Executive Summary

This report provides a summary of the academic integrity campaign that was launched in August/September 2016. Student Advocacy worked closely with Marketing and Communications (MCO) in order to develop a campaign strategy that was reflective of the educational approach of the academic integrity (AI) initiative. To support the AI campaign, print and digital materials were created by MCO and distributed widely. Student Advocacy launched the Academic Integrity website as a centralized hub for all academic integrity resources and information for University members, as well as funded the production of a number of professionally-shot academic integrity video clips. Academic Integrity Month took place in October, and was a larger-scale and more collaborative event than in the past, wherein Student Advocacy worked with several units to plan and execute tasks. Units across campus promoted activities and engaged University members through social media, suggesting the campus community’s receptiveness to the campaign and a shared interest in increasing awareness and education around academic integrity. One measure of the campaign’s effectiveness is social media response, which was very positive. Details on further plans for assessment/evaluation of the campaign are shared in this report, followed by recommendations.

Background: In the spring of 2016, Student Advocacy, in collaboration with the Centre for the Advancement of Teaching and Learning, began discussions with MCO to develop a campus-wide Academic Integrity campaign strategy. The AI initiative is guided by the PEEER model – a change management model adapted from Prosci (2015) – which describes the steps upon which a culture of academic integrity is built and maintained. The campaign was developed as a promotional strategy for recognizing academic integrity as an institutional priority with a distinct identity on campus. Although each component of the PEEER model works in harmony, the individual stages are followed in sequence, with the campaign serving as a stepping stone to further initiatives.
**Goals:** The goal of the Academic Integrity campaign is to promote academic integrity as a key responsibility for all University members, including faculty, staff and students. The campaign encourages individuals to aspire to their best integral behavior, and to understand why and how academic integrity is a fundamental value of the University of Manitoba. The campaign brings awareness to University supports and resources by directing individuals to the Academic Integrity website which serves as a centralized hub for all related information.

**Audience:** The primary target audience for the campaign is students (undergraduate and graduate) and faculty/teaching staff (including grader/markers & teaching assistants). The secondary target audience is staff. The messaging of the campaign, “Be Honest, Be Real, Be You – Show Your Integrity” is intentionally general, so as to be inclusive of the entire target audience.

**Messaging:**
- Academic integrity is everyone’s responsibility.
- Integrity is a key value of the University of Manitoba.
- Acting with academic integrity is an educational process that should be aspired to by all University of Manitoba members.
- Integrity is important in all areas of life.
Tone:
- Inspiring
- Authentic
- Approachable
- Positive
- Eye-catching
- Empowering
- Informative/educational

Challenges:
- Academic Integrity is often regarded as a dry subject for which it is difficult to spark interest and attention.
- Its association with cheating behaviours can create barriers for meaningful discourse around the topic.
• Misconceptions, confusion, and ignorance regarding grey areas of academic integrity and how the concepts apply to specific settings can create obstacles for communication and development of resources.
• Cultural understandings of academic integrity practices vary, creating challenges for communicating with international and EAL students.
• Finding a message that resonates with multiple target audience groups (faculty, staff, students) while still remaining relevant to that group.
• Providing information that is helpful for students within diverse cultural and educational backgrounds.
• Limited empirical evidence of the effectiveness of AI communication strategies, particularly in Canada, including frequency, tone, and method of delivery.
• Complexities of assessing/evaluating academic integrity initiatives and identifying appropriate metrics.

Promotional materials: MCO designed promotional materials for the AI initiative including:
• Campaign postcard
• Campaign poster
• Digital display banner, Twitter & Facebook banners & display picture
• Web button
• Kinetic graphic videos
• Static quote graphics
• Top 10 Tips for Succeeding with Integrity postcard (Academic Integrity Month)
• Academic Integrity Month calendar poster
• Academic Integrity Month digital display banner

All of these promotional materials have been incorporated into online, social media and hard copy materials for the AI initiative. Student Advocacy also provided swag (orange and silver pens and sticky note pads branded with ‘Show Your Integrity’), and produced nine academic integrity videos (short and long versions of interviews with staff, faculty and students). These videos were created for use in presentations, classes, online, and social media and can be viewed here: http://bit.ly/2hoy6ev
Social Media: As outlined in our social media plan, the primary timeframe for social media was scheduled from mid-August until the end of October and again in January/February (with intensified posting during Academic Integrity Month in October and again in January/February as a refresher/re-launch for incoming students in the Winter term). The goal of the social media strategy is to promote academic integrity on campus and increase awareness of resources available to university members. The recommended hashtag for all academic integrity posts is #umintegrity.

