



Thesis/Dissertation Workshop



CENTRAL
MICHIGAN UNIVERSITY

Office of Graduate Studies

Jennifer Schisa, Ph.D., 117 Park Library

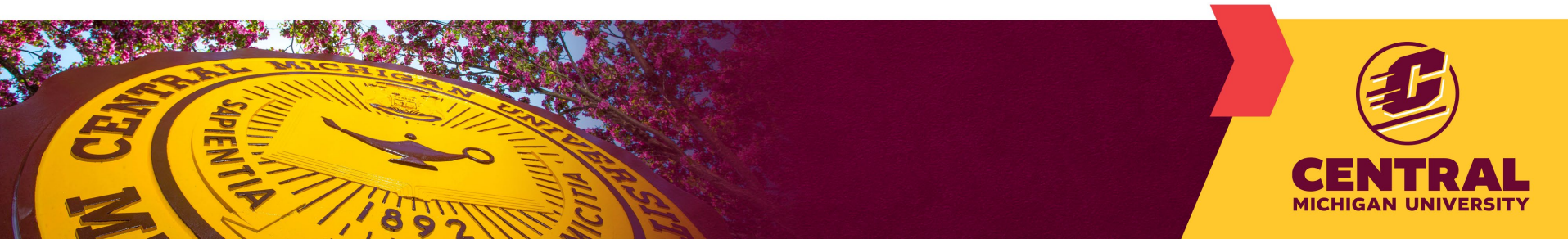
Interim Director of Graduate Studies

Kara Owens, 116 Park Library

Assistant Director, Research and Graduate Studies

989-774-3873

cgsthesis@cmich.edu



Workshop Goals

Goals: Graduate students and Committee Chairs understand the Office of Graduate Studies guidelines for Thesis and Dissertation preparation.

*Brief overview of Milestones

1. Format
2. iThenticate tool
3. Guidelines for use of AI and how to write the AI Acknowledgement statement
4. Understanding and Avoiding Copyright violations



CENTRAL
MICHIGAN UNIVERSITY

Thesis/Dissertation Milestones

After Prospectus approval, conduct your research and

Write your thesis/dissertation

- Read 7-page Guidelines pdf *before you begin writing*
- Refer to today's slides and training videos

Oral defense and Revisions of your final thesis/dissertation

- Work with your committee chair and program to schedule your defense
- Make revisions requested by your committee
- Chair generates final iThenticate report for completion form.

Submit to Office of Graduate Studies - details on next slide



Thesis/Diss. Webpage
has Guidelines pdf,
Workshop recording



CENTRAL
MICHIGAN UNIVERSITY

Submit to Graduate Studies

1. Complete a Plan A (Thesis) or Dissertation Sign-Off form through DocuSign
 - a. Carefully read 5 statements in DocuSign before certifying by initialing. If you have questions, email cgsthesis@cmich.edu. Do not submit incomplete documents.



Grad Studies
Deadlines



CENTRAL
MICHIGAN UNIVERSITY

You must initial each of the following statements prior to submission of the approval form.

Initial
EB I certify the version of my thesis I emailed to Graduate Studies is my own original, independent, and ethically conducted work.

Initial
EB I certify the version of my thesis I emailed to Graduate Studies is the same as that approved by my committee.

Initial
EB I certify that, with my Committee Chair, we submitted my final document to *iThenticate* and reviewed the report. I examined all potential matches and made any needed improvements to avoid plagiarism and other ethical conflicts.

Initial
EB I certify that none of my work has been previously published; OR if I am including my own work that has already been published in a journal, book or any other third party publication, I certify I have contacted the publisher to ensure I have permission to include this work in my thesis **AND** *included the copyright permission in a page of the Appendix.*

Did you include any Figures, Tables, or text that someone else generated?

Initial
EB I certify that any third party works (material including figures, tables, or text) created by other people) included in my document fall under fair use; OR if they do not fall under fair use, I have obtained permission for use from the copyright holders *and included the copyright permissions in an Appendix.*

Submit to Graduate Studies

1. Complete a Plan A (Thesis) or Dissertation Sign-Off form through DocuSign
 2. Email your final, defended, committee-approved thesis/dissertation to cgsthesis@cmich.edu before the target graduation deadline (e.g. October graduation: Oct. 23, December graduation: Dec. 18)
- Grad Studies will email you with any necessary revisions (you have ~1 month to make revisions – dates are on our website)



Grad Studies
Deadlines



CENTRAL
MICHIGAN UNIVERSITY

1. Format: What are the two options?

Journal Article Compilation or Traditional thesis/dissertation

- These options vary in terms of the APA Formatting requirements beyond the preliminary pages.
- Flexibility and efficiency *for students publishing their research*
- Preliminary Pages are identical for both options



CENTRAL
MICHIGAN UNIVERSITY

Preliminary Pages APA Format: ALL documents

Preliminary pages – follow CMU requirements of APA Style:

- Title page (CMU specific)
- Acknowledgements/Dedication (optional)
- Abstract
- Table of Contents
- List of Tables (only required if tables are within text)
- List of Figures (only required if figures are within text)

Entire document:

- 8½" x 11" page size
- 1" margins all around
- Header:
 - one-line title in ALL CAPS (left aligned)
 - page number starting with 1 (right aligned)



Template/Example
Paper



CENTRAL
MICHIGAN UNIVERSITY

Who can use the Journal Article format option?

1. Your program must allow this option – see your Program Handbook
2. Number of articles with the student or committee chair as lead author
 - Plan A Thesis: 1 or more articles written by the student
 - Dissertation: 2 or more articles written by the student
 - If you co-author an article with a major contribution but did not write it, you may include the article in an Appendix, but it does not count towards the minimum # of articles.
3. Publishing requirement
 - You must have submitted or intend to submit your article(s) for publication



CENTRAL
MICHIGAN UNIVERSITY

How to Format Document with Journal Article option

For all Chapters:

- Follow the formatting requirement of the (intended) journal for each chapter (they can vary across chapters)
- Graduate Studies reviews to ensure consistent formatting
- You may include introduction and/or conclusions chapters in addition to the journal article(s), depending on your program requirements. We suggest using the format style of one of your main chapters.



