

Academic Integrity: A Systems Approach to Address Contract Cheating
8th Congress on Academic Integrity

Center for Academic Integrity, University of Monterrey (UDEM),
Monterrey, Mexico
24 September 2020

Integridad Académica: Un enfoque de sistemas para enfrentar la compraventa de trabajo académico¹

8.º Congreso de Integridad Académica
El Centro de Integridad Académica
Universidad de Monterrey, México (UDEM),
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Sarah Elaine Eaton, PhD
Associate Professor, University of Calgary

Abstract

In this session, Eaton examines how a systems approach is needed to address contract cheating in its various forms. Using the 4M framework, Eaton demonstrates the role of the individual (micro), the department (meso), the learning organization (macro) and stakeholders beyond the institution (mega).

In this session, Eaton shares insights from her forthcoming book, *Plagiarism in Higher Education: Tackling Tough Topics in Academic Integrity* to be published by ABC Clio/Libraries Unlimited in 2021.

Keywords: academic integrity, academic misconduct, contract cheating, 4M Framework, SoTL

Abstracto

En esta presentación Eaton examina cómo y por qué se requiere de un enfoque de sistemas para abordar la compraventa de trabajo académico.

Utilizando el marco de referencia de las 4M, Eaton muestra el rol de la persona (micro), el departamento (meso), la institución y la comunidad (mega).

Palabras clave: integridad académica, mala conducta académica, marco de referencia de las 4M, Investigación en Docencia y Aprendizaje (IDA / SoTL)

¹ Agradecimiento a Beatriz Moya Figueroa, traductora, estudiante de doctorado en la Universidad de Calgary.

Welcome

Distinguished guests and esteemed colleagues: thank you for the invitation to join you today. I begin with a note of appreciation to the organizers of the 8th Academic Integrity Congress at the University of Monterrey. The work you are doing is important, not only for your own university, but beyond.

The slide features a white background with a decorative graphic on the right side consisting of overlapping curved shapes in shades of pink, yellow, and orange. The University of Calgary logo is positioned in the upper right corner. The main title 'Academic Integrity' is in a large, bold, red font. Below it, the subtitle and presentation details are in a smaller, bold, black font. The presenter's name and affiliation are listed in a standard black font, followed by her Twitter handle and the date of the presentation.

Academic Integrity

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**A Systems Approach to Address Contract Cheating
Presented at the 8th Congress on Academic Integrity
Center for Academic Integrity, University of Monterrey (UDEM)
Monterrey, Mexico**

Sarah Elaine Eaton, PhD
Associate Professor, Werklund School of Education
Educational Leader in Residence, Academic Integrity
Taylor Institute for Teaching and Learning

Twitter: @DrSarahEaton

September, 2020

In my talk today, I will present a systems approach to addressing contract cheating and academic integrity, sharing examples from my own local context with the intention of inspiring you to think about how you can use the framework I share today to understand and take action against contract cheating in your own context.

Territorial Acknowledgement

As the Coronavirus pandemic obliges us to find new ways of working and collaborating, I regret that I do not have the pleasure of joining you in person today. Instead, I join you from my home office, located close to the University of Calgary, in the western province of Alberta, Canada, where it is customary for us to begin by appreciating the traditional Indigenous lands upon which we are situated.



2

So I begin by acknowledging the traditional territories of the people of the Treaty 7 region in Southern Alberta, which includes the Blackfoot Confederacy (comprising the Siksika, the Piikani, and Kanai First Nations), as well as the Tsuut'ina First Nation and the Stoney Nakoda, which include the Chiniki, Bearspaw, and Wesley First Nations. The City of Calgary, is also home to the Métis Nation of Alberta, Region Three.

Objectives

Because my session today is grounded in the principles of the Scholarship of Teaching and Learning (commonly abbreviated to SoTL), and it is customary to begin by talking about what participants will learn from a session, I offer these learning objectives.



Objectives

By the end of the presentation today, you will be able to:

1. Understand what a systems approach to contract cheating is, using the 4M Framework.
2. Explain how and why a systems approach is needed to address contract cheating.
3. Discuss what actions you can take, individually and collectively, to systematically address contract cheating.

By the end of our time together today, my intention is for you to understand what a systems approach to contract cheating is, using the 4M framework (which I will explain throughout today's session) for you to be able to explain how and why a systems approach to academic integrity is needed to address contract cheating; and finally, for you to have conversations about what actions you can take, individually, and collectively, to address contract cheating systematically.

Researcher Positionality

As a researcher, my work focuses on qualitative approaches to inquiry. Within this paradigm, one of my responsibilities as a scholar is to declare my positionality to my work: Who I am, where I come from and what values and beliefs I bring to this work. I won't bore you with all the details on the slide, but I will highlight one point, which is of particular relevance to today's presentation.



