senate Policy: Offences

York defines academic honesty as 'high standards and expectations for the quality and honesty of our own work, and for the work of other members of the academic community'. It is a comprehensive concept to which all members of the York community, including faculty, staff, TAs and students, must adhere. A review of York's Senate Policy on Academic Honesty shows that the issue is far more encompassing than one might realize. The following is a summary of York's Senate Policy and possible penalties on academic honesty. A full account can be found on York's website at <http://www.yorku.ca/secretariat/policies/document.php?document=69>

Breaches of this policy include:

1. Cheating
 - Obtaining copies of an exam before it is available
 - Copying another person's answers in an exam
 - Using an unauthorized source during exams
 - Disrupting an academic evaluation
 - Changing the result of a marked exam
 - Submitting work done in one class for another class
 - Collaborating with others on work where collaboration is not allowed
 - Claiming credit for another's work
 - Selling homework, assignments, reports etc.
2. Impersonating someone else
3. Plagiarism
4. Improper research practices
 - Falsifying results
 - Misrepresentation of results
 - Using the results of other's work without permission
5. Dishonesty in publications
6. Abuse of confidentiality
7. Interfering or obstructing the academic work or others to gain an advantage
8. Encouraging others to violate academic honesty policies

1.2. York's Senate Policy: Penalties

If a student is suspected or caught committing some other breach of academic honesty, it is up to the professor to decide how to deal with this student. The professor may choose to reprimand them by giving a zero on the test/assignment, making them rewrite the test/assignment or perhaps they will just lecture the individual or the entire class about academic integrity. If there is enough evidence and the professor feels more serious action should be taken, then there is a formal process to go through. This process is initiated by the professor who reports the act of academic dishonesty to the Dean of students of the Faculty. After this, the professor must also alert the undergraduate program director that they have reported a student to the Dean for an academic honesty offence. This is done in order to keep a record within the department of any student that has been reported. From here, the Dean takes responsibility for the formal process that follows. In all cases, each Faculty must follow the rules defined by the Senate Committee on Curriculum and Academic Standards. When a case of academic honesty infringement has been confirmed, the guilty student(s) can expect one or more of the following reprimands:

1. A written warning
2. The required completion of an assignment on academic honesty
3. A make-up assignment
4. A lower grade on the assignment, test etc.
5. A lower grade in the course
6. Failure in the course
7. A permanent grade in the course even if the course is repeated
8. A record on the students transcript
9. Suspension from York for a defined period with a record on the students transcript
10. Expulsion from York with a transcript record
11. Withholding or rescinding a degree, diploma or certificate with transcript notation

1.3. Additional Resources

“Academic Integrity” <http://teachingcommons.yorku.ca/resources/academic-integrity/>

This webpage is from YorkU's Teaching Commons website. It is designed to help faculty, staff, teaching assistants (including tutorial leaders and laboratory demonstrators) and students deal with the many issues, policies and procedures surrounding academic honesty in academia.

“Policies, Procedures and Regulations”

<http://www.yorku.ca/secretariat/policies/document.php?document=69>

Students can access this webpage for details regarding the offences, penalties and procedures set by the Senate Committee on Curriculum and Academic Standards.

Section 2. Dealing with Academic Honesty Offences

The previous section demonstrated the wide array of offences that constitute academic honesty violations and the numerous penalties that guilty parties may face. As educators we are often confronted with such situations and must be prepared to deal with them. While the Senate Committee has outlined procedures for faculty to follow, no formal guidelines exist for TAs. Often if a TA suspects a student has cheated or committed some other act of academic dishonesty, the course director has to be notified and told exactly why the student is suspected/accused of an offence. The TA should also have a conversation with the course director about his/her experience with this student, noting any other behaviour that has been witnessed.

The following are excerpts of real, personal experiences that TAs from different faculties shared with us to shed some light on the types of situations they faced and how they dealt with it.

