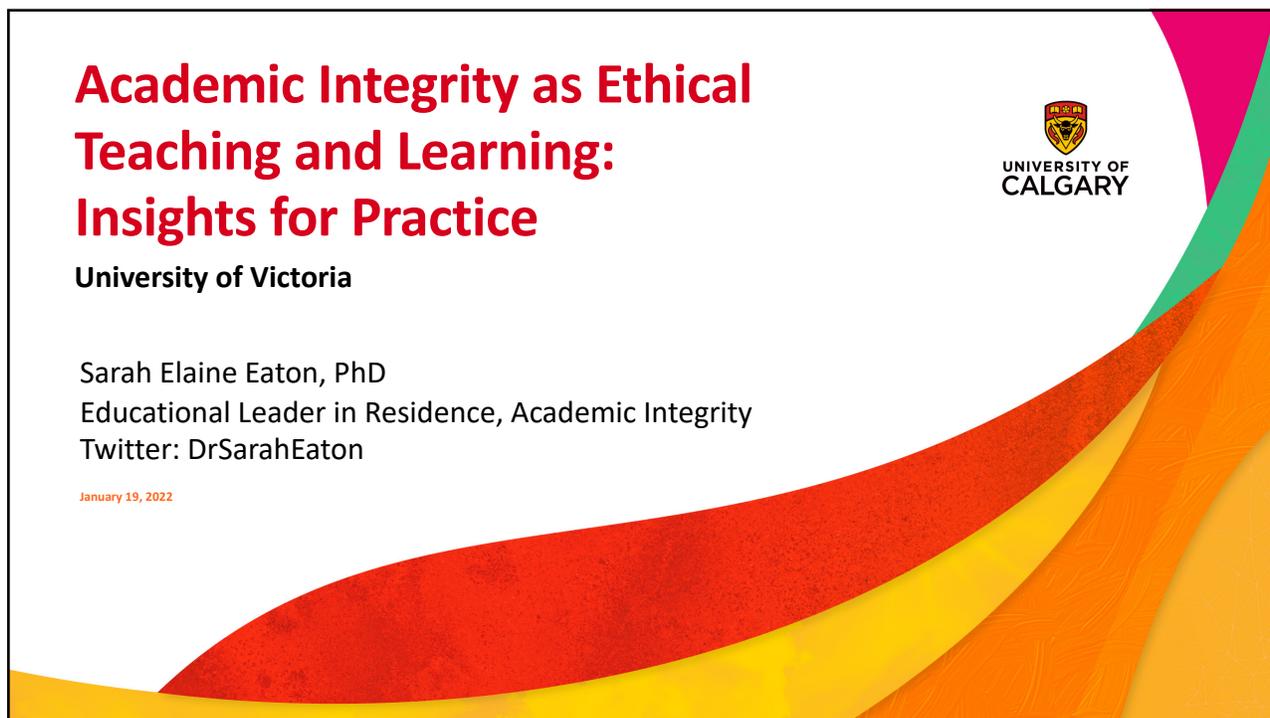


# Academic Integrity as Ethical Teaching and Learning: Insights for Practice

**University of Victoria**

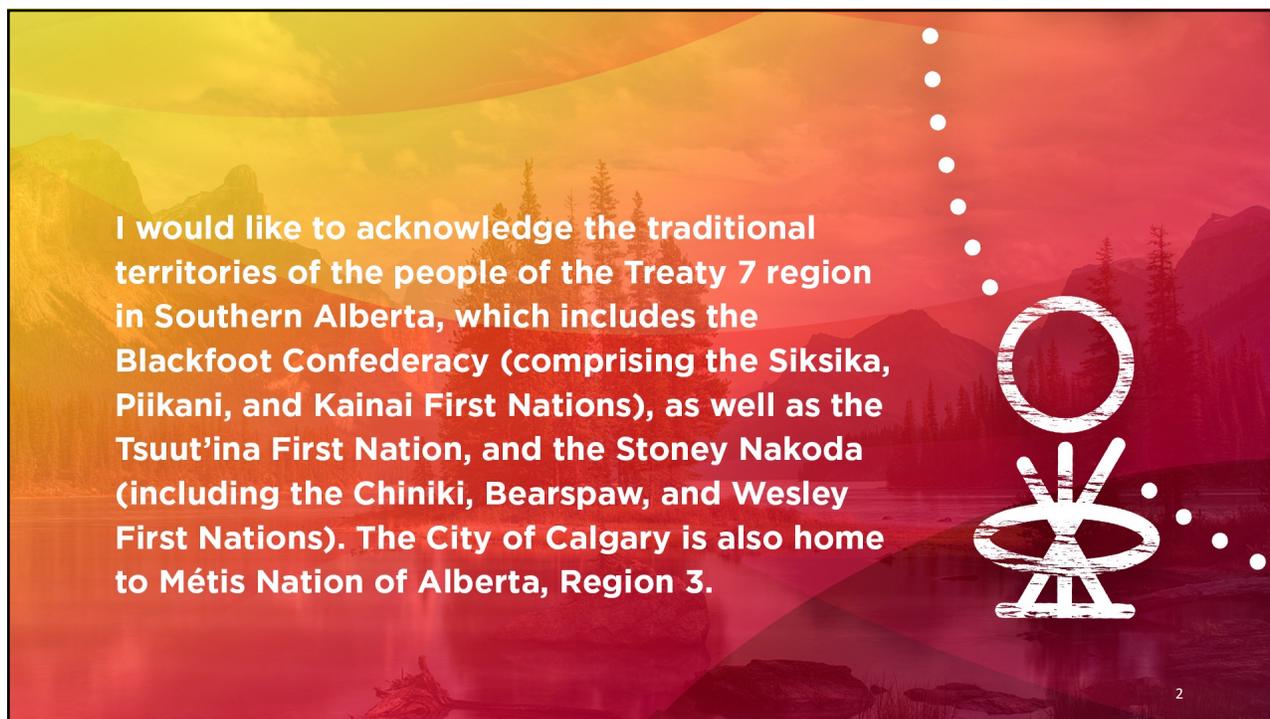
Sarah Elaine Eaton, PhD  
Educational Leader in Residence, Academic Integrity  
Twitter: DrSarahEaton

January 19, 2022



1

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.



2



## Ice Breaker

When you hear the term  
“academic integrity”  
what comes to mind?

3

3

## Agenda

I have presented some of this content previously.



Academic Integrity Foundations



Starting with Integrity: Talking to Your Students About Academic Integrity



Integrity through the Semester: Ethical Teaching and Practice



Ending with Integrity: Summative Assessments and Addressing Breaches of Integrity



Q & A

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# Academic Integrity Foundations: Fundamental Values