My positionality

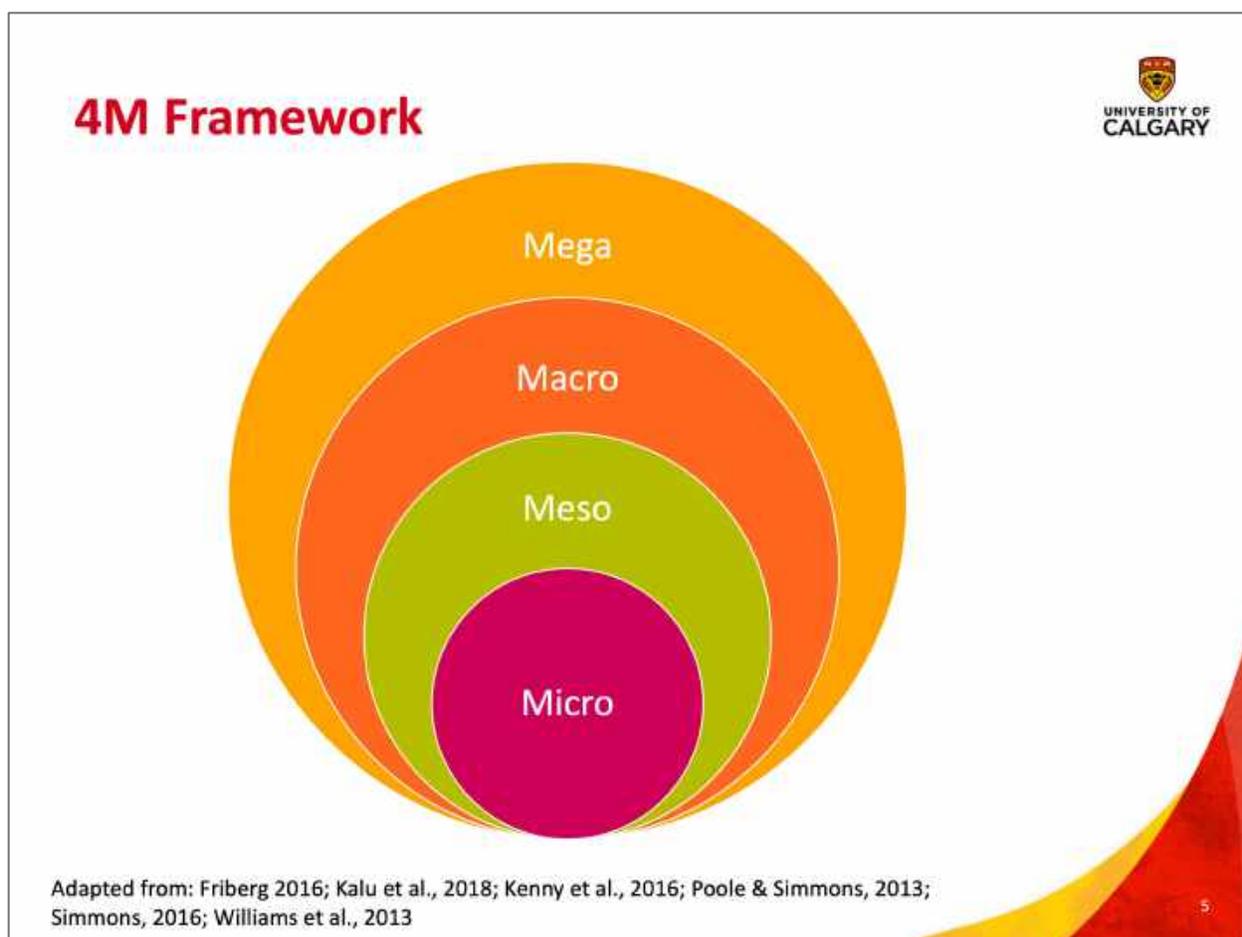
- Professor of education specializing in higher education leadership, policy, and governance
- Inaugural Educational Leader in Residence for Academic Integrity
- Co-Editor-in-Chief, *International Journal for Educational Integrity* (Springer Nature)
- Co-Founder and Co-Editor, *Canadian Perspectives on Academic Integrity*
- International Center for Academic Integrity, 2020 conference Program Chair
- Author, *Plagiarism in Higher Education: Tackling Tough Topics in Academic Integrity* (2021)
- Academic integrity researcher and advocate

In today's presentation I draw from concepts in my forthcoming book, *Plagiarism in Higher Education: Tackling Tough Topics in Academic Integrity*. Today I offer you a "sneak preview" of some of the ideas that I present in greater detail in the book. . But this is not a sales pitch, as the book is currently in production and will not be available until 2021.

Introducing the 4M Framework

The conceptual foundation for my presentation is the 4M Framework, which has existed in various forms and across disciplines for a long time. Psychologists in the room might recognize the work of the Russian American, Urie Bronfenbrenner, for example, who developed the ecological systems theory. Biologists might think of the work of the Ludwig von Bertalanffy, who developed general systems theory in 1960s. The notion of systems has been developing for more than half a century. Academic integrity scholars before me such as Tricia Bertram Gallant have applied systems theory to educational ethics.

In addition to Bertram Gallant, my understanding of systems theory and how it can be applied to academic integrity, has been heavily influenced by researchers specializing in the Scholarship of Teaching and Learning, who have refined broad and abstract concepts into a practical framework, called the 4M framework, which provides us with a method to understand complex educational problems in systematic ways, without being reductionist.



Educators who specialize in the Scholarship of Teaching and Learning have applied this framework for use in educational contexts. This slide demonstrates how I have adapted from the work of several scholars, with special kudos to Dr. Nicola Simmons and Dr. Gary Poole for their seminal work in this area.

In my presentation today I will use this framework to talk about academic integrity and contract cheating, drawing examples from my own context. In doing so, I encourage you to think about how you might apply this framework to yourself and your situation.

A brief overview of each of the four levels: The micro level represents the individual within the organization. The meso level represents smaller units within the organization such as academic departments and faculties, the library, the student affairs office, and so on. The macro level represents the learning organization itself – the university, the college, etc.

The mega level represents the broader community which can include official bodies such as government ministries, as well as social contexts such as alumni, parents and even society as a whole. I frame my talk about contract cheating today within the context of academic integrity through these four different lenses. You will notice that I talk both about contract cheating and academic integrity because, really, we cannot talk about one without the other because they are fundamentally connected.

Understanding the Micro Level

Let's begin with the micro level. This is the smallest unit within the organization, the individual. In terms of academic integrity, there are many individuals who are involved.



Micro Level: The Individual

- Student
- Professor
- Teaching Assistants
- Administrator
- Librarian
- Scholar
- Academic integrity officer
- Student affairs professional
- Others ?

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Micro

6

Many institutions around the world, including in Canada, have adopted a multi-stakeholder approach to implementing academic integrity. In this approach, different individuals have different responsibilities and roles to play. This list offers some examples of the kinds of people who might be involved with academic integrity in a learning institution, but the list is not exhaustive.