CENTRAL
MICHIGAN UNIVERSITY

How to Format Traditional Thesis/Dissertation

APA Style

- Use APA format throughout document
- One exception to APA: for references – you may use the style most appropriate for your field

Entire document:

- 8½" x 11" page size
- Double-spaced
- 1" margins all around
- Header:
 - one-line title in ALL CAPS (left aligned)
 - page number starting with 1 (right aligned)



[Template/Example Paper](#)

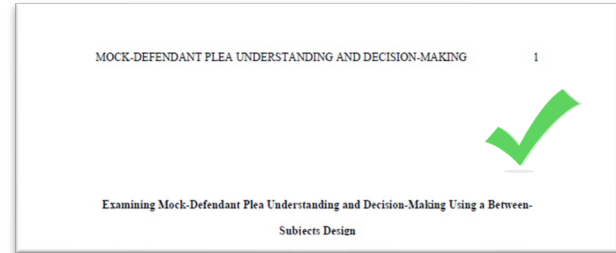
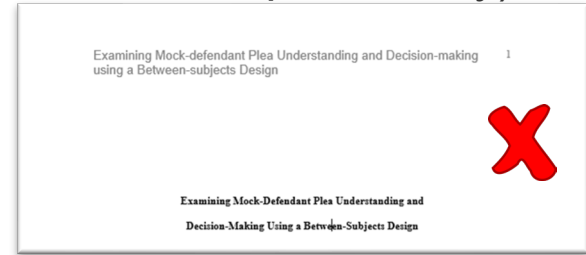
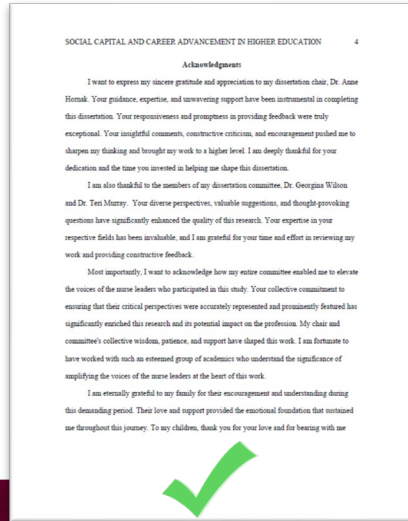
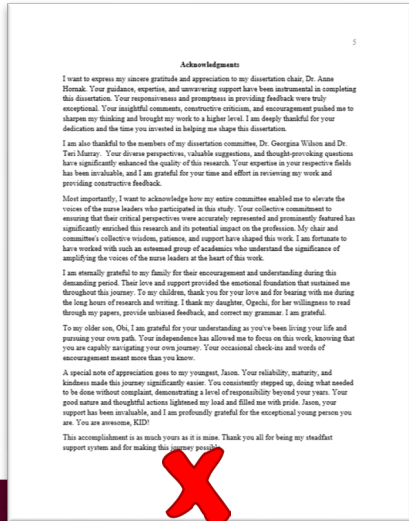


CENTRAL
MICHIGAN UNIVERSITY

Common Formatting Issues

Overall

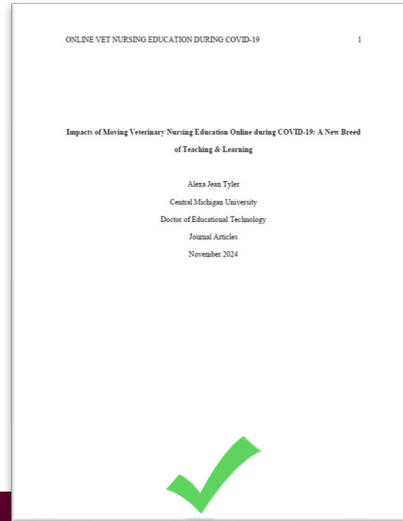
- Extra space between paragraphs (should be double-spaced only)
- Header does not meet requirements



Common Formatting Issues

Preliminary Pages

- Title page is not formatted using CMU specifications
- List of Tables/Figures missing when tables/figures are in text



CENTRAL
MICHIGAN UNIVERSITY

Common Formatting Issues

Tables/Figures

- Number and title do not follow APA style
- Sizes are too large and spill into 1" margin

PREDICTING CHARACTERISTICS OF VAPE USE WITH THE MMPI-3 91

Table 4. Correlations between MMPI-3 scores and Frequency, Flavors, and Reasons Cited for use

	RC4	RC1	RC2	RC4	RC6	RC7	RC8	RC9	SHY
Frequency of vape usage									
Past 30 day usage	.19	.21	-.03	.10	-.19	.12	-.12	.13	.01
Past 7 day usage	.10	.17	.00	.13	-.11	-.03	.04	.05	-.06
Uses/vlns per day	-.03	.25	-.20	.16	.15	.03	.11	.20	-.11
Flavors typically used ¹									
Menthol	.06	.07	-.05	.13	-.07	-.04	.13	-.10	-.19
Mint	.15	-.01	-.07	-.07	.12	.12	.07	.10	.04
Fruit	.01	.19	-.13	.29	.14	.26	.04	.34	.03
Candy	-.07	.05	-.20	.06	-.13	.04	.04	.10	-.12
Blends/Combinations	-.11	-.05	-.05	.09	-.03	-.11	-.13	.01	-.16
Reasons cited for vape use ²									
Ease of use	-.07	-.01	-.03	-.13	-.07	-.19	.14	-.08	-.18
Taste	.06	.15	.03	-.13	-.14	-.02	-.03	.13	-.12
Feeling (high alertness)	-.06	.03	-.12	.04	-.05	.08	.06	.06	-.09
Satisfaction	.04	.11	-.03	-.02	.04	.11	.07	-.08	-.06
Dependence/addiction	.18	.00	.10	.06	-.02	.03	-.02	-.08	.14
Can be used indoors	.18	.14	.18	.02	.05	.04	.21	.08	.12
Social image	-.05	-.02	.02	-.15	.10	.14	-.05	-.10	.05
General curiosity	.10	-.05	.04	-.16	-.13	-.19	-.02	-.19	-.19
Used by friends/family	-.11	-.31	.03	-.14	-.12	-.20	-.29	-.46	.06
Other	-.05	.12	-.17	.11	.22	-.05	.03	-.04	-.14

¹Correlations were only reported for flavors that at least 10 participants selected. All correlations above .26 ($r = .26$), indicated in bold, are significant at $p < .05$.

²Correlations were only reported for reasons cited for vape use that at least 10 participants selected. All correlations above .29 ($r = .29$), indicated in bold, are significant at $p < .05$.



