

Inaugural Issue Editorial

Abstract

This article introduces the inaugural issue of *Canadian Perspectives on Academic Integrity*. The editorial explains the journal's aims and scope, as well as the rationale for focusing on the Canadian context.

Keywords: Canada, academic integrity, inaugural issue

It is rare that one has the privilege of writing an editorial for an inaugural issue of a journal. It is a privilege counter-balanced with a sense of responsibility to set the direction of the publication for its future. I am delighted to work with Brandy Usick as a co-editor. We have opted to share our perspectives on the journal through individual editorials, though that is by no means an indication of dissonance or lack of unity. We bring distinct perspectives, mine being that of an academic with publishing and editorial experience with a strong sense of appreciation and advocacy for open access publications, as well as a desire to mentor aspiring and emerging writers working in a professional context.

The impetus for this journal grew from conversations with the co-editor about the lack of writing those who work in academic integrity in a hands-on way in Canada. As Seifert (2016) points out, there is value in the formal communication of ideas, and having a space for formal sharing has been lacking for Canadian practitioners. The International Center for Academic Integrity's annual conference, and the Canadian consortium that is included with it, provide an excellent venue for practitioners and academics alike to gather and share ideas, but with little opportunity to capture or archive those ideas in a way that those who cannot attend the conference can access. And so, we decided it was time to provide practitioners with a space to share writings about their professional work.

This non-profit, open access, practitioner journal that provides a digital space and place for practitioners working in the field of academic integrity to discuss issues and ideas central to the work they do on a daily basis. The journal is intended to connect practitioners in order to offer ideas and updates; share tools, techniques and resources; ask important questions, evaluate current practices and contribute ideas about practice-based outcomes related to academic integrity. On a deeper level, the journal is a space for practitioners to connect and feel connected to one another on a professional level.

The publication reflects the diversity of professional practitioners working in the field of academic integrity including, but not limited to, student services professionals and

librarians. We focus on those working in the Canadian context and in fact, have restricted the journal to this audience because we feel it is essential to further develop both a sense of professional community and a showcase for Canadian experience and expertise.

This is an open-access publication, so readers worldwide have immediate, full and free access to contributions in a digital format. Contributors have agreed to have their work distributed under a Creative Commons License (<https://creativecommons.org/share-your-work/licensing-types-examples/licensing-examples/#by-nc-nd>). While peer review is important for researchers and scholars, it may be less relevant for practitioners. In fact, the idea of peer review might be intimidating for practitioners and present a barrier to even submitting a manuscript. To that end, we have opted for a rigorous editorial process rather than peer-review. Our aim is to encourage Canadian professionals to write about their practice and to become comfortable sharing with one another through written submissions. There will be no article processing charges (APCs) for contributors and authors will retain copyright of their work.

We have aligned this inaugural issue with the annual conference of the International Center for Academic Integrity, encouraging submissions from Canadian attendees of the conference, but also from others who are eager to establish and encourage the development of this practitioner-focused journal. We hope that you find the journal valuable and will share your work with us as we develop and document the excellence among Canadian practitioners of academic integrity.

Sarah Elaine Eaton
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Co-Editor

References

- Seifert, T. (2016). So you think you can write? Publishing in student affairs. *Supporting Student Success*. Retrieved from <https://supportingstudentsuccess.wordpress.com/2016/06/27/so-you-think-you-can-write/>