2.1. Personal Experiences

Invigilation

“During a final exam, a student came in half an hour late and began writing. After the exam I had a look at the student’s paper and noticed it was identical to the student sitting beside him, including name and student number! I reported it to the professor, who spoke with the student. The professor asked the student if he cheated. He denied it and then the professor showed him both papers, one at a time.”

“Both myself and a professor caught a student impersonating another student during an exam. All of the students signed the attendance sheet one at a time, and I checked their ids as they did this. Then the professor double-checked the attendance before anyone was allowed to leave the exam. During this time, the professor noticed that one student had signed in the wrong place so he asked me to double-check the student’s id. At this point the TA noticed that the id did not match, although the names were close, they were not the same and this student was writing the exam for their friend. Their exam paper was confiscated and received a mark of zero.”

“I’ve experienced numerous incidents of academic honesty violations during exams ranging from minor to major infringements. Students with wandering eyes, students who copy off of their neighbours or even bring in unpermitted aids like cheat sheets. To solve these issues, I move these students to the front of the room since there is no one to copy from at the front.”

“I once caught a student using their cell phone to get answers from their friend while taking a bathroom break. Now when students need to use the washroom during an exam, they must be escorted by a TA.”

Marking/Grading

"I was a TA for the course when they first started using Turn-it-in for assignment submission. After reviewing the report provided by Turn-it-in, I caught 3 people cheating. I confronted each of them and only 1 of them accepted full responsibility. I then passed their reports on to the course director who then put it on York's file...."

"One time I caught two lab partners cheating. This was in an upper year course and the data is supposed to be shared but all calculations and written work should be done separately. They submitted reports that had the exact same tables (and there were about 10 of them). The formatting, table titles and even mistakes were all identical. The only thing that was different was the font. I immediately brought it to the attention of the lab coordinator. We decided that since their thoughts for the intro, discussion, etc. were different, we would only deduct marks on the assignment and give them a formal warning. I met with both of them on separate occasions to tell them about the severity of academic dishonesty and that it is not acceptable in any form."

"For me it wasn't anything too big. I caught a first year student with an old assignment that had answers for the current assignment. I confiscated it, let the technician know, and the student was given a warning."

"Over the past few years I have encountered a few experiences that involved academic dishonesty. Two experiences occurred while lab where the students work in groups of two. While marking one set of reports, I noticed that the procedure being discussed was not the one performed but instead the one from last year's manual. When I looked further at both reports, I noticed that they were identical copies of each other. Since this occurred during the final experiment, I brought the reports to the course director. The other incident in this course involved me finding a photocopied previous lab report inside a student's lab manual during one experiment. I asked the student where they got the report, but the student was not providing sufficient answers. I confiscated the report and brought it, along with the current report to the course director."

"In one particular case, a student's solution to a problem used notions that were not part of the course and did not even explain what they were using. In fact it was clear they had no understanding of what they had written. They had copied from a website a solution to a similar problem."

"One time a fellow TA wanted my opinion on how to mark some strange answers on an assignment one of her students submitted since I was a TA for the same class. I immediately recognized these strange answers and pulled out one of my student's assignments. We then compared the answer as well as the report and found that they were very similar. We brought it to the attention of the course director immediately and found out that the two students had, in fact, plagiarized each other's work."

"I've had issues where students re-used old lab report, whited out the name of the original person and put their name in that space. However you could see the original name on the report. I told the student my findings and reported the incident to the Chair. They were slapped with a dishonesty comment on their transcript."

"Recently I marked two assignments that were identical. I showed the professor who then photocopied each of the identical assignments and handed back copies to each of the perpetrators. They students claimed that they worked together knowing full well the rules of the course. But they didn't even cite each other on their assignments or contemplate what they had done."

2.2. Mock Scenarios

This section offers TAs the opportunity to address common academic honesty issues and different methods of dealing with them. By reading through the following mock scenarios, TAs can think about the choice of action they would take given the options provided, and possibly compare their answers with their colleagues for further reflection.