Next I will offer you an example of my own situation as an individual within my university.

Micro Level: Example of the University of Calgary

In Canada, most universities are publicly funded. Some are primarily known for teaching and others specialize more in research. I work at the University of Calgary, which is part of a group of universities known as the “U15”, a group of Canada’s top research universities. Research professors are expected to maintain an active program of scholarship, apply for grants, be active in research and to publish and present their work regularly.

Micro Level: The Individual: Example

- **Research Project:**

Investigating academic integrity in the Werklund School of Education: Process, policy and perceptions (2016-2018)

<https://osf.io/95q6r/>







- **Impact:**
 - 6 student research assistants hired and trained
 - 6 peer-reviewed research outputs.
 - Leveraged to successfully apply for a larger grant later on.

I have highlighted two articles that show some of my early work that has helped to shape my career. This research article from 2018, *Strengthening the research agenda of educational*

integrity in Canada: A review of the research literature and call to action, is one I conducted with a graduate student to show what research had been done on academic integrity in Canada.

I will come back to that one in a moment. For now, I also wanted to highlight this other article, from *The Conversation*, which is a kind of online platform for researchers to engage in public scholarship. I wrote it just before the 2017 International Day of Action Against Contract Cheating. Even three years ago, in Canada there was much less awareness about what contract cheating is. This article, which was republished in several major newspapers across the country, helped to raise awareness among members of the university community and the general public about an issue that had been mostly ignored until that point in time.

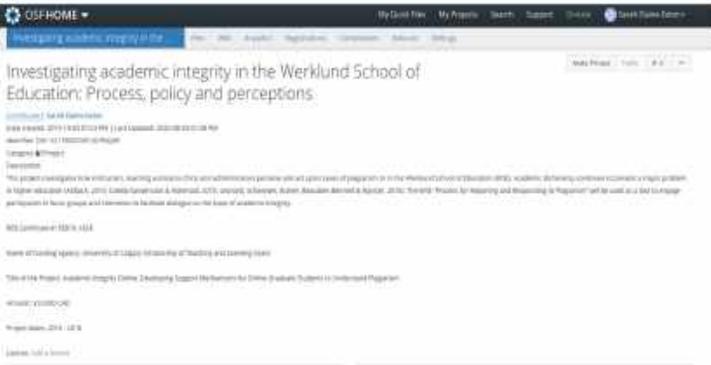
Micro Level: The Individual: Example

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- 6 student research assistants hired and trained
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One of my first funded research projects was to examine the perceptions of my colleagues in the faculty of education. It was only a small project, \$10,000 CAD (ten thousand Canadian dollars) but from it I was able to hire six student research assistants and together, we produced six peer-reviewed research presentations and publications. This served as a foundation to be able to apply for larger grants later on.

I highlight this project as an example because I believe it is important – imperative, actually – to involve students as much as possible in our research. Students are the future leaders and researchers who will one day take over our jobs at the university and in society. Even if their

own research is not directly focused on academic integrity, they will no doubt continue to encounter issues related to it if they continue in higher education. For this reason, I put students at the forefront of my research as much as possible.

I have archived this project publicly on the Open Science Framework. You can look up the title there to see further details if you are curious. (See: <https://osf.io/95q6r/>).

Micro Level: The Individual: Example

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- Research Project:
Investigating academic integrity in the Werklund School of Education: Process, policy and perceptions (2016-2018)
<https://osf.io/95q6r/>
- Key messages:
 - Small successes count.
 - Involve as many students as possible (e.g., paid research assistantships, co-authored publications and presentations).
 - Document and archive everything to track progress over time.

Micro

9

From this example, we can draw these key messages:

Small successes lead to bigger successes later on, so each one, no matter how small, has value.

My next message is to involve students as much as possible. . In this project, I was able to train students to conduct interviews and focus groups, help me with data analysis and ultimately, to co-present and co-publish with me. Every student involved in the project was also involved in at least one presentation or publication.

Next, is that it is essential to document every effort in order to be able to track progress over time. Sometimes we get so busy doing tasks related to our work that we forget to document what we have done. Small success over time can lead to *sustained* and *sustainable* impact.

Micro Level: The Individual: Example



- 2018 – Failed research grant application – Reasons for rejection:
- “Academic integrity is an administrative issue, not a research topic.”
- “There is insufficient evidence to show academic misconduct is an issue in Canada. If the applicant believes this is worth researching, the first step is to publish a literature review in a peer-reviewed journal.”



10

My next story is not one of success, but one of failure. I share it because I think it is important to show that researchers can – and do – fail. How we deal with failure is just as important as our success stories.

I worked for twenty-two (22) years as a part-time lecturer. These are the kind of jobs where one is hired from one semester to the next, without permanent employment or job security. These kind of jobs have become the norm in academia in many parts of the world, as permanent jobs become harder to find. In 2016, I was finally able to secure a full-time role. Within the first year as a professor, I applied for an internal grant. The application was rejected for the following reasons:

“Academic integrity is an administrative issue, not a research topic.”

“There is insufficient evidence to show academic misconduct is an issue in Canada. If the applicant believes this is worth researching, the first step is to publish a literature review in a peer-reviewed journal.”

Although I knew the first reason was inaccurate because I knew about the research of people such as the late Don McCabe in the United States, and also about research being undertaken by colleagues in Australia, the UK, and continental Europe.

The second criticism proved to be very useful. A reviewer stated that if I really believed that academic integrity in Canada was an area worth studying, the first step would be to conduct a thorough literature review and then publish it in a peer-reviewed journal.

So I did. Together with a graduate student, we found and reviewed just about every piece of research that had ever been published on academic integrity in Canada. The result was disappointing...a total of 56 sources published over 25 years. In some areas of research, there are more papers published on a topic in one month that we had published in a quarter of a century.