PREDICTING CHARACTERISTICS OF VAPE USE WITH THE MMPI-3 92

Table 4
Correlations between MMPI-3 Scores and Frequency, Flavors, and Reasons Cited for Use

	RC4	RC1	RC2	RC4	RC6	RC7	RC8	RC9	SHY
Frequency of vape usage									
Past 30 day usage	.19	.21	-.03	.10	-.19	.12	-.12	.13	.01
Past 7 day usage	.10	.17	.00	.15	-.11	-.03	.04	.05	-.06
Uses/vlns per day	-.03	.25	-.20	.16	.15	.03	.11	.20	-.11
Flavors typically used ¹									
Menthol	.06	.07	-.05	.13	-.07	-.04	.13	-.10	-.19
Mint	.15	-.01	-.07	-.07	.12	.12	.07	.10	.04
Fruit	.01	.19	-.13	.29	.14	.26	.04	.34	.03
Candy	-.07	.05	-.20	.06	-.13	.04	.04	.10	-.12
Blends/Combinations	-.11	-.05	-.05	.09	-.03	-.11	-.13	.01	-.16
Reasons cited for vape use ²									
Ease of use	-.07	-.01	-.03	-.13	-.07	-.19	.14	-.08	-.18
Taste	.06	.15	.03	-.13	-.14	-.02	-.03	.13	-.12
Feeling (high alertness)	-.06	.03	-.12	.04	-.05	.08	.06	.06	-.09
Satisfaction	.04	.11	-.03	-.02	.04	.11	.07	-.08	-.06
Dependence/addiction	.18	.00	.10	.06	-.02	.03	-.02	-.08	.14
Can be used indoors	.18	.14	.18	.02	.05	.04	.21	.08	.12
Social image	-.05	-.02	.02	-.15	.10	.14	-.05	-.10	.05
General curiosity	.10	-.05	.04	-.16	-.13	-.19	-.02	-.19	-.19
Used by friends/family	-.11	-.31	.03	-.14	-.12	-.20	-.29	-.46	.06
Other	-.05	.12	-.17	.11	.22	-.05	.03	-.04	-.14

¹Correlations were only reported for flavors that at least 10 participants selected. All correlations above .26 ($r = .26$), indicated in bold, are significant at $p < .05$.

²Correlations were only reported for reasons cited for vape use that at least 10 participants selected. All correlations above .29 ($r = .29$), indicated in bold, are significant at $p < .05$.



2. *iThenticate* reports must be attached to the Completion Approval Form

KEY POINT: Primary Responsibility to avoid plagiarism lies with the student, and the committee chair. Grad Studies briefly reviews *iThenticate* reports.

- A. Faculty member requests an *iThenticate* 2.0 account
- B. How to use the *iThenticate* 2.0 tool with CMU-specified filters
- C. How to view and navigate *iThenticate* Similarity reports – how to exclude prior drafts of the thesis/dissertation
- D. How to interpret *iThenticate* Similarity reports



CENTRAL
MICHIGAN UNIVERSITY

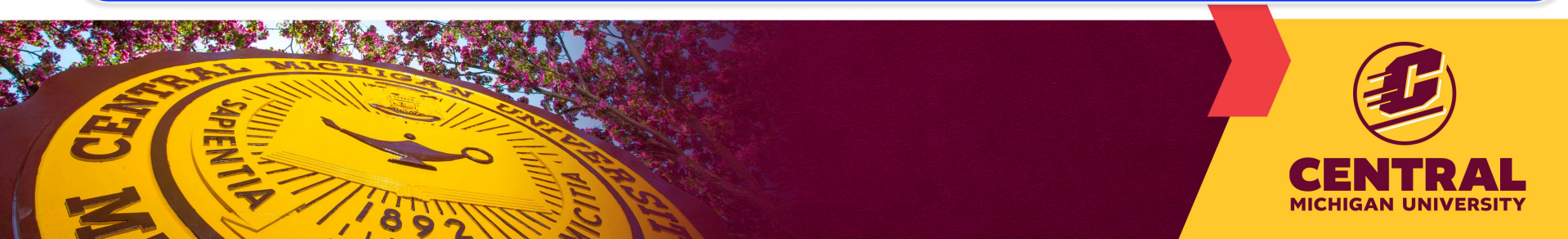
2A. Request an iThenticate account

- How to request account:

- Faculty with graduate faculty status email Kara Owens, beery1kl@cmich.edu.
- We do not provide accounts to students due to license agreement limits

- When to request account:

- **Request before student writes prospectus**
- **KEY POINT:** Upload student drafts regularly and discuss reports with student in the process of mentoring their academic writing to ensure original, independent, and ethically-conducted writing. We encourage programs to use iThenticate in their writing courses.
 - Accidental plagiarism is common.



2B. Using the *iThenticate* 2.0 Tool

Access *iThenticate* 2.0 at: <https://cmich.turnitin.com/home/>

- The first time you use iThenticate, you **MUST** carefully select the CMU-specified **Filters and Exclusions**. Completion approval forms that have *iThenticate* reports generated with incorrect settings will be returned – see next slide.
- Goal at submission: generate a single *iThenticate* report for the FINAL document that was approved by the committee (no track changes comments remain)



CENTRAL
MICHIGAN UNIVERSITY

Go to settings using the link in the left sidebar

Check ALL possible content for comparisons.

Exclude ONLY bibliography, quotes and citations.

Do NOT exclude any Sections or small matches

iThenticate



My Files

Shared With Me

Trash

Settings

Settings

Select your default Similarity Report settings.

Compare submissions to the following content: ?

- ☒ Crossref
- ☒ Crossref Posted Content
- ☒ Internet
- ☒ Submitted Works
- ☒ Publications

Exclude from Similarity Report: ?

- ☐ Abstract
- ☐ Small Matches
- ☐ Methods and Materials
- ☒ Bibliography
- ☒ Quotes
- ☐ Preprint Sources ?
- ☒ Citations