Scenario 1: Maxine, a Teaching Assistant for Sociology, discovered her student had plagiarised an essay worth 25% of their final mark. Maxine could detect the plagiarism because the flow of the paper seemed inconsistent. As such, Maxine Googled a line from the essay and discovered the same information of a popular website. It is the student's first offence in the course. Maxine considers doing the following:

1. Highlighting the plagiarized sections of the essay, printing of the website that the student plagiarized from, and submitting the information to the Professor for their assessment
2. Informing the student of the plagiarism and giving them a 0
3. Informing the student of the plagiarism and allowing them to rewrite the paper
4. If the professor does not do anything about the plagiarism, contact the Undergraduate Chair or Director of the issue.

Scenario 2: Alex, a Teaching Assistant in Humanities, discovered her student has plagiarised another students' essay from a different tutorial. Alex considers doing the following:

1. Naming the two students who have the similar essays and providing the information to the Professor for their assessment
2. Giving both students a 0
3. Allowing both students to rewrite the paper.

Scenario 3: Jennifer and her partner are working on an experiment in a chemistry lab. They follow the procedure and collect their data. But they notice their data doesn't follow the same trend as others in the class. They decide to omit a few data points and slightly alter some other points. Afterward they work on the report. Jennifer answers questions 1 to 4 while her partner answers questions 5 to 10. They exchange their work and hand in their reports. When the teaching assistant, Doris, marks their work, she notices the reports are almost identical and suspects the data has been altered but has no

proof. She is not sure what to do about the situation. Doris considers the following options:

1. Approaching the course director, presenting the reports to him and asking for advice.
2. Lecturing the entire lab about academic honesty, reinforcing what it is and the rules of the lab, particularly, not falsifying data and doing their own reports.
3. Speaking to Jennifer and her lab partner individually about academic honesty and what she suspects happened.

Scenario 4: In Math 1200 tutorials, students develop their problem solving skills by working in small groups to solve word problems. They are required to write up their solutions and hand them in. Three students work together in the tutorial, but do not complete the problem. The day that it is due, they meet in the Math Lab to finish the assignment together. They solve the problem and write up their solution in time to hand it in. When grading, the TA, Joseph, notices three identical solutions. The papers match word-for-word. Joseph considers doing the following:

1. Giving all three students a 0.
2. Photocopying all three assignments for each individual to show them that they handed in identical assignments.
3. Lecturing the entire tutorial about academic honesty and the rules for the course, particularly that they must write up their solutions individually.
4. Alerting the professor and asking which of the above strategies he recommends.

Section 3. Creative Ways of Preventing Academic Honesty Violations

Though students are responsible for understanding the terms of and rules governing academic honesty, educators can also take an active role in preventing violations. Steps requiring students to complete academic integrity quizzes at the beginning of a course to devoting a tutorial session to proper citation procedures, all help avert offences. Another way to prevent violations is to re-evaluate the objective of assignments. Assignments can often lack creativity and imagination. They are often recycled from previous years and frequently call for students to do nothing more than regurgitate material, making it easy to cheat and plagiarize. This section provides sample assignments and deconstructs how they promote academic honesty.

3.1. Social Sciences and Humanities

Sample Assignment: You are a Martian and just arrived on Earth. You are extremely intelligent and pick up a complete command of English. You understand from the earthlings that the mass media of communication are used regularly to keep people informed of all the important things that are happening. Pick one news medium and follow it carefully for 2 weeks. You may pick one daily newspaper to read every day, or watch television news every day (including some "news analysis" shows) or read a selection of news magazines. You may pick a limited number of news sites on the internet. What do you learn about gender from these media? What, especially, do you learn about women? In the course of your discussion, pay attention to the "quality" and intended audience of your chosen medium (for example, is this an elite, national newspaper)

Is the sampling and approach to the news you found the only possible way that news source could have dealt with gender issues at that time? How would you explain why the news was structured as it was in your source(s)? Be sure to integrate your observations into the arguments and observations of the research literature on the mass media.