International Center for Academic Integrity (2021)

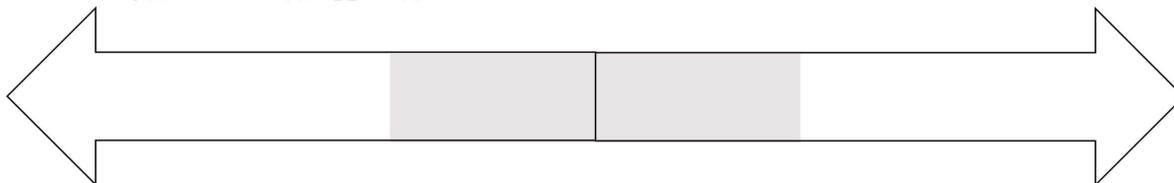
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# Foundations: Academic Integrity Continuum

Eaton, Pethrick, & Turner (2021)

Academic integrity breach:  
Investigation, case management,  
hearing(s), sanction(s), appeal(s)

Academic integrity: Education, skill-  
building and communication of  
expectations



Critical incident and associated  
grey area: Identification of alleged  
or actual breach and initial steps

6

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)

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## Academic Integrity During COVID-19



- Rapid changes to online learning and teaching – learning communities disrupted
- Increases in reports of academic misconduct globally
- Normal online behaviour regarded as deviance or academic misconduct
- Contract cheating - Commercial enterprises adapt and increase business