Nevertheless, it was published in the *International Journal for Educational Integrity*, the journal founded by Dr. Tracey Bretag.

The exercise was useful for a number of reasons. Firstly, I became deeply familiar with the small body of literature that existed. Secondly, I was able to identify the studies that had the most impact. Finally, it set the stage for future research and collaborations.

In terms of becoming deeply familiar with the small body of literature that existed, not only did I read every single piece of research I could find, including Master's and doctoral theses, from beginning to end, I constructed a spreadsheet with as much information as I could for the lead author of each work. If they were actively working as professors and researching, I attempted to make personal contact with them. These were my scholarly peers and I wanted to get to know them. I was not able to contact all of them, as a couple had passed away and a few others were difficult to reach. Nevertheless, I was able to make contact with about 95% of them. I let them know that I had read their work and appreciated their contribution to academic integrity research in Canada. I sent them a link to the published literature review and advised them that I had included their work.

This may sound a little unusual, but if you are a professor, you likely know how rare it is for anyone to send you a message saying they've read your work, and even rarer for anyone to say that they appreciated your contribution to the field! Generally, my messages were received favorably, though I must say that I was disappointed to learn how many people had published only one piece and then never continued. This signalled to me that for many people, academic integrity is a *project*, whereas for me, it is a *passion*. This distinction is important because in order for this work to be sustainable, you need a strong core of people working consistently over time. At that point, I would say that in Canada, we did not have that. Our colleagues in the province of Ontario have a professional network, thanks largely to the efforts of Amanda McKenzie and her colleagues, but such networks were not yet established across the whole country, other than the annual meeting we had at the Canadian Consortium Day at the International Center for Academic Integrity.

In terms of the studies that had the most impact, it became obvious very quickly that there were two studies, both co-authored by Dr. Julia Christensen Hughes, at the University of Guelph, and the late Dr. Don McCabe, that reported on the only large-scale project that had been conducted to that point. Many of you will no doubt be familiar with McCabe's survey. Well, when he administered that survey in Canada, with the help of Julia Christensen Hughes. So, at that point,

her co-authored work was the most important work that had been conducted. Those studies were published in 2006.

Another result of literature review was a bit of an usual one. The editor of the journal where I'd published that work, Dr. Tracey Bretag, and I began corresponding via e-mail. That led to a Skype call where she generously shared with me her ideas on how to establish a research program on academic integrity not only for myself, but for my country. Effectively, she inspired me to follow in her footsteps and do for Canada what she has done for Australia ten or fifteen years before.

Micro Level: The Individual: Example





Micro

- Key message:
 - Learn from every failure; and keep going.

11

My key message from this project is: even failures present opportunities.



Micro Level: The Individual: Example

- Local level leadership - Interim Associate Dean, Teaching and Learning, Werklund School of Education (6 months, July – December 2017)
 - International Day of Action Against Contract Cheating
 - Invited a guest speaker – Dr. Julia Christensen Hughes
 - Embedded academic integrity into training sessions for teaching assistants

12

Sometimes success is a bit of an accident. In 2017, the associate dean for teaching and learning took a six month sabbatical. I was appointed to replace her during her absence. In addition to fulfilling a number of administrative functions of the position, I also had the autonomy to do a couple of projects of my choice, providing they related to teaching and learning: I could host one local event, and invite one speaker from outside. I chose to host the first International Day of Action Against Contract Cheating.

For the speaker, I invited Dr. Julia Christensen Hughes, whom, as you now know, I had reached out to after writing the literature review. So we already had been in touch prior to that and we knew each other a little bit.

Finally, I was able to introduce the topic of academic integrity into our training program for graduate teaching assistants in an explicit way that had not been done prior to that.

Understanding the Meso Level

Let's talk about the first International Day of Action Against Contract Cheating. This ended up being a meso-level event. You will remember the meso-level is the departmental or faculty level within the institution. I organized the event out of the teaching and learning office of the faculty of education. Others on campus were welcome to attend, but it was not officially a university-level event.

That first event was small, but we hosted it anyway. It was lunch-time event where we presented an overview of what contract cheating was and had small group discussions. We also participated in the social media white board campaign. I am including the photos here of the people who participated by posting their academic integrity declarations to Twitter. Since there were so few of them, let me introduce you: Cristina Fernandez Conde (Graduate student, Education), Alix Hayden (Librarian), Robyn Mae Paul (Graduate student, Engineering).

In the photo on the right we have Professor Nancy Chibry, Associate Dean Undergraduate for the Faculty of Science and finally, on the right-hand side of your screen here is my colleague, Dr. Roswita Dressler. There were a few people who participated in the event, but did not want to post their photos on social media, such as my colleague, Dr. Katie Crossman.

Meso Level: Departments and Units

- 2017 International Day of Action – University of Calgary - Werklund School of Education





Photo source: Twitter – Photos were publicly posted.





Photo source: Twitter – Photos were publicly posted.

13

In total, there were about 12 people who attended, so a few more in addition to these people, but not many. To put this in perspective, our campus has about 2000 full-time faculty members and 35,000 students, so to say that attendance was low is an understatement. But the effort was not lost.

I mentioned earlier that it is important to document everything so you can begin to show impact over time. So imagine my surprise, two years later, as I was reviewing my records around the International Day of Action and I discovered this...

Within two years, a number of people who had attended our 2017 event, and in particular, those who had chosen to declare their commitment to academic integrity by posting their declarations publicly to the social media campaign went on to undertake their *own* projects, either independently or collaboratively, that led to workshops, conference presentations and peer-reviewed publications.

I have highlighted in yellow the names of the people who had posted their photos to the online social media campaign in 2017.

You've seen their photos... Professor Nancy Chibry, Associate Dean in the Faculty of Science... Robyn Mae Paul, Graduate Student in Engineering.