Communications for academic integrity occur through a variety of means (e.g., course syllabi, Academic Integrity calendar regulations, policies), however, social media engagement has been integral in spreading information about resources, events, and general academic integrity-relevant messaging across campus. Student Advocacy social media networks have been the primary channels for academic integrity communications, however the University of Manitoba channel has been a secondary network for disseminating information and multimedia resources more widely. Given the reach of the University of Manitoba Twitter (27.5K followers) and Facebook (65,045 likes), the involvement of MCO in implementing this campaign strategy via
social media has allowed the academic integrity initiative to reach a large number of individuals. In addition to these two networks, social media graphics and information have been disseminated to all faculties (Grad Studies, Health Sciences, Arts...), units (Libraries, Academic Learning Centre...), student-focused channels (UM Student, UMSU...), and HR accounts (UM Outstanding).

Although the Student Advocacy Twitter account was created in April 2011, regular posting did not begin until March 2016. As of December 2016, the Student Advocacy Twitter account has 371 followers (https://twitter.com/stadvocacy). Student Advocacy posts have been shared by a number of faculties, units and groups across campus, including several libraries, student groups and others. Other institutions have also begun to notice our campaign efforts and have contacted the Academic Integrity Coordinator regarding adaptation of resources on the Academic Integrity website. The Student Advocacy Facebook account has 285 likes and 277 followers (http://bit.ly/2i7eVdo). The Academic Integrity website (http://umanitoba.ca/academicintegrity) has received 1,175 unique page views since the launch of the campaign.

**Academic Integrity Month:** As a result of increased resources and collaboration, Student Advocacy made the decision to extend the duration of this event from one week (as in past years) to one month. This change allowed for intensive promotion of a larger number of events, resources and activities.

The primary aim of AI Month was to raise awareness about the resources and educational opportunities available to all university members, as well as to strengthen the conversation
around the importance of academic integrity. Ideas for the month were generated and carried out by an AI Month planning group represented by the Libraries, Academic Learning Centre, International Centre, Centre for the Advancement of Teaching and Learning, Student Advocacy, UMSU and Graduate Students’ Association. A set of promotional materials that fit within the general AI campaign were developed and disseminated by MCO and Student Advocacy on behalf of the Academic Integrity Advisory Committee (AIAC).

Events: There were 50 events/features promoted during Academic Integrity Month, which are itemized below. Feedback is included for those events that were offered by members of the AI Month planning group. For those events offered by other units but that were promoted as part of the month’s activities, attendance/participation numbers are provided.

- GradSteps workshops
  - 25 skills workshops for graduate students which covered a range of skills and information about writing, copyright, intellectual property, and interpersonal communication. These 25 workshops were attended by 170 students. The workshop with the highest attendance rate was on the topic of citing, referencing and paraphrasing, which suggests a high level of interest in graduate students for developing these skills.

- Academic skills workshops
  - Two academic skills workshops were offered by the Academic Learning Centre. Each session was attended by seven graduate and undergraduate students. Students remained engaged during the sessions and were directed to other campus resources.

- Faculty lunch hour workshops
  - Two lunch hour sessions were hosted by the Centre for the Advancement of Teaching and Learning along with facilitation by Academic Learning Centre “Why Students Cheat” and Student Advocacy “Dealing with Matters Related to Academic Misconduct”. These sessions were well-attended, with approximately 15 participants each.
  - Recommendations for next year:
    - Future events could break into smaller groups.
    - Future topics of interest include a focus on graduate students, what factors make a student feel comfortable approaching their instructor to seek clarification and ask questions, and how Teaching Assistants can act as intermediaries between students and faculty members.

- Staff Service Excellence workshop
  - Learning and Organizational Development held a staff service excellence workshop in which integrity was a central theme. The attendance was nine.
  - Student Advocacy collaborated with Learning and Organizational Development to present on the values of integrity to two decentralized Human Resources groups (one on each campus). Staff were encouraged to reflect on the six values of academic integrity (honesty, trust, fairness, responsibility, courage and respect) and how it applied to them in their positions. At the Bannatyne campus,
LOD presented on behalf of the AI Initiative to a group of 12-14 HR professionals, and on Fort Garry, Brandy Usick and Loie Gervais presented to approximately 40 HR professionals.

