

The background of the slide features a blurred photograph of a graduation ceremony. In the foreground, a white graduation cap is visible, with a tassel hanging down. Behind it, several other graduates in caps and gowns are standing in a line. The entire scene is overlaid with a semi-transparent blue rectangle that contains the text. The top of the slide has a dark grey background with a fine, repeating dot pattern.

Academic Integrity: A Foundation for Excellence

York University

14 October 2022

Sarah Elaine Eaton, PhD

I would like to acknowledge the traditional territories of the people of the Treaty 7 region in Southern Alberta, which includes the Blackfoot Confederacy (comprising the Siksika, Piikani, and Kainai First Nations), as well as the Tsuut'ina First Nation, and the Stoney Nakoda (including the Chiniki, Bearspaw, and Wesley First Nations). The City of Calgary is also home to Métis Nation of Alberta, Region 3.



Learning Objectives

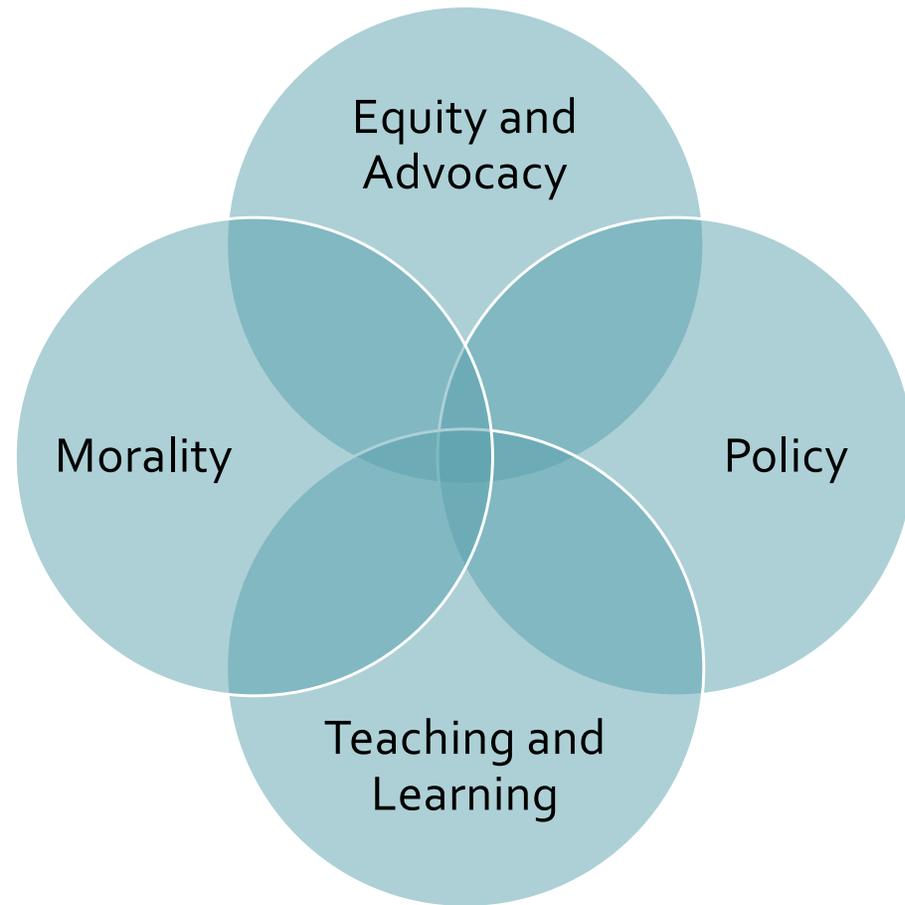
- By the end of this session engaged participants will be able to:
 - Describe what academic integrity is.
 - Understand how and why a teaching and learning approach to academic integrity benefits students.
 - Discover practical tips and strategies to promote academic integrity.
- NB: I have presented some of this content previously.

Fundamental Values of Academic Integrity



International Centre for Academic Integrity (2021)

Conceptual Framing of Academic Integrity



Eaton, 2022

A Teaching and
Learning
Imperative

Reframe the driving
question from
“How do we stop students
from cheating?”
to
“How do we ensure
students are *learning*?”