Save

Reset

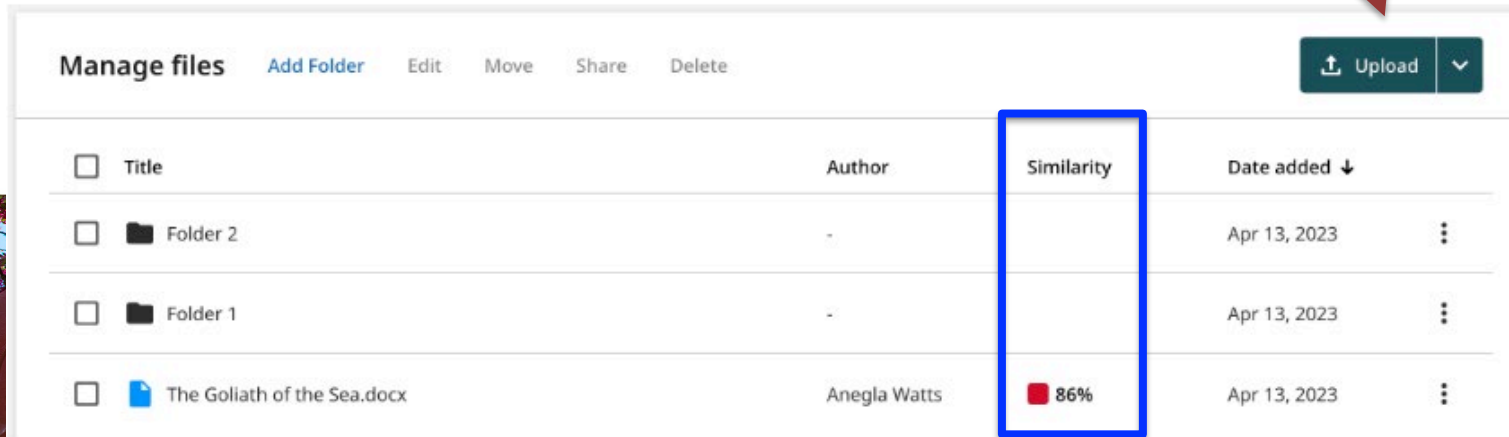
PRO TIP:

Students, you can double-check the settings; they appear on the first page of the report – help your advisor!



How to upload a file

1. After setting filters, select **My Files** from the left sidebar.
2. Select the green **Upload** button in the upper right area.
3. On the Upload page, enter author name and click **Confirm at the bottom of the page**. Wait a few minutes for the file to process.



The screenshot displays a file management interface. At the top, there is a navigation bar with the text "Manage files" and several action buttons: "Add Folder", "Edit", "Move", "Share", and "Delete". On the far right of this bar is a green "Upload" button with a plus icon and a dropdown arrow. Below the navigation bar is a table with four columns: "Title", "Author", "Similarity", and "Date added ↓". The table contains three rows of data. The first two rows represent folders: "Folder 2" and "Folder 1". The third row represents a document titled "The Goliath of the Sea.docx" by "Anegla Watts". The "Similarity" column for this document shows a red square icon followed by "86%". A blue rectangular box highlights the "Similarity" column header and the "86%" value. A red arrow points from the third step of the instructions to the "Upload" button.

☐ Title	Author	Similarity	Date added ↓
☐ Folder 2	-		Apr 13, 2023
☐ Folder 1	-		Apr 13, 2023
☐ The Goliath of the Sea.docx	Anegla Watts	 86%	Apr 13, 2023

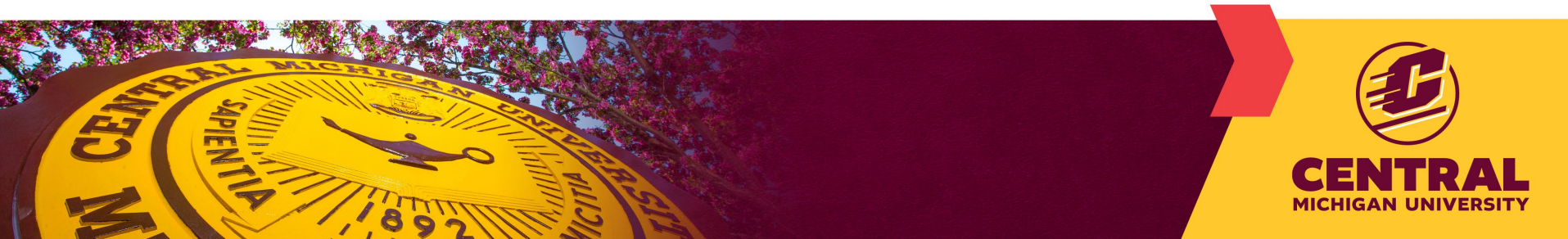


CENTRAL
MICHIGAN UNIVERSITY

Overall Similarity Percentage is not useful

KEY POINT: Do NOT focus on the overall Similarity percentage; this number can be very misleading.

- A high overall Similarity percentage does not always indicate plagiarism.
- A low overall Similarity percentage does not mean a lack of plagiarism.
- You should never have 0% Similarity if you generate report correctly (we are happy to help if you get stuck). *We do not accept reports with 0% similarity.*



2C. How to View and Create Similarity Report

To see a detailed Similarity Report, click on the %, and a new window will open with a marked-up version of the document (example next slide).

My Files

Search by title or aut

[My Files](#) > [My Folders](#) > [My Documents](#)

Manage files

Add Folder

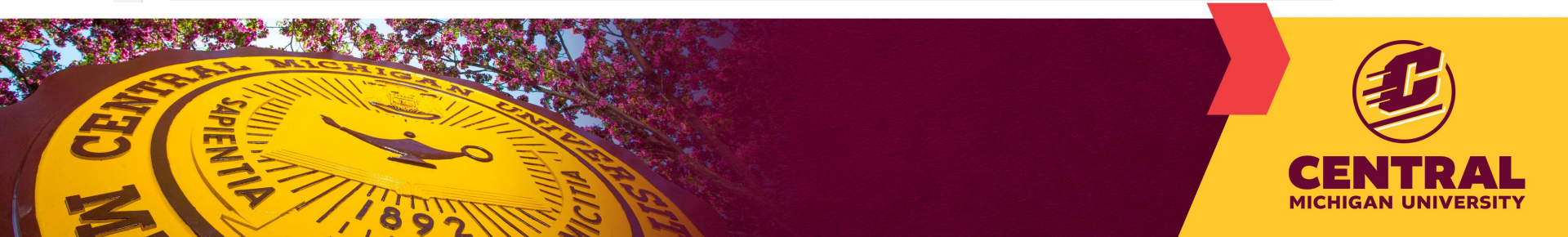
Edit

Move

Share

Delete

☐	Title	Author	Similarity
☐	 The Role of First-Year Experience Courses in Latinx Students' Development	Michele Reynolds	 14%



1

EXPLORATION OF THE PERCEIVED STRESS SCALE

1

Exploration of the Perceived Stress Scale (PSS) and Personal Dimensions of
COVID-19 for IMG/FMG Physicians. Did Getting Vaccinated Change



Dissertation

April 2024

Page 1 of 101 21474 words

242%

When Sources is selected, you see each source (1-6 shown here), the type of source, and the # words from each source that match in the thesis.