- “Flash reference” library sessions (6 sessions in total)
  - These 3-minute sessions were done unadvertised in the Elizabeth Dafoe computer labs and general seating areas. A librarian entered a section of the library and gave a brief presentation on an academic skill or tool. Students were generally receptive to this method and appeared engaged.
  - Planned for 8 sessions but only completed 6 due to staffing limitations; due to staffing, Science library was unable to participate as originally planned.

- Academic integrity booths (including game, information, swag and a ballot box prize draw)
  - These booths were very successful in engaging students due to the number of activities and swag. Eight traveling booths were held and staffed by a Student Advocacy staff member in addition to 1-3 student volunteers from Student Life. The student volunteers were very effective at engaging other students and drawing them into a conversation.
  - Location was a factor in effectiveness of the booth. In University Centre, there was higher traffic but it was more difficult to draw students to the booth. In general, the other locations - Machray Hall, Fletcher Argue, and outside Dafoe Library - were most effective.
  - Recommendations for future booths included:
    - Arranging timing of the booth around class schedules
    - Including split shifts rather than 4 hours
    - Sharing booth responsibilities with other units involved in AI Month planning
    - Training both booth staff and student volunteers prior to doing the booth (this would also assist with ensuring commitment of student volunteers)

- Coffee carts (two staff members traveled with a coffee/tea cart around campus and handed out academic integrity postcards)
  - Coffee carts traveled around Dafoe library and study areas, and were appreciated by students. (Over 450 cups of coffee/tea were served)
  - Cart brought awareness to AI Month and facilitated conversations with students that were not distracted (i.e., in comparison with writing tutors speaking with students in the library about AI Month)
  - Recommendations for next year:
    - Volunteers could staff cart and be trained on answering questions.
    - Vary the time for the coffee cart each time – catch different students.
    - Draw on collaborators from other units for these time intensive activities.

- Writing tutor outreach (speak with students in library, hand out materials/postcards and candy during off-times)
  - Unfortunately, it was difficult to have meaningful conversations with students as they felt they were being interrupted in the library. Many writing tutors did not feel comfortable talking to students in the library, although they did hand out
postcards and mention AI Month to students that they were seeing in their
sessions.
  o Recommendations for next year:
    ▪ Tutors would be more comfortable facilitating a game on writing styles
      in the Dafoe library (already have materials for this game).
    ▪ Tutors could be asked at beginning of the year about who is interested in
      assisting with AI month activities, in order to put together a team.
    ▪ Kathy Block could set aside a dedicated time for tutors to assist with AI
      month activities, so that it fits in better with their schedules (most tutors
      did not have any off-time in which to do outreach to students in library,
      so the lead tutors did most of the outreach).
  • International student forum
    o Six international student panelists spoke about their experiences
      adjusting to the academic culture at the U of M. Main points were the steep
      learning curve with regards to accepted practices, and completing assignments.
    o Poor attendance due to restrictions on International Centre with regards to
      communicating directly with students through traditional means (e.g.,
      newsletter)
    o Recommendations for next year:
      ▪ Event could be recorded and posted online as a resource for international
        students.
      ▪ Internal communication more effective for ensuring events are well-
        attended.

Social Media: During October, the Student Advocacy Twitter and Facebook accounts were
highly active with AI Month messaging. Through our 90 Twitter posts, we had 71.7k
impressions, which is the number of accounts which viewed a particular post in their newsfeed.
The Twitter profile received 708 visits and 16 new followers.
Due to the long time frame and multiple accounts being used to disseminate information, social media statistics can’t be relied on as success metrics for the campaign, however, they do provide some insights on the reach and visibility of campaign messaging. From MCO’s perspective, communications for AI Month was highly successful. MCO has provided the following highlights of AI Month messaging from their perspective:

- On the University of Manitoba Facebook, both videos and quote graphics were well received. The most popular video (student video featuring Allison Kilgour) received 1021 views from 977 unique viewers, 150 post clicks, and reached 3880 people. The most popular quote graphic reached 3221 people, had 65 reactions/comments/shares and 82 post clicks.
- On the University of Manitoba Twitter, the most successful tweet of the month received 1,696 impressions and 11 engagements (link clicks and likes).
- The quote graphics on the University of Manitoba Instagram were well-received and the most popular quote received 366 likes and 2 comments.