(Bertram Gallant, 2008, p. 6)

Factors affecting academic misconduct 50 years of research: 1960s – 2020

Individual	Contextual
Maturity level	Pressure to perform
Stress levels	Competitive learning environment
Unsure of expectations	Instructional expectations unclear
Personality	Perception of peers
Self-regulation / self-control	Instructor attitudes

Some highlights; not an exhaustive list. (See e.g., Bertram Gallant et al., 2015; Bowers, 1964; Genereux & McLeod, 1995; McCabe, 1992; Perry et al., 1990; Tremayne & Curtis, 2020)

Time for some Myth-Busting

20+ years of research before COVID-19 showed
that there was not necessarily more misconduct in
online courses
compared with in-person courses.

(Eaton, 2021; Hart & Morgan, 2010; Kidwell & Kent, 2008;
Stuber-McEwen, Wiseley, & Hoggatt, 2009)

Pandemic effect

- Emergency remote learning vs. online learning
- Global spike in misconduct cases during COVID-19.
- There are a variety of possible reasons why this may have happened that are not necessarily related directly to online learning as a medium of instruction.

Specific
misconduct
behaviours
that increased
during
COVID-19

- Contract cheating
 - Exam / course impersonation
 - Academic file-sharing / outsourcing

COVID-19 Customized marketing

i COVID-19 UPDATE: we are fully operational, with our team and academics working safely.

 **KevinWriters**
@KevinWriters

@KevinWriters has reduced costs per page for essays/assignments from \$10 to \$6 to help students save money to buy essentials at this time the country is taking measures to fight Corona virus. #We care for y'all. DM to reach us.

6:03 PM · Mar 17, 2020 · Twitter for iPhone

STAY SAFE AT HOME!

AND LET OUR EXPERTS HELP YOU
TO SOLVE YOUR ASSIGNMENT ONLINE!

We are available 24/7 for your help

 **Coronavirus (COVID-19) Alert!**

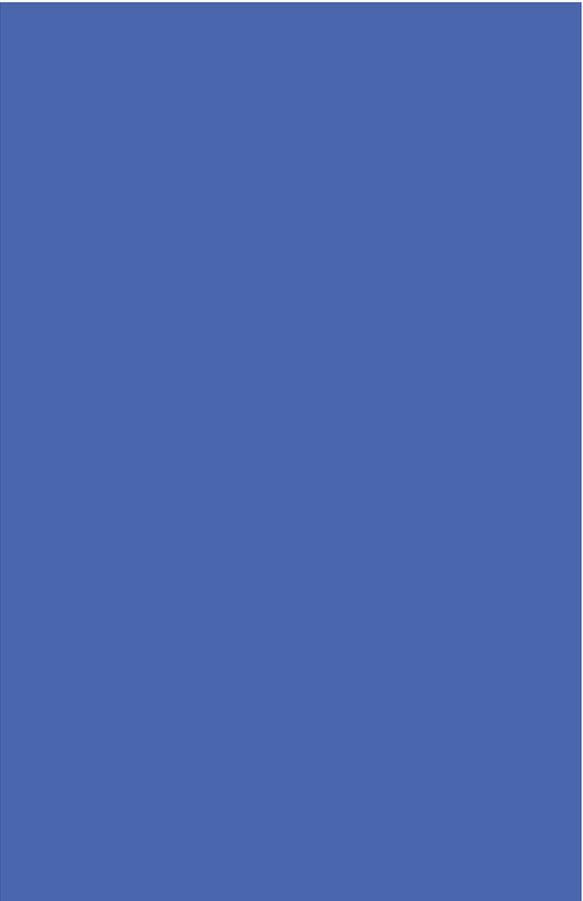
Dear Customer, due to COVID-19 and as a measure of abundant caution, our offices will operate with reduced staff. However, this is to ensure that you will continue to receive high-quality services from our end. Our chat support is 24/7 available to assist you. Thank you for your cooperation.

! COVID-19: We work as usual and ready to get your papers done 24/7.

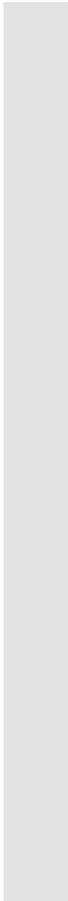
Covid-19 Update: Guys, our services are not interrupted by the coronavirus outbreak. Feel free to order your papers as usual

Particular
target groups
for contract
cheating
companies

- Struggling students
- Stressed out students
- International students
- Students for whom English is an additional language