17% Overall Similarity

Filters

Match Groups

Sources

Show overlapping sources

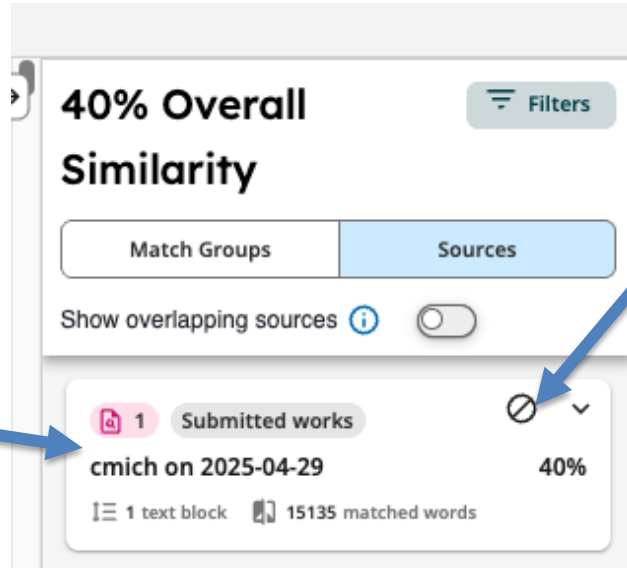
1	Internet	repository-tnmgrmu.ac.in	1%
40 text blocks 323 matched words			
2	Publication	Manser, Kelly A.. "Testing Actor and Partner Medi...	<1%
8 text blocks 211 matched words			
3	Internet	academicworks.cuny.edu	<1%
3 text blocks 128 matched words			
4	Internet	www.researchgate.net	<1%
12 text blocks 121 matched words			
5	Internet	www.cmich.edu	<1%
3 text blocks 108 matched words			
6	Internet	pubcovid19.pt	<1%
11 text blocks 91 matched words			



CENTRAL
MICHIGAN UNIVERSITY

What to do after uploading multiple drafts?

Exclude them to create useful report



NOTE high overall similarity to a recent *Submitted work*

If you ran a report on an earlier draft of the same document, then you need to exclude this submitted work by clicking on the 'exclude source' symbol (repeat if multiple drafts were uploaded).

KEY POINT: Do not exclude any other sources – not even student's own published work.
Double check on 1st page of report



CENTRAL
MICHIGAN UNIVERSITY

2D. How to Navigate and Interpret Similarity Reports

The screenshot displays the iThenticate web interface. At the top, the iThenticate logo is on the left, and the user's name 'Greg Wojt' and document title 'Pedagogical Paradigms in Social Studies: From Traditional Classrooms to Online Environments' are in the center. On the right, there are icons for download, help, and a red arrow pointing to the download icon. Below the header, there are tabs for 'Similarity 12%', 'Flags', and 'AI Writing -9%'. The main content area shows the document title 'PEDAGOGICAL PARADIGMS IN SOCIAL STUDIES' and the page number '1'. On the right side, a sidebar titled '12% Overall Similarity' provides a breakdown of the report. It includes a 'Filters' button, tabs for 'Match Groups' and 'Sources', and a toggle for 'Show overlapping sources'. A single source is listed: 'Internet' with the URL 'www.untdallas.edu', showing a 1% similarity. Below the URL, it indicates '37 text blocks' and '416 matched words'.

iThenticate

Greg Wojt
Pedagogical Paradigms in Social Studies: From Traditional Classrooms to Online Environments

Similarity 12% Flags AI Writing -9%

PEDAGOGICAL PARADIGMS IN SOCIAL STUDIES 1

12% Overall Similarity Filters

Match Groups Sources

Show overlapping sources

1 Internet
www.untdallas.edu 1%
37 text blocks 416 matched words



CENTRAL
MICHIGAN UNIVERSITY

8% Overall Similarity

The combined total of all matches, including overlapping sources, for each database.

Filtered from the Report

- Bibliography
- Quoted Text
- Cited Text

Exclusions

- 4 Excluded Sources

Double-check correct settings

- Filters
- Exclusions (prior drafts only)

Match Groups

-  **450 Not Cited or Quoted 8%**
Matches with neither in-text citation nor quotation marks
-  **0 Missing Quotations 0%**
Matches that are still very similar to source material
-  **0 Missing Citation 0%**
Matches that have quotation marks, but no in-text citation
-  **0 Cited and Quoted 0%**
Matches with in-text citation present, but no quotation marks

Top Sources

- 4%  Internet sources
- 7%  Publications
- 0%  Submitted works (Student Papers)

Integrity Flags

0 Integrity Flags for Review

No suspicious text manipulations found.

Our system's algorithms look deeply at a document for any inconsistencies that would set it apart from a normal submission. If we notice something strange, we flag it for you to review.

A Flag is not necessarily an indicator of a problem. However, we'd recommend you focus your attention there for further review.

More Information in pdf

Page 3 has Top
Sources

All text in document
matching source 1
will be pink.

Text matching source
2 will be blue, etc..

Top Sources

The sources with the highest number of matches within the submission. Overlapping sources will not be displayed.

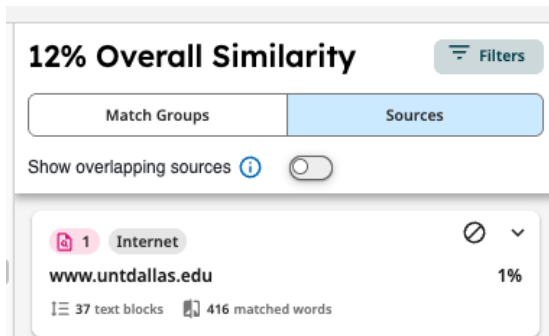
1	Internet	scholarworks.waldenu.edu	<1%
2	Internet	www.wicheckpoint.org	<1%
3	Internet	www.coursehero.com	<1%
4	Publication	Subhas C. Misra, Sandip Bisui. "Modelling vital success factors in adopting person...	<1%