Prevention Strategy: By choosing an assignment that is specific to a time and place, it is extremely difficult for students to plagiarize

3.1.2. Mathematics and Statistics

Sample Assignment: You can draw countably many letter T's on a standard sheet of paper, repeatedly without any intersections. Consider the first letter of your name. Is the size of the collection of this letter that fits on a page without intersecting countable or uncountable? Prove your claim.

Prevention Strategy: This assignment forces students to write up their own answer and work individually. They cannot copy from someone else unless their name begins with the same letter. The assignment can be changed to assign a different letter to each student or the TA can seat the students so that they are not sitting beside someone with the same letter, if this question appears on a test/exam.

3.1.3. Physical and Biological Sciences

Sample Assignment: You will be assigned an unknown solution of unknown concentration. You will be required to perform a variety of experiments in order to identify your solution and determine its concentration. Start with procedure 1 section 1 to determining what type of solution you have. Depending on whether you have a positive or negative result for section 1, you will be asked to do either section 2 or skip to section 3. The result for each section will determine the next step you must take. Once you've identified your solution, stop procedure 1 and move to procedure 2. The same type of methodology applies to procedure 2. Record all qualitative and quantitative observations and provide chemical reactions for all positive tests. Record the code number of your unknown solution. Record the code number labelled on container of your unknown solution so that the TA can match your code number to the answer key. Hand in your report before you leave the laboratory.

Prevention Strategy: By giving each student a solution with a different code number, they cannot copy data from their neighbour because the steps each student takes to identify their unknown and calculate its concentration will be different for each solution. Even if the code numbers are fake, meaning that there are only two or three different solutions given to the class rather than one for each person, the fact that each unknown has a different code gives the illusion that everyone will have

different answers. By using this method, students cannot rely on others for help or answers. Students are forced to use their own knowledge and think logically for themselves.

3.1.4. Additional Resources for TAs

This next section was compiled to help TAs foster an environment of honesty and integrity among their students. Using a combination of the following resources can help

3.1.4.1. Glossary of Terms for Students: Teaching Resource for TAs

This list of terms can be found on YorkU's website at http://www.yorku.ca/tutorial/academic_integrity/glossary.html and the definitions were adapted from the [Merriam-Webster Online Dictionary](#).

Abetting

Abetting refers to supporting or assisting someone in the "achievement of a purpose", especially when that purpose is illegal or unsanctioned.

Accuracy

Accuracy refers to "freedom from mistake or error - correctness." It can also refer to "conformity to truth or to a standard or model."

Acknowledgement

Acknowledgement refers to the act of acknowledging or giving recognition for an accomplishment, act or achievement.

Appropriate

Something is appropriate when it is: suitable, compatible or fitting for a particular occasion, circumstance or set of guidelines.

Attribute

With regards to academic integrity, to attribute means to give credit or acknowledgement to those we have borrowed from in the completion of our work.

Authority

With regards to academic integrity, one consults or cites an authority in the construction of arguments and theories to ensure one's work is valid and credible. The authority refers to "the source from which the citation is drawn."

Bibliography

A bibliography is the list of "works referred to in a text or consulted by the author in its production."

Breach

A breach is generally used to refer to an "infraction or violation of a law, obligation, tie, or standard."

Cheat

To cheat is "to practice fraud or trickery." It is "to violate rules dishonestly."

Citation

A citation is "an act of quoting" or giving acknowledgement in a text for work or ideas that have been borrowed from another.

Collaboration

To work jointly with others or together especially in an intellectual endeavour.

Collusion

Collusion refers to a "secret agreement or cooperation especially for an illegal or deceitful purpose."