Risks to Students

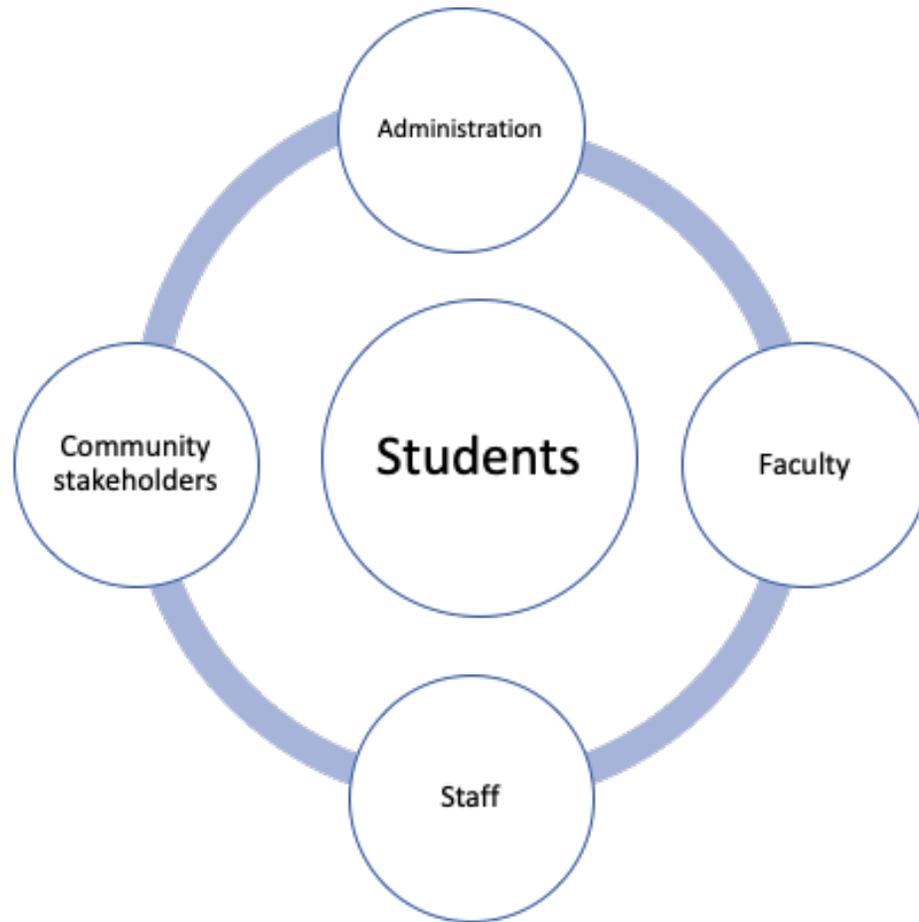
- Psychological harassment
 - Bullying
 - Blackmail
-
- Students are often unaware these companies will blackmail students (Yorke et al., 2020)
- 

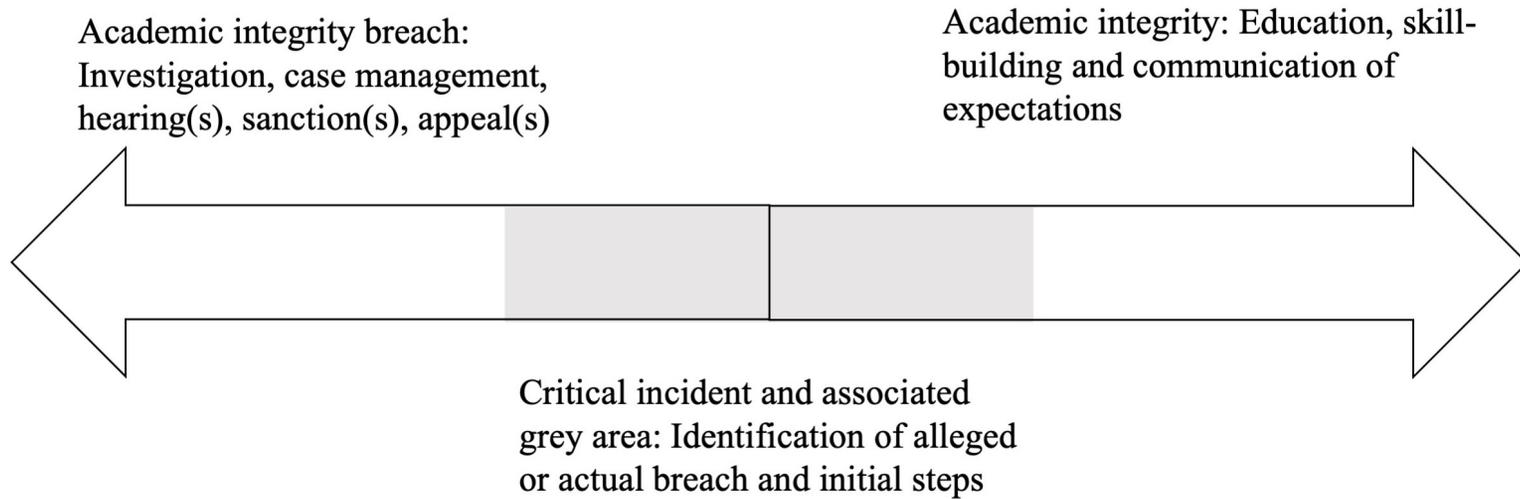
Factors Affecting Academic Misconduct: Updated 2020 – Impact of COVID-19