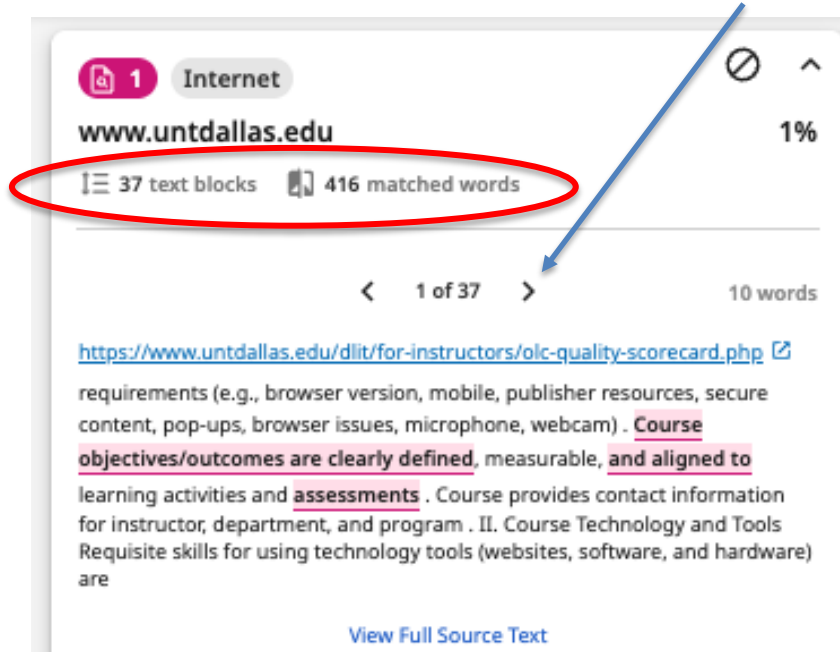
CENTRAL
MICHIGAN UNIVERSITY

Faculty can also use the live report window within *iThenticate*

In the main report window, with Sources selected, you see how many matches there are to each Source. Click on the center of the box of the first source to view more details.



Click on arrows to see each match



CENTRAL
MICHIGAN UNIVERSITY

Review each page of the document for matches in main window

If you click on a region of highlighted text, the right window moves to the corresponding source text.

****KEY POINT:** Ensure there is a citation for every significant, highlighted region.

48

3

Exclude this Text

According to the Bureau of Labor Statistics' *Employment Projections 2021-2031* there are projected 203,200 openings for RNs each year through 2031 when nurse retirements and workforce exits are factored into the number of nurses needed in the U.S. (www.aacn.org). The deficit will inevitably lead to the rationing of the labor resources, which may occur at either the nurse level or institutional level (Min et. al, 2019). Administration-led budget cuts typically drive

Click here

Internet

www.coursehero.com

<1%

9 text blocks 116 matched words

3 of 9 28 words

<https://www.coursehero.com/file/184643372/Nursing-Shortage-Factsheetpdf/>

rkforce is expected to grow by 6% over the next decade. The RN workforce is expected to grow from 3.1 million in 2021 to 3.3 million in 2031, an increase of 195,400 nurses. The Bureau also projects 203,200 openings for RNs each year through 2031 when nurse retirements and workforce exits are factored into the number of nurses needed in the U.S. • The Advanced Practice



CENTRAL
MICHIGAN UNIVERSITY

What might be a concern and require revision?

- Two or more complete sentences in a row identical/nearly identical to a given source or identical to multiple sources (patchwork plagiarism).
- Multiple, complete sentences scattered throughout document that match sources
- To avoid plagiarizing, sufficient paraphrasing to change wording and sentence/paragraph structure is needed. See APA Avoiding Plagiarism Guide: <https://apastyle.apa.org/style-grammar-guidelines/citations/plagiarism>



CENTRAL
MICHIGAN UNIVERSITY

Examples that require revision

Open field (OF) test

Exploratory and anxiety-like behavior was assessed in an open field box. The OF test apparatus consisted of a Plexiglas box (47.5 cm x 25.5 cm x 21 cm); Motor Monitor, Version 1.2, Hamilton-Kinder (Chula Vista, CA) with grids of infrared beams spaced 2.5 cm from the OF floor (used to measure horizontal activity) and 7.5 cm from the OF floor (used to measure vertical, or rearing activity) around the sides of the OF. Each of the infrared grids consisted of 16 photobeams in each direction (16 x 16) in which the location of the mouse could be tracked each time the infrared beams in the area were blocked by movements of the mouse. The automated software was connected to the system used to measure the overall movement of the mice, as indicated by the number of breaks in the gridded infrared beam system. One hour after the start of the test, the mice were gently removed from the box and returned to their home cages.

If you see two sentences in a row identical/nearly identical to a source – may be accidental plagiarism or need quotation marks.

****Should be paraphrased to reduce wording and structure similarities.**



CENTRAL
MICHIGAN UNIVERSITY

More
examples
requiring
revision
(most often in
the Literature
review section)



the efficacy of countries in developing literacy skills through successive generations. The gains made in some countries illustrate the pace of progress that is achievable (Cohen & Alkema, 2017; Holzer & Lerman, 2015; Kanter, 2009; Kirsch & Lennon, 2017; Kocor & Worek, 2016; National Research Council, 2012; OECD, 2009; OECD, 2013). For example, Korea is among the three lowest-performing countries when comparing the skills proficiency of 55–65-year-olds; however, compared to 16–24-year-olds, Korea ranks second only to Japan (National Research Council, 2012). Similarly, older Finns perform at around the average among the countries taking part in the Survey of Adult Skills while younger Finns are, together with young adults from Japan, Korea, and the Netherlands, today's top performers (OECD, 2013). However, this progress has been highly uneven across countries. For example, In England/Northern Ireland (UK) and the United States, improvements between younger and older generations are barely apparent (OECD, 2013). Young people in these countries are entering a much more demanding labor market and are less prepared than retiring adults (OECD, 2013). England/ Northern Ireland (UK), on the other hand, is among the three highest-performing countries in literacy when comparing 55–65-year-olds; but England/ Northern Ireland (UK) is among the bottom three countries when comparing literacy proficiency among 16–24-year-olds (OECD, 2019). Innumeracy, the United States performs around the average when comparing the ability of 55–65-year-olds but is lowest in numeracy among all participating countries when comparing 16–24-year-olds (OECD, 2013; Yu et al., 2019). Of course, the survey data are results from a cross-culture of populations, not cohorts, so some of the observed differences across generations are attributable to changes in the composition of people, such as increased social diversity, income inequality or migration, or to different rates with which skills depreciate with age (OECD, 2013). At the same time, the fact that socio-economic patterns explain part of the observed changes is little consolation to countries whose economic success depends on the quality of their actual labor force, not the hypothetical labor force that they might have had in a different context (National Research Council, 2012; OECD, 2009; OECD, 2013; Kirsch & Lennon, 2017).