Meso Level: Departments and Units

- **2019: Two years later**

Scholars and students at the University of Calgary have produced more research and professional publications on academic integrity and contract cheating than any other university in Canada, including:

- **Chibry, N., & Kurz, E. (2019).** *Pay-to-Pass: Knowledge as a Commodity*. Paper presented at the Canadian Symposium on Academic Integrity, Calgary, Canada.
- Crossman, K. (2019). Is this in my contract?: How part-time contract faculty face barriers to reporting academic integrity breaches. *Canadian Perspectives on Academic Integrity*, 2(1), 32-39.
- Crossman, K., **Paul, R.**, Behjat, L., Trifkovic, M., Fear, E., Eaton, S. E., & Yates, R. (2019, April 18). *Engineering integrity: Using text-matching software in a graduate-level engineering course*. Paper presented at the Canadian Symposium on Academic Integrity, Calgary, Canada. <http://hdl.handle.net/1880/110670>
- Eaton, S. E. (2018). Contract cheating: A Canadian perspective. Retrieved from <http://blogs.biomedcentral.com/bmcblog/2018/07/24/contract-cheating-a-canadian-perspective/>
- **2017 International Day of Action Social Media Campaign. None of them had ever published or presented on academic integrity or contract cheating before the 2017 day of action.**



14

The impact is obvious: *Prior to that small event during the lunch hour that day, none of them had every published or presented on academic integrity.*

Here's more... Roswita Dressler, my colleague in the school of education, Cristina Fernandez Conde, one of our graduate students in education, Alix Hayden, one of our librarians.

Meso Level: Departments and Units

- 2019: Two years later

Scholars and students at the University of Calgary have produced more research and professional publications on academic integrity and contract cheating than any other university in Canada, including:

- More publications and presentations...
- Eaton, S. E., Chibry, N., Toye, M. A., & Rossi, S. (2019). Inter-institutional perspectives on contract cheating: A qualitative narrative exploration from Canada. *International Journal for Educational Integrity*.
- Eaton, S. E., & Dressler, R. (2019). Multilingual essay mills: Implications for second language teaching and learning. *Notos*, 14(2), 4-14. Retrieved from <http://hdl.handle.net/1880/110695>
- Eaton, S. E., & Fernández Conde, C. (2018). Evaluación auténtica para empoderar la integridad académica. *Revista de integridad académica*, 3(5), 6-8. Retrieved from https://issuu.com/integridadacademica/docs/revista_ia_-_octubre_2018_-_digital
- Hayden, A. K., Eaton, S. E., Crossman, K., Penaluna, L.-A., & Lenart, B. (2019). Text-matching software in post-secondary contexts: A systematic review protocol. *Canadian Perspectives on Academic Integrity*.

Note: People whose names are highlighted in yellow were all featured in the photos from the 2017 International Day of Action Social Media Campaign. None of them had ever published or presented on academic integrity or contract cheating before the 2017 day of action.




15

None of us could have known when we gathered in 2017 what would happen as a result.

For example, when your colleague from the Universidad Panamericana reached out to me for a contribution to the Revista de Integridad Académica, in 2018 it only made sense for me to partner with Cristina, who is from Mexico to co-author the article with me. Because... you know, it is critical to provide opportunities to graduate students whenever possible.

But if we had not documented our work over time, none of this impact would have been tracked. Because we documented our efforts, we were able to show various kinds of research and community outputs over two years. In total, we were able to show eight 8 workshops, presentations or publications from that small group who participated in one small lunch time event in 2017.

This may not sound like much, but remember, the literature review I'd published had shown a total of only 56 research outputs over 25 years. Although not everything we did from 2017 to 2019 was peer-reviewed, we nevertheless became the most research-intensive university with regards to academic integrity, with more presentations and publications than any other university in the country, over a period of only two years.

So my key messages from this meso-level example are:

Meso Level: Departments and Units

- Key messages:
 - Small events can be a catalyst for sustained effort.
 - Tracking the number of participants at an event can be and utterly inadequate way to demonstrate long-term impact.
 - Sustained effort over time is important.




16

Small events can be a catalyst for sustained effort. We treated the International Day of Action in 2017 not as a single event, but as a catalyst for ongoing dialogue. Because there were so few people who attended, I sent each person a personal thank you message afterwards. Because I held the role of Interim Associate Dean, Teaching and Learning at the time, the e-mail acknowledging participation was official. The personal approach is especially important when the numbers of people involved are small.

But tracking the number of participants at an event can be and utterly inadequate way to demonstrate long-term impact. There can be a tendency for administrators (and I say this with the utmost respect for administrators who are listening) to dismiss the success of an event if the total number of participants is small. A small number of people can have a major impact over time.

Every event lays the foundation for the next event. Every interaction creates possibilities. You remember that I discovered from my literature review that for some people academic integrity is a project, rather than a passion. When effort is sustained over time, the commitment deepens and one project leads to another. I am proud to say that some of the people involved in the 2017 event have gone on to lead multiple projects over time. In turn, they have influences others across their own meso-level units to take an interest and get involved. For that reason, sustained effort over time is important.

Understanding the Macro Level

You will remember that I was permitted to invite one speaker to the school of education. I chose Dr. Julia Christensen Hughes, who had co-authored the two major articles that informed our understanding of academic integrity in Canada.

You will notice from the slide, that I have moved from the meso-level to the macro-level. That was another sort of accident.

Macro Level: The Institution

- 2017 – Guest speaker:
- Dr. Julia Christensen Hughes













Dr. Christensen Hughes’s visit was originally supposed to be a visit to our school of education, but when the Vice Provost Teaching and Learning found out that we were to receive such a prestigious guest, the event quickly escalated to an institution-level event. People came from across every faculty and department to hear her speak and we, as an institution, began to think on a bigger scale about what academic integrity meant to us.

Some work had already been underway at the institutional level, and this event helped to catalyze some of that work. For me personally, it was an honour and a privilege to host Dr. Christensen Hughes at our university and to meet her in person.