Individual	Contextual	Complex (Requires more research to be validated)
Maturity level	Pressure to perform	Multiple and often competing priorities (e.g., family caregiving responsibilities, job(s), etc.)
Stress levels	Competitive learning environment	Extended periods of chaos
Unsure of expectations	Instructional expectations unclear	Rapid pivots to new ways of learning and teaching
Personality	Perception of peers	Tolerance for ambiguity
Self-regulation / self-control	Instructor attitudes	Multiple modes of learning

Some highlights; not an exhaustive list. (See e.g., Bertram Gallant et al., 2015; Eaton, 2021; Genereux & McLeod, 1995; McCabe, 1992; Morgan & Hart, 2013; Perry et al., 1990; Tremayne & Curtis, 2020)

A multi-stakeholder approach to academic integrity

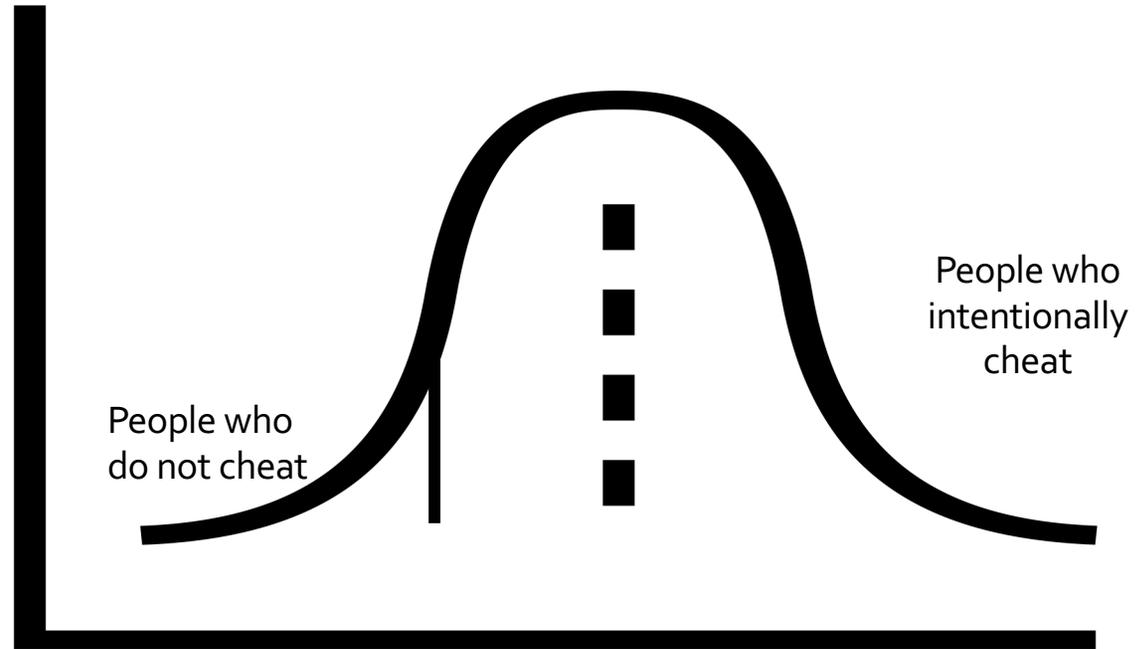




Academic Integrity Continuum

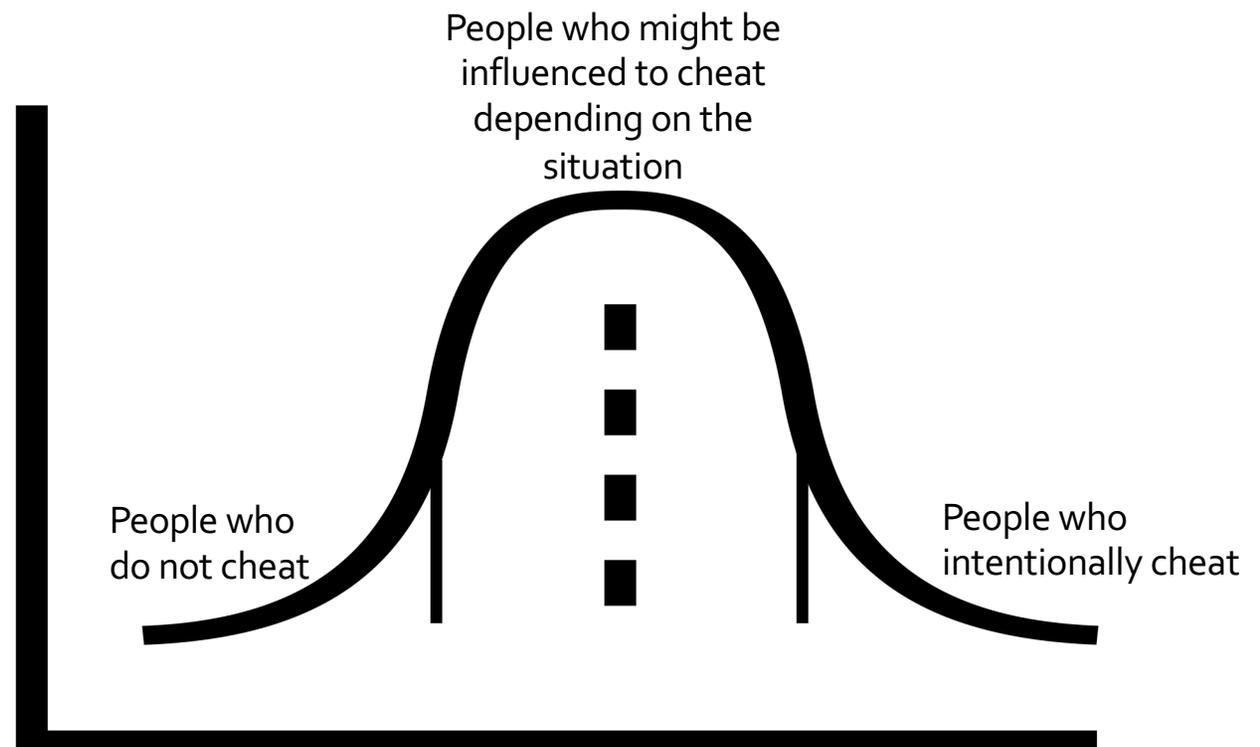
Eaton, Pethrick, & Turner (under review)

Bell curve of cheating behaviours: Skewed bias



Adapted from Rhode, 2017

Bell curve of cheating behaviours: Normal distribution



Adapted from Rhode, 2017

Academic Integrity is the Foundation for Workplace Ethical Behaviour

- Academic integrity is about more than avoiding cheating or plagiarism. It is about developing ethical decision-making skills that students can use on a daily basis in and beyond the classroom.
- Research has shown there is a direct link between academic integrity and workplace ethical behaviour (Guerrero-Dib et al., 2020; Harding et al., 2004).
- Skills students learn in higher ed will help them in their career after graduating. Ethical decision-making is a skill that requires regular practice.

Academic Integrity is Ethical Conduct in Action

- Concepts that are often neglected when thinking about academic integrity:
 - Equity
 - Diversity
 - Inclusion



Checking our biases

- High risk of negative bias (and racism) when we talk about “international students” and academic misconduct. (Bexley & Vu, 2015; Bretag, 2019; Leask, 2006; Openo, 2019).
- The term “international student” when used in the context of academic misconduct, is sometimes a euphemism for non-white students for whom English is an additional language. (Eaton & Burns, 2018).

The “othering” of EAL students

“Students from ‘other cultures’ are frequently highlighted as being perpetrators of this crime against the academic community of enlightened Western scholars”

(Leask, 2006, p. 183).

Who cheats? Reality v. Myth

Actual Rates of Misconduct

International v. Domestic
The rates for misconduct among international and domestic students has been found to be about the same (Bretag, 2019).

Gender studies about rates of misconduct have been between men and women have changed over time and are inconclusive. There are no known studies (yet) that examine academic misconduct beyond binary genders (Eaton, 2021).

Who Gets Reported

International students are 5x more likely than domestic students to get reported for academic misconduct (Beasley, 2016).