Ailawadhi et al. (2018) conducted a study that examined the link between clinical trial participation and cancer outcomes for minorities. These researchers evaluated the impact of patient race and ethnicity in pooled data from nine large national cooperative group clinical trials in patients with newly diagnosed multiple myeloma. Multiple myeloma is an incurable hematologic malignancy with disparities in outcomes noted among racial/ethnic subgroups due to disparities in access to effective treatment modalities. The authors found that among 2,896 patients enrolled for more than 20 years, only 18% were non-White, and enrollment of minorities decreased from 2002 to 2011. The study also revealed that African Americans with myeloma were typically younger and exhibited higher risk factors, including anemia and increased lactate dehydrogenase. Hispanics also had the smallest proportion of patients in trials utilizing novel therapeutic agents. The study concluded that while there are significant disparities in multiple myeloma incidence and outcomes among patients of different racial/ethnic groups, this disparity could be mitigated by access to appropriate therapeutic options provided by clinical trials.

The work of Nazhan et al. (2019) provides another example of this. These researchers examined the impact of the disparity in clinical trial participation by minority patients receiving cancer immunotherapy. The authors revealed that enrollment in pivotal trials leading to the United States' regulatory approval of immune checkpoint inhibitors showed a poor representation of racial/ethnic minority groups. Specifically, African American patients constituted less than 4% of all patients enrolled across multiple trials that supported the approval of immune checkpoint inhibitors for lung cancer treatment. The study also found similar underrepresentation for trials conducted on renal cell carcinoma and other tumor types. The authors recommended using predictive biomarkers to track disease progression in order to identify responders and new strategies to expand the benefit to a more significant subset of patients. Results of the study also suggest that the inadequate representation of

Example we would NOT consider plagiarism

KEY POINTS:

- Many words and phrases will be highlighted in the report, e.g. short definitions, lists – this is OK.
- We expect every committee chair to discuss the report with their student

researchers focused on populations commonly identified and referred to as racial/ethnic minorities in the United States, including African Americans, American Indians, Alaska Natives, Asians, Native Hawaiians, and other Pacific Islanders and Hispanics/Latinos. Zavala et al. (2021) claimed that despite substantial progress in understanding the factors underlying cancer health disparities, marked inequalities persist. They provided a review of the cancer disparities experienced by rural racial/ethnic minority groups. In this review, there were several recommendations made to advance research and reduce cancer health disparities. Namely, this included developing and sustaining diverse groups that aid in collecting data used for future clinical trials. The researchers also recommended implementing changes to healthcare coverage to ensure equity in access for all minorities and utilizing culturally appropriate community outreach programs to increase cancer screening, among others.



CENTRAL
MICHIGAN UNIVERSITY

3. Guidelines on use of AI

- The work in a thesis or dissertation is required to be original, independent, and ethically conducted. CMU considers GenAI tools to be useful in some situations (e.g. editing) but not appropriate as a replacement for original thought (e.g. GenAI cannot be used to write literature reviews in a thesis/dissertation).
- Before using GenAI tools, students are expected to obtain permission from their committee chair. If the chair agrees any usage is appropriate, the specific GenAI tool(s) should be agreed upon (e.g. MS Copilot).
- Need to consider the risk of uploading sensitive or confidential scholarly data that are subject to ethical or legal requirements. Students are subject to all guidelines and policies from CMU OIT including but not limited to the Data Stewardship policy that outlines three classifications of data that require varying levels of protection, <https://www.cmich.edu/docs/default-source/president's-division/general-counsel/administrative-policy-docs/3/p03030.pdf>.



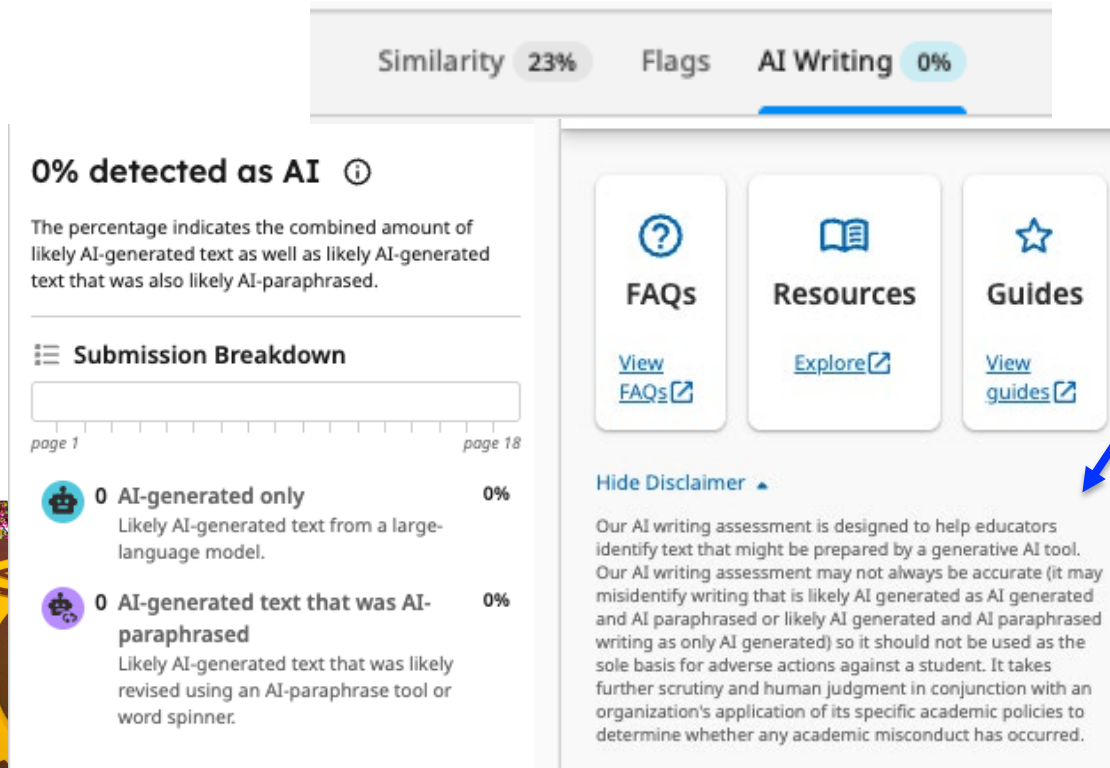
Acknowledgement of AI use is Required in all theses/dissertations in an Appendix

- Citation of AI: <https://apastyle.apa.org/blog/how-to-cite-chatgpt>
- Acknowledgement of AI in Appendix: Details on when and how specific AI tools were using in the research and writing processes must be described. If a student has not used any GenAI tools, they need to explicitly make this assertion, https://libguides.cmich.edu/ai_libraries/citation Examples will be posted on our website soon.