Concoct

To concoct is to prepare something by combining various materials. It is often used to describe the creation of something through deceit or dishonest fabrication.

Convention

A convention is “a rule of conduct or behaviour.” It also refers to a general usage or custom in social matters.

Convince

To convince to “demonstrate, prove” or to engender belief.

Correspond

When two or more things correspond it is because they either “compare closely,” match or are equivalent.

Credible

Something is credible when one has offered “reasonable grounds for being believed.”

Credit

With regards to academic integrity, to give credit is to acknowledge or give recognition to others for their work.

Demonstrate

To demonstrate is “to show clearly.” It is to “prove or make clear by reasoning or evidence.”

Differentiate

To differentiate is to understand or demonstrate difference between two or more things.

Dishonesty

Dishonesty refers to a “lack of honesty or integrity.” It is the “disposition to defraud or deceive.”

Dissemination

Dissemination refers to the act of dispersing thoroughly and throughout.

Documentation

Documentation is the act of providing “factual or substantial support for statements made or a hypothesis proposed,” especially “to equip with exact references.”

Ethical

Something can be regarded as ethical when “conforming to accepted standards of conduct” or moral principles.

Evidence

Evidence refers to the providing of proof or testimony.

Fabrication

Fabrication is the act constructing or creating something. It often refers to fabrication of falsehood.

Falsification

With regards to academic integrity, falsification refers to misrepresentation or the act of making something false through “mutilation or addition.”

Honesty

Honesty refers to “fairness and straightforwardness of conduct,” “adherence to the facts” or “sincerity.”

Impersonation

Impersonation is the act of pretending to be someone else often with the intent to deceive.

Indicate

To indicate is “to point out or point to.” It is also “to demonstrate or suggest the necessity or advisability of” a particular matter at hand.

Inefficient

Something is inefficient when it is not “producing the effect intended or desired.” It is often used to refer to the speed at which a goal is being attained.

Integrity

Integrity refers to “firm adherence to a code of especially moral or artistic values.” With regard to academic integrity, it refers to adherence to the codes and values of the university concerning honesty in one’s work.

Librarian

A librarian is a “specialist in the care or management of a library.”

Methodology

A methodology pertains to a “body of methods, rules, and postulates employed by a discipline.” It refers to “a particular procedure or set of procedures.”

Misrepresentation

To misrepresent is to “give a false or misleading representation.” This can be either intentional or unintentional.

Paraphrase

A paraphrase is the restatement of a text or passage that retains the original meaning. One paraphrases when one borrows another’s ideas and phrases them in their own words.

Penalty

A penalty is the punishment one is subjected to for the non-fulfillment of a stipulation, law or rule.

Plagiarism

Plagiarism is an umbrella term used to refer to many different forms of academic dishonesty. This includes, but is not limited to, stealing someone's ideas or words without proper citation or credit.

Policy

A policy is a "definite course or method of action. to guide and determine present and future decisions." It also refers "general goals and acceptable procedures."

Publication

A publication refers to "a published work."

Qualification

A qualification is "a restriction in meaning or application." It refers to a condition or exclusion that must be met in order for something else to occur.

Quote

To quote is to use or borrow the words, ideas, data or images of another with proper acknowledgement or credit. When exact words are borrowed this is done through the use of quotation marks.

Reference

A reference directs a reader to "another source of information" similar to a citation. References can refer to several citations or, like a bibliography, a list of "works referred to in a text or consulted by the author in its production."

Representation

Representation refers to a visual or verbal depiction of an object, person, or place.

Requirement

A requirement is something that is "wanted or needed" - a necessary condition - for the fulfillment of something else.

Signal

A signal refers to a notification, gesture, word or action used to communicate a message.

Source

A source refers to an origin of quoted material. One can also source a piece of work by ensuring all borrowed materials are properly referenced or cited.

Strategy

A strategy refers to "a careful plan or method" in moving towards a goal.