Some of the work that had been underway at the macro level was to develop policies and procedures. The very *first* University of Calgary academic misconduct policy and procedure were officially implemented on July 1, 2019. I say “first” because prior to that, the university only had regulations. There is a difference between *regulations* that govern student conduct, and an institutional *policy* in which indicates responsibilities for a number of different stakeholders that include students, professors and administrators. This policy effectively established our institutional position towards a multi-stakeholder approach to academic integrity that had not previously been articulated.

Macro Level: The institution

- University of Calgary – 2019
 - Academic Misconduct Policy
 - Academic Misconduct Procedure







University Policy

University Procedures
Student Academic Misconduct Policy

Student Academic Misconduct Policy

Classification Academic Operations	Table of Contents
Approval Authority General Facilities Council	1 Purpose 1
Implementation Authority Vice-Provost (Student Experience)	2 Scope 1
Effective Date July 1, 2019	3 Definitions 1
Last Revision	4 Policy Statement 4
	5 Special Situations 6
	6 Related Policies 6
	7 Related Procedures 7
	8 Related Instructions/Forms 7
	9 Related Operating Standards 7
	10 References 7
	11 History 7

1 Purpose

The purpose of this policy are to:

- a) support a strong culture of academic integrity at the University, including recognition that Academic Misconduct is a serious form of intellectual dishonesty with significant consequences;
- b) communicate the University's expectations with respect to Student conduct of Academic Activities;
- c) promote recognition of the values of honesty and fairness in ensuring respect for the integrity of the teaching and learning relationship and advancing the ethical pursuit and transmission of knowledge; and
- d) support complementary efforts to promote academic integrity.



University Policy

University Procedure
Student Academic Misconduct Procedure

Student Academic Misconduct Procedure

Classification Academic Operations	Table of Contents
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	5 Panel Policy 8
	6 Related Policies 8
	7 Related Instructions/Forms 8
	8 Related Operating Standards 8
	9 References 8
	10 History 8

1 Purpose

The purpose of this procedure is to describe the process involved in reporting, investigating, and responding to Academic Misconduct at the University.

2 Scope

This procedure applies to all matters investigated pursuant to the Student Academic Misconduct Policy.

So if it seems like your own institution might be slow to advance with governance structures such as policies and procedures, you are not alone. The process to develop this policy and procedures was a long one. It involved consultation at many levels, with various drafts being reviewed and revised many times over a period of several years. This initiative was led by our Vice Provost, Student Experience. She took her time engage in participatory consultation with people across the university. That way, by the time the policy was finally approved in 2019, not only did people know about it, they believed in it because they had been part of its development.

So, my key messages for the macro level are that change at this level often happens slowly. This can lead some people to become frustrated or impatient. Documenting efforts over time can help to demonstrate progress. It is important to believe the process and support the leaders who serve as champions of academic integrity at the institutional level.



Macro Level: The Institution

- Key Messages
 - Institutional-level change happens slowly.
 - It is imperative to have institutional-level leaders (e.g. Vice Provosts) involved in supporting academic integrity.



19

Although individual efforts are important, it is essential to have institutional level leaders such as Vice Provosts involved. It is important that they serve as champions for long-term projects and use their positions to engage as many members of the academic community as possible in order to create long-term sustainable change. Institutional leaders set the tone for the university and when they care about academic integrity, everybody cares about academic integrity.

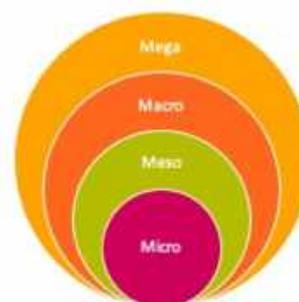
Understanding the Mega Level

Beyond the institution, we move into the broader community, the mega level of the framework. At this level, we are reaching beyond the borders of our individual institutions. We are engaging with others at the regional, national, and international levels.

I was talking with one of my graduate students, Brandy Usick, who had conducted her Master's research on academic integrity. We decided that there needed to be more opportunities for Canadians to connect, to collaborate, to know who else is working in this area... and to build a strong and sustainable network across the country... So, we launched a journal: *Canadian Perspectives on Academic Integrity*. Now in its third year, the journal is the only one of its kind in Canada. We include both peer-reviewed research and professional articles. It is completely open access, without any fees to submit, publish or download articles. It is hosted by the University of Calgary library online and is free for anyone to access. The only limitation, of course, is that authors must be located in Canada. We wanted to offer an opportunity for researchers and professionals to share their knowledge across the county in a permanent way that had never been done before.

Mega Level: The Community

- 2018 – Canadian Perspectives on Academic Integrity – Open access journal (Eaton & Usick)
- 2019
 - Canadian Symposium on Academic Integrity - First event of its kind that brought together scholars, administrators, students.
 - Alberta Council on Academic Integrity established.



As Brandy and I kept talking, I became more eager to create opportunities for others to connect and share their knowledge. So, the idea of a symposium came to mind. It started out small... At first it was only for those in our city. Then we thought we could expand it to others in our province of Alberta. Then, thanks to the generous support of our university, I was able to reach out to Tracey Bretag, to see if she might be available to join us for a keynote presentation. She accepted! As you might expect, she has a demanding schedule and had already accepted a number of invitations for 2019, so if we wanted her, she had one week available in April, just before Easter. We accepted and that set the dates for our event. Once that happened, the event grew. Remember how I mentioned that I'd previously reached to some of the authors whose work we'd examined in our literature review. Well, when we were organizing the symposium, I reached to all of them, regardless of whether they were professors or graduate students. We invited them all to Calgary. In the end, 150 people registered from across the country. This may not sound like much, but we had only been actively planning the event for about six months and Tracey's available dates happened to align not only with Easter, but with the week of final exams at many Canadian universities. That meant that some people could not attend due to obligations to administer exams. We went ahead with it anyway because we'd already agreed to the dates.