(See: Adams, 2021; Dawson, 2020; Eaton, 2020, 2021; Lancaster, T., & Cotarlan, 2021; Wolsky & Hamilton, 2020)

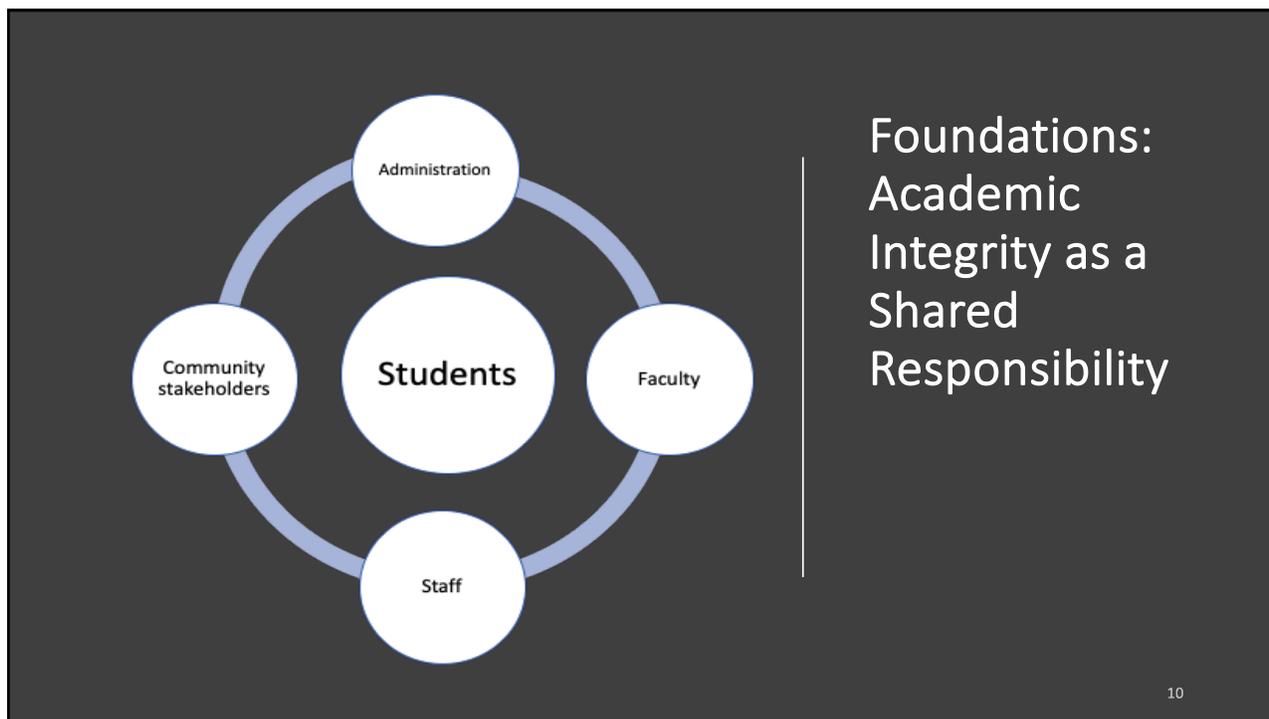
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## Factors Affecting Academic Misconduct: Updated 2020 – Impact of COVID-19



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)



## Starting with Integrity: Talking to Your Students About Academic Integrity



Brainstorming Question:  
How do you talk to your students  
about academic integrity?

11

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## 5 Strategies to talk to your students about academic integrity

1

Be straight  
forward

2

Use humour

3

Be (a little)  
vulnerable

4

Show  
compassion

5

Show them  
where help is  
available

12

12



## Strategy #1: Be Straight Forward

### Key messages to share as an educator:

- I care about academic integrity.
- I expect you to care about academic integrity.
- If you find yourself on the brink of making of a decision you might regret later, reach out to me.
- If you are not sure about something, ask me.
- Our focus is on learning, but in the case of a break of academic integrity, I am responsible for reporting it.