Submit

To submit is "to yield to governance or authority" (such as York's policy on academic integrity) or to present to another one's work or qualifications for review (such as handing in a paper to a professor).

Unauthorized

Something is unauthorized when it is against the rules, law, standard procedure or when proper permission has not been granted.

Valid

Something is valid when it is "well-grounded or justifiable."

Verbatim

When one quotes an author verbatim, they quote the original author's exact words - they quote word for word.

Verify

To verify is to "establish the truth, accuracy, or reality of" something. It is to establish its proof.

Violate

To break or disregard the law, a rule or set of guidelines is to violate them.

3.1.4.2. A True or False Quiz for Students

The following True or False quiz can be found: <http://tlt.its.psu.edu/plagiarism/links/quizzes-and-exercises/quiz-bank/>

Q1: Using something I find on the Internet/Web for a class assignment is always okay.

ANSWER: False

Q2: It is getting easier for someone to search on the Internet/Web to find not only the source for a entire paper or article, but even to find sentences or paraphrased sentences.

ANSWER: True

Q3: Using information from the Internet/Web without properly documenting the source is not only cheating, it is illegal and is the same as stealing.

ANSWER: True

Q4: It is next to impossible for someone to prove that information I used in a class assignment came from somewhere on the Internet/Web.

ANSWER: False

Q5: It is actually getting very easy for someone else to do an electronic search to find the sources of information I used from the Internet/Web?

ANSWER: True

Q6: It is very easy to find papers on the Internet/Web and use them as my own.

ANSWER: True

Q7: Using a substantial amount of a work from the Internet/Web without permission is a violation of copyright law.

ANSWER: True

Q8: If I use information from the Internet/Web without citing the reference in class assignments, I will be penalized.

ANSWER: True

Q9: If I download a graphic without the author's permission, it is a violation of copyright even if I cite the source.

ANSWER: True

FEEDBACK: You should must obtain written permission before using someone else's graphic or other material or see if it is available for educational use.

Q10: I do not have to cite the source of numerical data or graphs because it is common knowledge.

ANSWER: False

FEEDBACK: Any results that are the result of another's research must be cited. "Common knowledge" applies to commonly known facts such as the year Penn State was founded or the name of the president

Q11: It is impossible for someone else to find the source of something that I have taken from the Internet/Web and used as my own work.

ANSWER: False

Q12: Information on the Internet/Web is free for me to use any way I want.

ANSWER: False

Q13: If I find a newspaper article on the Internet/Web, I can use it in my work without reference because it is in an electronic form.

ANSWER: False

Q14: Any information that is available in electronic form is free for me to use in any way I desire.

ANSWER: False

POINTS: 1

TYPE: TF

Q15: Copyright laws do not apply to information found on the Internet/Web.

ANSWER: False

POINTS: 1

TYPE: TF

Q16: Using information from the Internet/Web in my class work without referencing the source of the information is not cheating.

ANSWER: False

Q17: There are Internet/Web sites that my instructor can use to search for sources of information I used in a class assignment.

ANSWER: True

Q18: Using information from the Internet/Web without properly citing the source of the information is cheating.

ANSWER: True

Q19: Plagiarism is using the ideas and words of someone else as my own work without citing the original work.

ANSWER: True

Q20: Copying anything from the Internet/Web and using it as my own work is considered plagiarism.

ANSWER: True

Q21: Many students commit plagiarism because they are too busy or do not think their work is good enough to do well.

ANSWER: True

FEEDBACK: Nevertheless you can still be penalized no matter why you did it. If you have a problem,

contact your instructor before the assignment is due.

Q22: If someone said something in a lecture or on TV, I don't have to cite it because it is not written.

ANSWER: False

FEEDBACK: It must still be cited. If it was broadcast, cite program, speaker and date. If it was spoken, you can cite it as a 'personal communication.'