CENTRAL
MICHIGAN UNIVERSITY

iThenticate 2.0 checks for the likelihood of AI-generated writing (Grad studies does not use this tool)



Risk of false positives
of all 'AI detectors'-
Use Caution!



Articles regarding the AI detection tool associated with *iThenticate*

<https://guides.turnitin.com/hc/en-us/sections/22773792790797-AI-writing>

<https://guides.turnitin.com/hc/en-us/articles/28477544839821-Turnitin-s-AI-writing-detection-capabilities-FAQs>

<https://www.turnitin.com/solutions/topics/ai-writing/> False positive rates



CENTRAL
MICHIGAN UNIVERSITY

4. Copyright – most common issue in past year

- A. Is any of your work (figures, text, etc..) previously published?
- B. Are you including any third-party materials (figures, text, other that was created by other people)?

Did you include any Figures, Tables, or text that someone else generated?

- From another student's thesis, at CMU or elsewhere?
- From a website?
- From a published article?



CENTRAL
MICHIGAN UNIVERSITY

4A. Copyright, your own published work

- 1) Contact the copyright holder (usually the publisher of your work) to obtain permission to include the figure(s)/text in your thesis.
 - Check the journal website to request permission for use in thesis/dissertation
 - Determine if article is covered by creative commons license
- 2) Include the email, memo, or creative commons license providing permission from the publisher for use of material in your thesis/dissertation into a page of an Appendix at the end of your thesis/dissertation (see examples next slides).
- 3) Ensure you have cited the publication in your thesis/dissertation.



CENTRAL
MICHIGAN UNIVERSITY

4A. Copyright, your own published work

Example of pasting a
permission email into a
page in the Appendix

- Jud et al., 2008: [ELSEVIER copyright email response](#)

[External] Re: Permissions form [240625-022908]

RA

○ Rights and Permissions (ELS) <Permissions@elsevier.com>

Wednesday, June 26, 2024 at 12:49 AM

To:

Thank you for contacting us.

We hereby grant you permission to reprint the material below at no charge in your thesis subject to the following conditions:

1. If any part of the material to be used (for example, figures) has appeared in our publication with credit or acknowledgement to another source, permission must also be sought from that source. If such permission is not obtained then that material may not be included in your publication/copies.

2. Suitable acknowledgment to the source must be made, either as a footnote or in a reference list at the end of your publication, as follows:
"This article was published in Publication title, Vol number, Author(s), Title of article, Page Nos, Copyright Elsevier (or appropriate Society name) (Year)."

3. Your thesis may be submitted to your institution in either print or electronic form.

4. Reproduction of this material is confined to the purpose for which permission is hereby given

5. This permission is granted for non-exclusive world English rights only. For other languages please reapply separately for each one required. Permission excludes use in an electronic form other than submission. Should you have a
specific electronic project in mind please reapply for permission.

6. Should your thesis be published commercially, please reapply for permission.

This includes permission for the Library and Archives of Canada to supply single copies, on demand, of the complete thesis. Should your thesis be published commercially, please reapply for permission- Canada
This includes permission for UMI to supply single copies, on demand, of the complete thesis. Should your thesis be published commercially, please reapply for permission-ROW

7. Posting of the full article online is not permitted. You may post an abstract with a link to the Elsevier website www.elsevier.com, or to the article on ScienceDirect if it is available on that platform.

8. Article can used be in the University library if it is embedded in the thesis and not used commercially.

Kind regards,

Thomas Rexson Yesudoss

Copyrights Specialist

ELSEVIER | HCM - Health Content Management



4A. Copyright, example of Creative Commons license specific to the Source – to paste in a page of the Appendix

Elaswad et al., 2022a: [Oxford University Press copyrights](#)

?Q



Imaging-associated stress causes divergent phase transitions of RNA-binding proteins in the *Caenorhabditis elegans* germ line

Author: Elaswad, Mohamed T; Munderloh, Chloe
Publication: G3: Genes, Genomes, Genetics
Publisher: Oxford University Press
Date: 2022-07-08

Copyright © 2022, © The Author(s) 2022. Published by Oxford University Press on behalf of Genetics Society of America.

Creative Commons

This is an open access article distributed under the terms of the [Creative Commons CC BY](#) license, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

You are not required to obtain permission to reuse this article.

© 2024 Copyright - All Rights Reserved | [Copyright Clearance Center, Inc.](#) | [Privacy statement](#) | [Data Security and Privacy](#) | [For California Residents](#) | [Terms and Conditions](#)
Comments? We would like to hear from you. E-mail us at customercare@copyright.com



4B. Copyright, published work of others

For using images (and text) from websites and other sources, NYU has helpful information about 5 possibilities, <https://guides.nyu.edu/copyright/images>.

1. The image is a public domain work. Generally, anything published in the U.S. 95 or more years ago is in the public domain. For more info, check out the Peter Hirtle's info here: <https://guides.library.cornell.edu/copyright/publicdomain>
2. The image is copyrighted, but re-use qualifies as Fair Use. You have a stronger Fair Use argument if you are directly commenting on or critiquing an image, or if you use the image in a way that is transformative. **If this is the case, students certify this on Approval Form**

- **Fair Use likely does not apply when images are being used solely to make a document more visually interesting**; the use of the image should serve some instructional or educational purpose.
- Keep in mind that if an image is subject to a license agreement (such as images from library databases), it can only be used according to what the license allows, even if Fair Use would otherwise allow for re-use.
- For more information, see <https://guides.nyu.edu/fairuse>.

4B. Copyright, published work of others

For situations #3,4,5, cite the source AND include the permission.

3. The image is available under a Creative Commons license. CC images are labeled as such. **When using a CC image, be sure to cite the source AND include the license in an appendix.**
4. The image is otherwise made available for re-use by the content provider. Some websites permit you to re-use their images on your own website, as long as certain conditions are met (e.g. noncommercial use only). In these cases, you can find out whether re-use is permitted by looking at the website's Terms & Conditions. **Be sure to cite the source AND include the Re-Use language pasted in an appendix.**
5. You have permission from the copyright owner, often the publisher. Check a journal website to request permission for use in thesis/dissertation. **Be sure to cite the source AND include the permission in an appendix.**

Thank you for coming!
Questions?



CENTRAL
MICHIGAN UNIVERSITY