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## Strategy #2: Use Humour

- Example: University of Alberta video “Acceptable / Unacceptable”
- <https://youtu.be/8Bx5DAqTPhU>
- Length: 02:22



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## Strategy #3: Be (a little) vulnerable



- Tell your own story.
- Show your humanity.
- Conclude on a positive note.

Image source: Colourbox

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## Strategy #4: Show compassion

- Offer formative assessment opportunities.
- “Get out of jail free card” (Shoutout to Dr. Meadow Schroeder for this idea).
- Put dignity before deadlines.

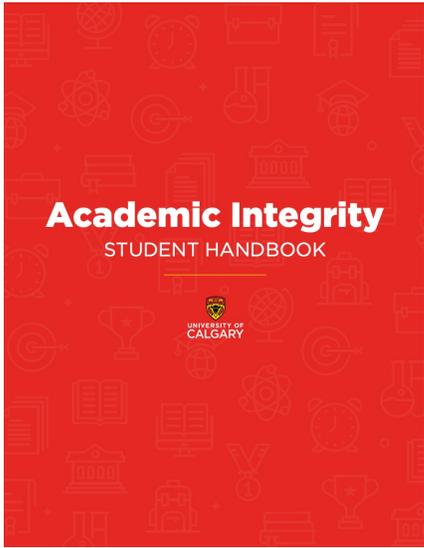
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**Strategy #5:  
Show students  
where to get  
help**

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Student success centre



**Academic Integrity**  
STUDENT HANDBOOK

UNIVERSITY OF  
CALGARY

<https://www.ucalgary.ca/live-uc-ucalgary-site/sites/default/files/teams/9/AI-Student-handbook-1.pdf>

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**Integrity through the Semester:  
Ethical Teaching and Practice**



**“Students cheat when  
they feel cheated.”**

- Dr. Julia Christensen Hughes (2017)

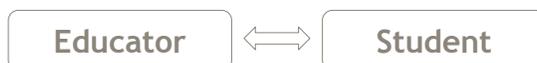
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## A breach of the contract of integrity



Expectation:



Violation:



Eaton, 2018a

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### Examples of Contract Cheating

- Almost any kind of assignment can be outsourced.
- Less likely to be outsourced:  
Performances,  
hands-on exams, oral exams.

SELLING EXAM ANSWERS  
 COMMERCIAL FILE-SHARING  
 UNETHICAL TUTORING  
 TERM PAPER MILL  
 THESIS WRITING SERVICE  
 ASSIGNMENT COMPLETION  
 LAB ANSWERS  
 ONLINE STUDENT PROXY  
 COMPUTER CODING ASSIGNMENT  
 DISCUSSION BOARD POSTS  
 PERSONAL REFLECTIONS  
 EXAM IMPERSONATION



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# Contract Cheating in Canada: A pre-pandemic Estimate



Table 1: An Estimation of the Possible Extent of Contract Cheating in Canadian Postsecondary Institutions (based on 2018-2019 Statistics Canada enrollment data)<sup>1</sup> (Values rounded up to the nearest whole number.)

	Post-secondary enrollments in Canada (2018-2019)	3.5% who may engage in contract cheating
Full-time enrollments	1,655,286	57,935
Part-time enrollments	500,136	17,505
<b>Totals</b>	<b>2,155,425</b>	<b>75,440</b>

<sup>1</sup> Statistics Canada (2021) note: "All counts are randomly rounded to a multiple of 3 using the following procedure: counts which are already a multiple of 3 are not adjusted; counts one greater than a multiple of 3 are adjusted to the next lowest multiple of 3 with a probability of two-thirds and to the next highest multiple of 3 with a probability of one-third. The probabilities are reversed for counts that are one less than a multiple of 3." This resulted in a difference of 3 in the total number of enrollments. See Statistics Canada (2021) source data for further details.