Modesty aside, I have to say that it was a success. Not only did people have the privilege to hear two keynotes from Tracey Bretag, in addition, Thomas Lancaster came over from the U.K. and we were able to promote him as a featured speaker of the symposium. The majority of the presentations were Canadians sharing their research, professional practices and strategies for upholding integrity. There were research presentations and workshops with over 20 sessions in total.

One of those workshops was led by Amanda McKenzie and colleagues from the province of Ontario on how to build your own regional network for academic integrity. As a result of their workshop, within six months of the symposium three other provinces, Manitoba, British Columbia, and Alberta, all launched and continue to support their own regional academic integrity networks.

I am also happy to report that the second Canadian Symposium on Academic Integrity is scheduled for next year. It will be hosted by our colleagues at Thompson Rivers University in British Columbia. I am excited to see the symposium grow and for others to take on leadership roles in our country.

You can probably tell by now that I think a lot about how to build a sustainable academic integrity community in my country. In order to build a community you need a critical mass of people who are dedicated to contributing in various ways over time. The journal and the symposium were fantastic ways to catalyze our efforts across the country.

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We talk a lot about academic integrity through the lens of the fundamental values articulated by the International Center for Academic Integrity: courage, fairness, honesty, respect, responsibility, and trust. There is an underlying assumption that those values are universal and to some extent, they are. But there are also differences in how different countries understand and enact integrity. In Canada, for example, there are no such things as Honor Code schools. That is almost exclusively an American phenomenon.

Although there are some commonalities between Canada and the United States, such as our language, our dress, many of our social customs, there are also aspects of Canadian culture that differ in quite fundamental ways. For example, we are a bilingual country, with English and French being the official languages. Another difference is our approach to our Indigenous Peoples. You no doubt noticed that I began my presentation today with an acknowledgement of the traditional Indigenous territory on which my city is located. Some years ago, we as a nation began a process of reconciliation with our Indigenous peoples. There are many facets of that work, one of which is the decolonization of education. This is work that is ongoing in a variety of ways...

I began to ask myself what it would mean to explore the meaning of academic integrity through a Canadian lens. What does academic integrity mean, for example, to Francophone Canadians? What does it mean to our Indigenous populations? What does academic integrity mean to us, as Canadians?

Well, naturally, the idea of collecting contributions from people across the country together in a book emerged. It also occurred to me that if we could organize ourselves to put together a book to be published in 2021, it would mark the 15th anniversary of the two seminal articles that Julia Christensen Hughes had co-published with Don McCabe on academic integrity in Canada. I sent her an e-mail sharing the idea for the book. I asked if she might be willing to write the Foreword.

Mega Level: The Community



- 2020 – *Academic Integrity in Canada: An Enduring and Essential Challenge* (Eaton & Christensen Hughes, Springer Nature, forthcoming in 2021)
 - More than 40 contributors from across Canada (including students).
 - The first book ever that will focus on academic integrity in the Canadian context.
 - We will address topics that are uniquely Canadian, but with applicability to a global audience.



21

She did better than that. She agreed to co-edit the book with me. This is a woman who is accomplished in her a career. She has served as the Dean of Business for ten years at her university. She is internationally recognized as a leader on sustainable development in business. She's won numerous awards. She has given an address to the United Nations. She is close to retirement and has earned it after a brilliant career. She literally has nothing to gain from working with me.

Except giving back.

She not only suggested that we co-edit the book together, she insisted that I lead the work because she knows it will be important for my career.

So, as I share this time with you today, more than 40 contributors, including Vice Provosts, professors, researchers, professionals, and even graduate students, from across Canada are busy writing or collaborating on chapters that are due over the next few weeks. This will be the first ever book that focuses entirely on academic integrity in the Canadian context. We will address topics of global importance, such as contract cheating, but we also have Francophone contributors, Indigenous contributors and people writing from a variety of different disciplines including engineering, business, literature, science, nursing, medicine and education.

Mega Level: The Community



- 2020 – *Academic Integrity in Canada: An Enduring and Essential Challenge* (Eaton & Christensen Hughes, Springer Nature, forthcoming in 2021)
 - Launched at the next Canadian Symposium on Academic Integrity – 2021, to be hosted by Thompson Rivers University.
 - Will celebrate how far we have come as a country in the 15 years since Christensen Hughes & McCabe published (2006)



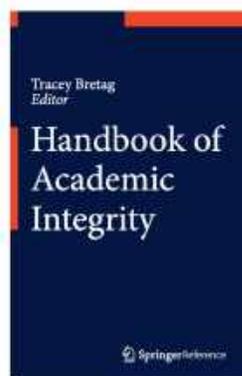
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Our book is scheduled to be launched at the next Canadian Symposium on academic integrity and will mark the 15th anniversary of the work published by Christensen Hughes and McCabe. It will also document how far we have come since then and set the vision and agenda for years to come.

You may have noticed that the book has been accepted for publication by Springer. Let me explain why we made this choice and its symbolism...

Mega Level: The Community

- 2020 – *Academic Integrity in Canada: An Enduring and Essential Challenge* (Eaton & Christensen Hughes, Springer Nature, forthcoming in 2021)
 - Will serve as a companion to the *International Handbook on Academic Integrity* (Bretag, ed., 2006)
 - Will include chapters on contract cheating from the Canadian perspective.



23

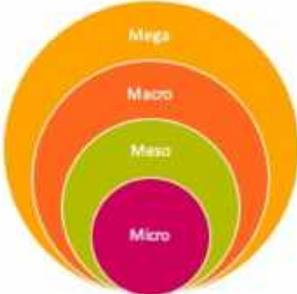
The handbook contained contributions from Canadians, including Christensen Hughes, but no chapters that were specifically about our country. In our proposal to Springer we situated our work as a companion to the *Handbook of Academic Integrity* edited by Tracey Bretag. Our book will complement the handbook. Incidentally, not only will our book mark the 15th anniversary of Christensen Hughes's and McCabe's two articles, it will also mark 5 years since the publication of the handbook, so it truly represents the development of our field, but also of our ability to contribute to the global dialogue.