On the Student Advocacy networks, the most popular tweets were also those featuring videos of students speaking about academic integrity. Numerous other University-affiliated accounts posted about Academic Integrity Month and shared our posts, including Dafoe Library, UMSU, Graduate Students Association (Health Sciences and Fort Garry, Graduate Studies, and others. The Student Advocacy Twitter account received 86 Retweets/shares. Through Facebook, the Student Advocacy account reached 6,425 people with 88 posts.

**AI website:** Along with the posting of AI campaign digital materials on the Academic integrity website ([http://umanitoba.ca/academicintegrity](http://umanitoba.ca/academicintegrity)), Student Advocacy also created a page dedicated both to AI Month as well as to the nine videos that were developed in time for the launch ([http://umanitoba.ca/academicintegrity/month](http://umanitoba.ca/academicintegrity/month)).

**UM Today:** Members of our Academic Integrity working groups wrote five articles for UM Today, which reached 501 people. They included:

- “But I’m Not a Cheater! Why You Should Participate in Academic Integrity Month” Heather Morris (Student Advocacy)
- “Trust and Academic Integrity Closely Linked” Lori Wilkinson (Sociology)
- “Academic Culture Shock” Lee Richard (International Centre)
- “Your Questions Answered at the Libraries” Sarah Clark (Libraries)
- “Paraphrasing: A bitter slice of academic pie” Antoanela Denchuk (Academic Learning Centre)

Heather Morris’ article, which introduced Academic Integrity Month, lead to an interview on UMFM campus radio.
General suggestions for next year:

- Duration of AI Month
  - Theme approach to AI month (e.g., tapping into different student realities/topics)
  - Each week could target a different audience.
  - We could move away from the idea of a specific month/week dedicated to AI awareness altogether and instead dedicate a week each month or each semester which is dedicated to AI awareness in order to ensure the message is communicated consistently.

- Staffing
Each unit could host one week of AI Month each which would allow greater collaboration and less burden on one office.

Teams or specific individuals from each unit could be identified to assist with carrying out of AI Month duties. Establishing a designated time and schedule for these individuals that could be accommodated by the unit’s scheduling of staff would ensure there were enough people in place.

Time intensive activities such as the booth and coffee cart could be shared more equally amongst units so as not to fall too heavily on Student Advocacy.

**Event ideas**
- The Libraries would be interested in hosting workshops on specific themes/topics for students that could fit into an AI Month/week theme
- Faculty sessions could be centered on different themes with the goal of providing a concrete tool or resource for faculty to take away
- There was an initial plan to create an event for AI Month that focused on labs and AI in the sciences, as well events that focus on integrity as it applies to specific fields (e.g., visual design, business), but would require more advanced preparation.
- A gameshow hosted by UMSU and held in the Fireside Lounge in University Centre would be an effective way of engaging students and could involve use of polling software (e.g., Mentimeter) in order to engage more introverted students.
- ‘I Show My Integrity By…’ Instagram campaign (MCO was unable to commit to this but an integrity-themed student takeover of the U of M account in this direction might be possible)

**Challenges**

Challenges were faced by the Graduate Student Association in engaging graduate students. In general, event attendance may be greater for holiday periods.

**Communications:**
- We had a social media plan for AI Month but not a general communications plan. This resulted in many one-off design pieces completed at the last minute which created issues for timing. Suggest beginning conversations with MCO communications rep at a minimum of two months prior to AI Month in order to develop a communication plan.
- The communications designs were effective and could be kept for at least one more year in order that they become familiar.
- More regular UM Today story pattern with posting 1x/week, each teasing for the next week’s topic, or a series. Stories with short and catchy titles and easily digestible, snappy articles are most effective.
- Calendar of events was useful but it may be more readable to highlight a few events in a single poster and then distribute a postcard which lists all of the events taking place during the month; calendar could also be interactive; events could be included on library academic workshops page; events could specify who is hosting which event and what students would most benefit from attending.
- Posters should be larger and more accessible in the future (e.g., larger text, black font instead of grey).