## COVID-19 Customized marketing

## Rhetoric of "help", "support" and "convenience".

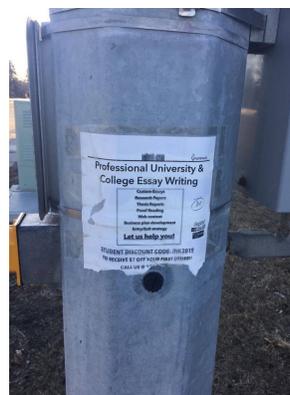
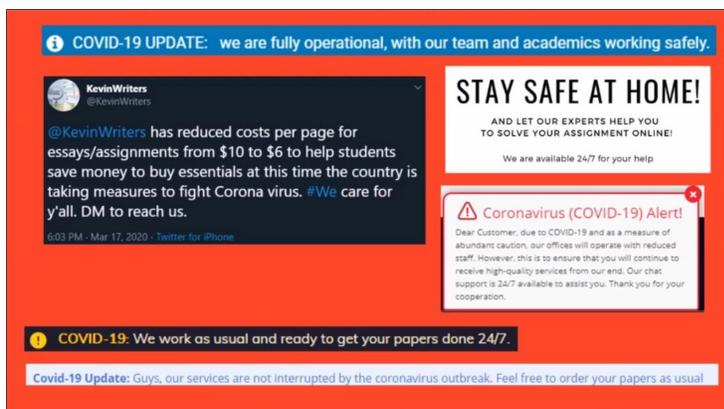


Photo taken: 16-Apr-2020 near the University of Calgary

## The Dark Side of Contract Cheating

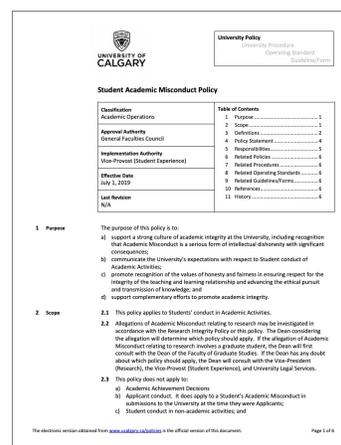
- Parallels between contract cheating and organized crime (Grue et al., 2021).
  - Difficult for any one individual to address alone.
  - Use of violence and coercion common.
  - Laundering of services and money using “fronts” (e.g., tutoring).
- Blackmail, bullying and psychological harassment are part of the industry; students are often unaware of the risks (Yorke et al., 2020).
- BBB Scam Alert issued April 2, 2021, as extortion recognized consumer fraud.



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## Ending with Integrity: Addressing Breaches of Integrity

- Student Academic Misconduct Policy - <https://www.ucalgary.ca/legal-services/university-policies-procedures/student-academic-misconduct-policy>
- We use a balance of probabilities model at the University of Calgary for addressing academic misconduct
- Every faculty has standard operating practices (SOPs) for reporting suspected or actual academic misconduct. Contact your department head or associate dean for details.
- We do all we can to promote integrity through proactive education, but when breaches occur, we report the misconduct.



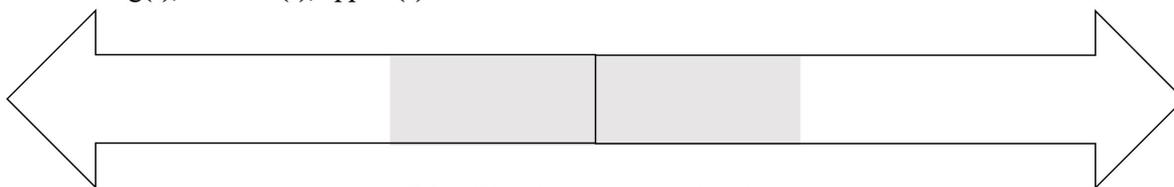
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expectations



Critical incident and associated  
grey area: Identification of alleged  
or actual breach and initial steps

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## Academic Integrity is Ethical Conduct in Action

