Academic Integrity as Ethical Teaching and Learning: Insights for Practice

University of Victoria

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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.
Ice Breaker

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

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
Academic Integrity Foundations: Fundamental Values

- Honesty
- Courage
- Trust
- Responsibility
- Fairness
- Respect

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

<table>
<thead>
<tr>
<th>Individual</th>
<th>Contextual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maturity level</td>
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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)

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


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<th>Individual</th>
<th>Contextual</th>
<th>Complex (Requires more research to be validated)</th>
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<td>Maturity level</td>
<td>Pressure to perform</td>
<td>Multiple and often competing priorities (e.g., family caregiving responsibilities, job(s), etc.)</td>
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<td>Stress levels</td>
<td>Competitive learning environment</td>
<td>Extended periods of chaos</td>
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<tr>
<td>Unsure of expectations</td>
<td>Instructional expectations unclear</td>
<td>Rapid pivots to new ways of learning and teaching</td>
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<td>Personality</td>
<td>Perception of peers</td>
<td>Tolerance for ambiguity</td>
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<td>Self-regulation / self-control</td>
<td>Instructor attitudes</td>
<td>Multiple modes of learning</td>
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Foundations: Academic Integrity as a Shared Responsibility
Starting with Integrity:
Talking to Your Students About Academic Integrity

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

5 Strategies to talk to your students about academic integrity

1. Be straightforward
2. Use humour
3. Be (a little) vulnerable
4. Show compassion
5. Show them where help is available
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 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.

Strategy #2: Use Humour

• Example: University of Alberta video “Acceptable / Unacceptable”
  • [https://youtu.be/8Bx5DAqTPhU](https://youtu.be/8Bx5DAqTPhU)
• Length: 02:22
**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.
Strategy #5: Show students where to get help

Student success centre

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

Integrity through the Semester: Ethical Teaching and Practice

“Students cheat when they feel cheated.”
- Dr. Julia Christensen Hughes (2017)
A breach of the contract of integrity

Expectation:

Educator ↔ Student

Violation:

Educator ↔ Third party ↔ Student

Eaton, 2018a

Examples of Contract Cheating

- Almost any kind of assignment can be outsourced.
- Less likely to be outsourced: Performances, hands-on exams, oral exams.
Contract Cheating in Canada: A pre-pandemic Estimate

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

<table>
<thead>
<tr>
<th>Post-secondary enrollments in Canada (2018-2019)</th>
<th>3.5% who may engage in contract cheating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time enrollments</td>
<td>1,655,286</td>
</tr>
<tr>
<td>Part-time enrollments</td>
<td>500,136</td>
</tr>
<tr>
<td>Totals</td>
<td>2,155,425</td>
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</tbody>
</table>

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.

Ending with Integrity: Addressing Breaches of Integrity

- 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 pro-active education, but when breaches occur, we report the misconduct.
Academic Integrity is Ethical Conduct in Action

- Concepts that are often neglected when thinking about academic integrity:
  - Equity
  - Diversity
  - Inclusion
### Who cheats? Reality v. Myth

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<th>Actual Rates of Misconduct</th>
<th>Who Gets Reported</th>
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<td><strong>International v. Domestic</strong>&lt;br&gt;The rates for misconduct among international and domestic students has been found to be about the same (Bretag, 2019).</td>
<td><strong>International students are 5x more likely than domestic students to get reported for academic misconduct (Beasley, 2016).</strong></td>
</tr>
<tr>
<td><strong>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).</strong></td>
<td><strong>Men are more likely than women to be reported for misconduct (Beasley, 2016; Fabelo et al., 2016).</strong></td>
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### Foundations: Academic Integrity as a Shared Responsibility
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)

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).
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).

Challenge Question

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

References

• International Center for Academic Integrity (ICAI). (2021). The fundamental values of academic integrity (3rd ed.). https://www.academicintegrity.org/fundamental-values/