My key messages from the mega-level are that scaling up your efforts requires collaboration. It means creating relationships that can grow over time. As people advance in their careers, they create opportunities for others and mentor them, just as people such as Tracey Bretag and Julia Christensen Hughes have done with me. And in turn, I do the same with my own graduate students and others who wish to advance in their careers.



Mega Level: The Community

- Key Messages
 - Scaling up the effort requires successful partnerships.
 - It is essential to create opportunities for others.
 - Intellectual elitism has no place in academic integrity work. Everyone must be involved.



24

Finally, we have been able to do this work on this scale because we have involved many people in many different ways. I truly believe that intellectual elitism has no place in academic integrity work. From high-level distinguished administrators, to professors, to staff, to students, the word integrity comes from the Latin root “to integrate – to make whole”. In order to be whole, we must involve people from every level of our learning organizations and beyond. Integrity cannot live only in our policies or in our classrooms. It must be infused into the very walls of our institutions, be in every job description and be a commitment at every level.

Conclusion and Call to Action

In my presentation today I have shared some examples from my own context to show you how Canada is maturing as an academic integrity community at various levels.



Conclusion

- These examples show how Canada maturing as an academic integrity community at various levels.
 - We are affiliated with the International Center for Academic Integrity (ICAI); and we are also developing our uniquely Canadian understanding of academic integrity:
 - Higher education that is more like other Commonwealth countries in structure and governance than U.S. post-secondary system.
 - Officially bilingual country: English/French
 - Indigenous Ways of Knowing, Being, and Learning.

25

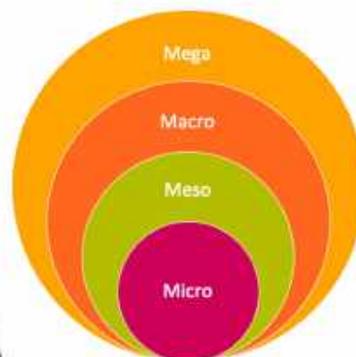
We are affiliated with the International Center for Academic Integrity, and we are simultaneously developing our own unique interpretations of what academic integrity means in our context that includes English, French, Indigenous peoples, and immigrants from every other country in the world.

So let's review the key messages from throughout the presentation today:

1. Small successes count.
2. Involve as many students as possible (e.g., paid research assistantships, co-authored publications and presentations).
3. Document and archive everything to track progress over time.
4. Learn from every failure; and keep going.
5. Small events can be a catalyst for sustained effort.
6. Tracking the number of participants at an event can be and utterly inadequate way to demonstrate long-term impact.

Key Messages

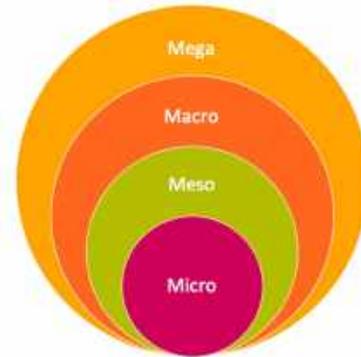
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7. Sustained effort over time is important.
8. Institutional-level change happens slowly.
9. It is imperative to have institutional-level leaders (e.g. Vice Provosts) involved in supporting academic integrity.
10. Scaling up the effort requires successful partnerships.
11. It is essential to create opportunities for others.
12. Intellectual elitism has no place in academic integrity work. Everyone must be involved.

Key Messages

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I close the presentation today with a call to action. I frame them as questions for you to think about and use as a point of departure for conversation and next steps.

28

Call to action:

- What will you do as an individual?
- How will you work together?
- How will you support and celebrate the work of others?
- How will you cultivate a common understanding of academic integrity that resonates across Mexico? Across Latin America?
- How will you celebrate the 10th anniversary of this conference in 2022?

The diagram on the right consists of four overlapping circles of increasing size, labeled from innermost to outermost: Micro (pink), Meso (green), Macro (orange), and Mega (yellow). The circles overlap in a way that suggests a progression from individual to systemic levels.

My questions to you are:

- What will you do as an individual? I can assure you that your individual efforts matter. Whatever you are doing, keep doing it. And in addition to that, seek opportunities to collaborate. That leads to my next question:
- How will you work together? How will you collaborate to scale up your efforts?
- How will you support and celebrate the work of others? As we advance in our careers, it becomes more and more essential to mentor others and to create opportunities for them to share and to excel and to take on leadership roles of their own.
- How will you cultivate a common understanding of academic integrity that resonates across Mexico? Across Latin America?

Some of the values of academic integrity may be universal, but there are also interpretations within your own context and at the local level that are important. Your vision, your interpretation, your ideas, these are all important – and essential.

As I was preparing for this session today I began working with my doctoral student to find a translation of the term “contract cheating”. We could not find a consistent term. We finally settled on *la compraventa de trabajo académica*, but even that is not entirely precise. The European Network for Academic Integrity has a glossary of vocabulary available in ten languages... but Spanish is not one of them. In order to address a problem, we need common language to talk about. As a Latin American community, you need your own glossary of terms to help people have a common vocabulary to talk about the problems and address them in systematic ways.

- How will you celebrate the 10th anniversary of this conference in 2022? You heard me talk about various anniversaries we plan to celebrate with our work. My final challenge to you is to think ahead. This is the eighth congress you have hosted. How will you mark your tenth one in a few years? How will you engage and inspire the next generation of professionals, educators and students to continue with this work in sustained and sustainable ways?

Where is your book on academic integrity in Latin America? Or some other initiative that works for you?

Everyone is part of the system that supports academic integrity, so everyone is part of the solution.



Thank you for your time today. Enjoy the rest of the conference.

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