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



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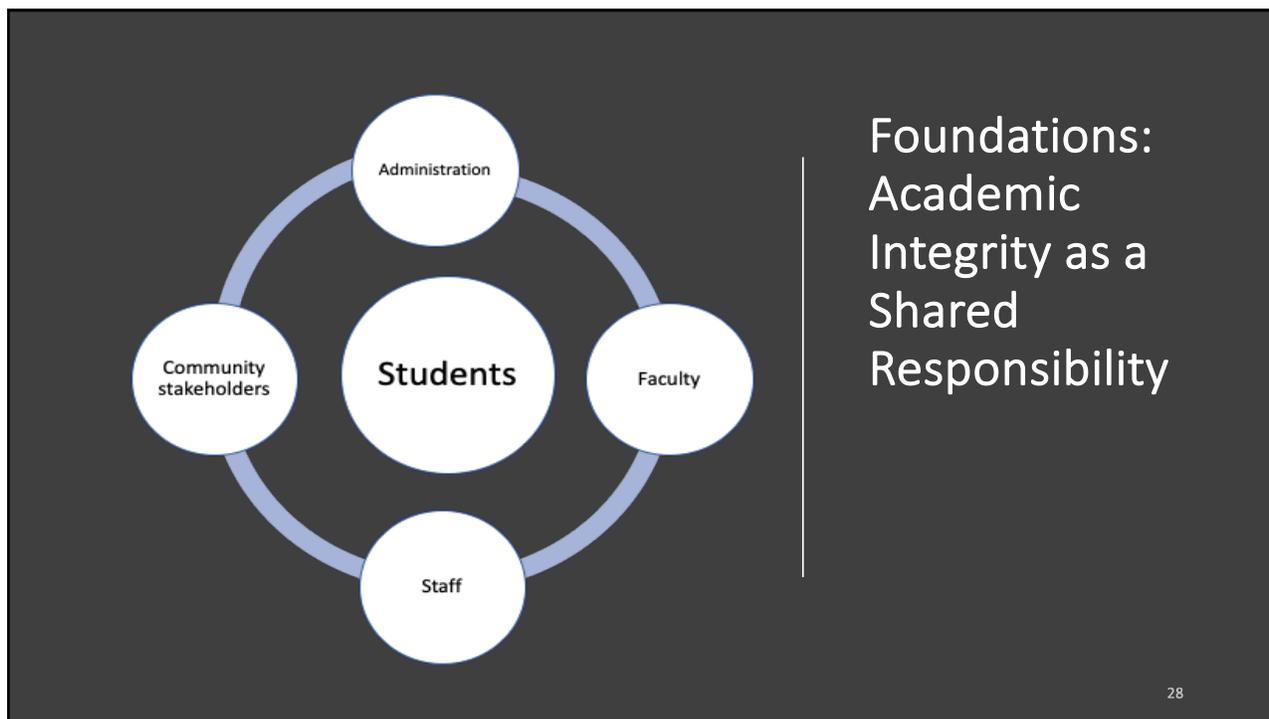
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## Who cheats? Reality v. Myth

Actual Rates of Misconduct	Who Gets Reported
<p><b>International v. Domestic</b>                      The rates for misconduct among international and domestic students has been found to be about the same (Bretag, 2019).</p>	<p>International students are 5x more likely than domestic students to get reported for academic misconduct (Beasley, 2016).</p>
<p><b>Gender studies about rates of misconduct</b> 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).</p>	<p>Men are more likely than women to be reported for misconduct (Beasley, 2016; Fabelo et al., 2016).</p>

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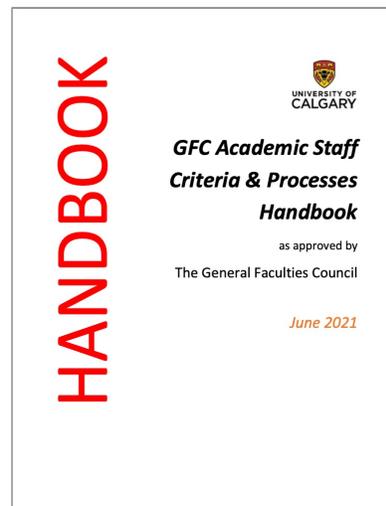


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## New GFC Academic Staff Criteria & Processes Handbook



- Approved at GFC on June 10, 2021
- Academic integrity is now formally recognized under
  - Teaching (Section 1.3)
  - Service (Section 1.4)