Men are more likely than women to be reported for misconduct (Beasley, 2016; Fabelo et al., 2011).

What we
know from
elsewhere...

UK: Students who are
disproportionately reported for
misconduct are
racialized minority students
from Asia and Africa
(Davis, 2021).

What we
know from
elsewhere...

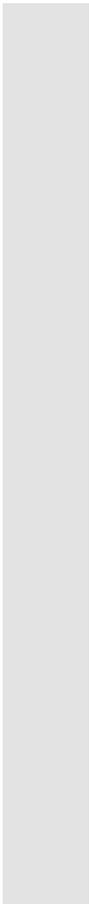
An institutional report from the Open University in the UK found that “black students 22 times more likely to be flagged for potential fraud” (Gray, 2020).

Impact on international students

International students are less likely to be retained than domestic students following a finding of academic misconduct (Beasley, 2016; Sacks, 2008).



What about Canada?

- Little to no reporting related to equity, diversity, and inclusion, related to academic misconduct.
 - Anecdotally: Senior administrators have been reluctant to collect or release this data due to fears about damage to the institutional reputation.
 - Insufficient supports and resources for racialized minority and EAL students because there is no justification to increase support (because we don't collect the data in the first place).
- 

Considerations for Equity, Diversity, and Inclusion

- Who is getting reported? Who is getting forgiven without ever being reported?
- How do we ensure that the consequences are equitable across different groups of students?
- How are students from equity-deserving groups being supported with their learning? (e.g., orientation tutorials, skill-building workshops, etc.)
- What educational supports are offered instead of, or in addition to, punitive sanctions?
- How do we track student retention rates as they relate to misconduct cases?

So what can we do?

- Take an advocacy approach. Start with our language:
“**Equity Deserving Groups** are communities that experience significant collective barriers in participating in society. This could include attitudinal, historic, social and environmental barriers based on age, ethnicity, disability, economic status, gender, nationality, race, sexual orientation and transgender status, etc. Equity-seeking groups are those that identify barriers to equal access, opportunities and resources due to disadvantage and discrimination and actively seek social justice and reparation.”
(Queen’s University, 2020, p. 3).

So what can
we do?

In our teaching practice:

- Developmental approaches to assessment (Davis, 2021).
- Academic integrity education as formative and ongoing. It is not enough to have an orientation tutorial and consider academic integrity education complete (Miron & Eaton, 2021). “One and done” doesn’t work.
- Students need opportunities to practice and develop their skills over time.

Ongoing, active, and formative action

Having an academic integrity statement in a course syllabus does not absolve an instructor of their responsibility to talk with – and support -- students about academic integrity in class!

Do not assume that someone else has (or should) teach students academic integrity skills.

When instructors care about academic integrity, so do students.

One strategy we have used at U of C is to have a customizable slide deck about academic integrity that any instructor can use in their class. Make it easy for faculty to talk about academic integrity in class.

Involve others in the creation of resources

- It is not enough for resources to exist.
- Engage faculty in ongoing dialogue about what works. Resources created by peers, for peers, may be more effective than “top down” resources.
- Leverage your own internal expertise.
- Engage students in the development of resources and promotion of academic integrity, too.

Academic Misconduct Policies and Procedures

Use	Use plain language.
Ensure	Ensure processes are clear. Support staff needed to serve in the role of: Ombud or Student Advocate.
Adopt	Adopt an educational, rather than punitive approach, for first offenses.
Consider	Consider restorative resolutions as an alternative to traditional punitive approaches (Sopcak, 2019).
Ensure	Ensure that a finding of academic misconduct is not an “academic death penalty” (Howard, 1995).

Take an evidence-based approach

Collect	<p>Collect EDI data about who gets reported.</p> <ul style="list-style-type: none">• Do equity-deserving students get reported more often than others?
Analyse	<p>Analyse EDI data about sanctions and consequences.</p> <ul style="list-style-type: none">• Do equity-deserving students receive harsher punishments for misconduct than other students?
Take	<p>Take a pro-active approach to creating equitable systems and cultures of integrity for all students.</p> <ul style="list-style-type: none">• How are we focusing on student learning and well-being?

Key messages

Academic integrity is more than the absence of misconduct.

Academic integrity is the foundation for ethical decision-making in teaching, learning and assessment.

Let's check our biases: Avoid "othering"

Almost no data in Canada with regards to how EDI is considered in matters of student conduct.

There can be no integrity without equity.

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