Q23: Taking small bits of information from the Internet/Web and using it as my own work or to complete an assignment is plagiarism.

ANSWER: True

Q24: Giving an incorrect reference for information I use is plagiarism.

ANSWER: True

Q25: If I buy a paper from an Internet/Web site that sells such things, my chance of being caught for plagiarism is small.

ANSWER: False

Q26: If I use a substantial amount of information from the Internet/Web without the author's permission for commercial purposes, I have violated copyright law and can be sued.

ANSWER: True

Q27: I can quote passages from papers I find on the Internet/Web for my class assignments if I properly document where I found the information.

ANSWER: True

Q28: If I am found guilty of Academic Dishonesty, it could be placed on my permanent transcript

ANSWER: True

FEEDBACK: This would be indicated as a XF grade on your permanent transcript.

3.1.4.3. Other Useful Online Quizzes

York University Plagiarism tutorial. Suggestion, give students the quiz at the beginning of the term for bonus or participation marks: http://www.yorku.ca/tutorial/academic_integrity/

Turnitin Plagiarism quiz:

http://www.turnitin.com/static/resources/documentation/turnitin/company/Turnitin_FAQ_About_Plagiarism.pdf?mkt_tok=3RkMMJWWfF9wsRonv6zMZKXonjHpfsX57%2BQsXKWxlMI%2F0ER3fOvrPUfGjI4HRcJ0dvycMRAVFZl5nQVIG%2FKUeIIH9%2BY%3D

Buzzle's Different Types of Plagiarism: <http://www.buzzle.com/articles/different-types-of-plagiarism.html>

Section 4. The Culture of Academic (Dis)Honesty

Acts of academic dishonesty have been in the news recently. The most talked about involving the director of the Toronto District School Board (TDSB). Other highly regarded professors at Canadian universities also committed academic dishonesty, perhaps explaining why students engage in academic dishonesty.

TDSB director Chris Spence was first accused of plagiarizing parts of a Toronto Star opinion piece, causing him to step down from his role as director. Further investigation leads to evidence that "Spence was a serial plagiarist" and allegations surfaced that Spence has also plagiarized parts of his books, newspaper articles, online postings, blog, speeches and even his doctoral dissertation. The University of Toronto is investigating whether Spence plagiarized parts of his doctoral dissertation. If so, his degree may be revoked. Punishment ranges from reprimand to the loss of his degree.

Not only has Spence disgraced himself and disappointed anyone who believed in him. He was a role model (especially in the black community) and by cheating he showed that the only way to be successful is to cheat. His actions go beyond him personally, they affect anyone demanding equality. His actions could have a negative effect on employment diversity initiatives.¹ Spence's cheating could also affect his status with Ontario College of Teachers. To be a certified teacher, one must exhibit ethical and professional behaviour.²

A Canada Research Chair at the University of Waterloo, Dongqing Li and his graduate student, Yasaman Daghighi, retracted their report, published in a science journal edited by Li, due to plagiarism. Their report had the same title, similar outline, some of the same figures and word-for-word sections of text, as a report published by US scientists. Daghighi saw a preprint of the US paper on the author's website. Two sections of plagiarized text were added to the Li/Daghighi report after it was peer-reviewed, but the reviewers read two other sections that were plagiarized. Li admitted that their report was plagiarized and although he was unaware of it at the time, he took full responsibility. He stepped down as editor of the journal, but remains on the editorial board.

Dr. Philip Baker plagiarized large sections of a graduation speech given at a banquet. The speech was taken word-for-word from a published speech in the New Yorker magazine. Dr. Baker resigns from his position as Dean, but remains a professor at the University of Alberta. He issued a letter of apology, admitting his mistake in not citing or giving credit to the famous doctor whose words he claimed as his own. This incident made international news, inspiring discussion over the head of a university committing academic dishonesty and whether they should be held to the same strict consequences that they give their students, but taking into account this was a speech not an academic paper.

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