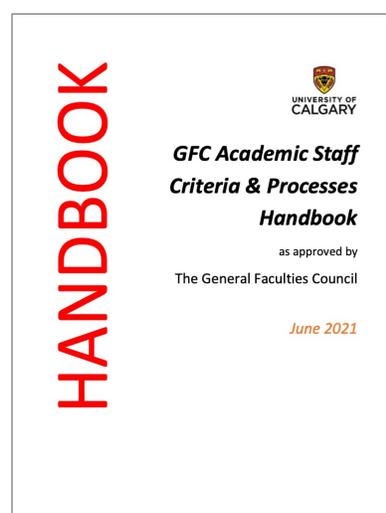
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## New GFC Academic Staff Criteria & Processes Handbook



### • Teaching (Section 1.3)

“Teaching may take different forms such as direct or classroom instruction at undergraduate and/or graduate levels, as well as competency-based education, and/or field and practicum supervision. Teaching activities may include lectures, seminars, tutorials, laboratories, clinical sets, advising/counselling, creating lesson plans, assessments, grading, and examinations, and **upholding academic integrity**. Delivery of instruction and support of student learning may be face-to-face, on-line and blended and may occur inside and outside of the classroom, on and off campus (including land-based education), in collaboration with other instructors, other faculties, associated institutions, community organizations or with Indigenous knowledge-keepers and communities.” (Section 1.3.3, p. 10) (Highlighting added).

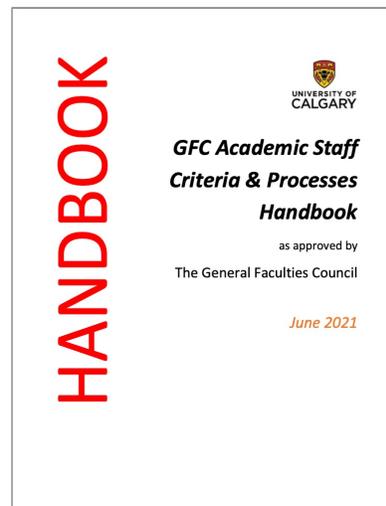


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## New GFC Academic Staff Criteria & Processes Handbook



- Service (Section 1.4)
- “Service to the University may include participation in Program or Unit-level, Department or Division, Faculty, and University committees, councils, task forces, *ad hoc* teams, and governing bodies, or other parts of the University including the Faculty Association. **Activities that contribute to upholding academic and research integrity across various parts of the academy shall also be considered as important service contributions to the University.**” (Section 1.4.3, p. 11) (Highlighting added).



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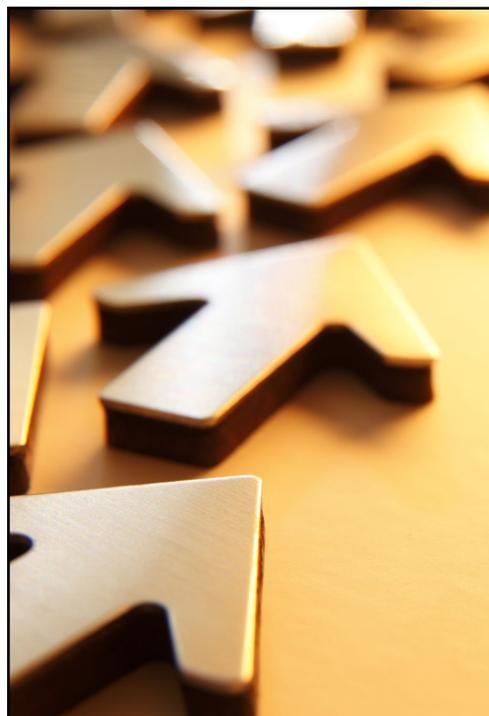
## Challenge Question



How can you ensure that  
academic integrity is recognized  
– and rewarded –  
as a valuable part of teaching and  
learning at your institution?

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## Summary

- Develop a culture of integrity in your classes.
- Demonstrate integrity through your teaching.
- Report violations of integrity when they happen.
- Make note of your own activities to support academic integrity through your teaching and service activities.

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