

## Editorial

### Reflecting on Creating a Culture of Academic Integrity at the University of Manitoba: CSAI 2023 Greetings

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#### Abstract

This month, we publish our first issue of the sixth volume of the Canadian Perspectives on Academic Integrity (CPAI), and highlight the abstracts from the Canadian Symposium on Academic Integrity (CSAI) 2023 hosted by The Centre for the Advancement of Teaching and Learning, University of Manitoba. This issue also features an original research article focusing on the understanding and perspectives of plagiarism of undergraduate students at the University of Toronto.

*Keywords:* academic integrity community, Canada, history, symposium

### Reflecting on Creating a Culture of Academic Integrity at the University of Manitoba: CSAI 2023 Greetings

I had the absolute pleasure to bring greetings, from Student Affairs at the University of Manitoba to the opening of the third Canadian Symposium on Academic Integrity (CSAI 2023). I share my opening remarks with journal readers (with some modifications for readability) and highlight key next steps in the work of this journal, academic integrity as a field, and invite researchers and practitioners to continue to share their work with this community.

The theme of CSAI 2023 was *Looking to the Future of Academic Integrity*.

My theme for my greeting is to honour the foundational work of students, staff, faculty, and administrators at the University of Manitoba that helped us to create a culture of academic integrity, and thus rather than looking *forward*, I want to spend some time looking *back*.

I have been involved with the academic integrity community for my *entire* professional career and although my involvement has waxed and waned depending on my position and research interests, my commitment to the importance of promoting academic integrity *has not* waived.

I am very proud of what we have accomplished at the University of Manitoba and given that the symposium was held at the University of Manitoba, I want to share with you some of our most important milestones and achievements.

To start, I must reach back to the late 90s and acknowledge my former boss and mentor, Dr. Lynn Smith, who was the inaugural Director of a unique student service unit called Student Advocacy. I was involved for many years with this office, first as an advocate and later as the Director. I supported students to make special requests, file appeals, or in the case of academic integrity, respond to allegations of misconduct. In these positions, I worked closely with faculty, academic advisors, administrators and student leaders across the university.

Lynn Smith was quick to recognize the need for *broad based* education for the campus community on the importance of academic integrity and spearheaded the University of Manitoba's first academic integrity week in 1997. And the University of Manitoba has hosted an annual event for over 25 years. The scale of these events have ranged from a very ambitious event, (e.g., example a month-long event with sessions for every constituent group on campus) to more scaled back weeklong program of digital offerings (Usick & Morris, 2006).

At the time, Lynn - and later me and other colleagues - were very much inspired through reading the literature and attending conferences like Association for Student Conduct Administration, International Center for Academic Integrity (ICAI) and the later Canadian-hosted events. As part of our academic integrity weeks, we embarked on projects (with permission from Don McCabe and research ethics board approval) to distribute Don McCabe's surveys as part of integrity weeks. This originally involved encouraging students to complete surveys at booths, in the cafeteria, wherever we could distribute and later of course, as part of the Christianson Hughes and McCabe research projects (Christensen Hughes & McCabe, 2006a, 2006b).

So, the milestones include . . .

#### **Academic Integrity Week** – check

**An Institutional Academic Integrity Committee** – check. This committee has evolved over the years and reports through to the Vice Provost (Students) and Vice Provost (Teaching and Learning). I have asked this group whether we should wrap up but the answer always “no - we have too much to do”, which is true, including making recommendations on text matching software, policies, piloting new processes.

**Student Leadership and Involvement** – check. Within Student Affairs, our work is always informed by working with and alongside students and academic integrity is no exception. Whether this was the Academic Integrity Ambassador program led by Heather Morris (current Director of Student Advocacy), which ran successfully for a few years or our work with student union leaders and student staff.

**Dedicated Positions** – check and check. The Vice Provost (Students) and Vice Provost (Teaching and Learning) committed funds to hire positions in to support students and faculty. These hires were real turning points for the work of academic integrity at the University of Manitoba.

Dr. Brenda Stoesz was hired as the first faculty specialist academic integrity (first position of its kind in Canada I believe). And while Brenda's titles change, her work on advancing academic integrity within teaching and learning at the University of Manitoba has not. Brenda has been instrumental in bringing Manitoba academic integrity practitioners, educators, and researchers together through Manitoba academic integrity network (MAIN) and the annual Academic Integrity Inter-Institutional Meeting (AIIM) (Stoesz et al., 2020).

Hiring of an Academic Integrity Coordinator, Loie Gervais, was a game changer. Going back to that committee, our to do items were long and her job description was actioning that to do list, but this evolved to her becoming involved in a meaningful way in the education of students who are found to have breached the academic integrity policy (i.e., Student Discipline Bylaw and Academic Misconduct Procedures). Her work and the partnerships she has forged with the academic and support units has helped to triage, refer, and deliver educational programming and supports.

**And the list goes on:**

**Tutorials** – check. We have several. Preventative. Post discipline. As part of orientation, required as part of graduate studies or as course or program requirements.

**Campaign and Communications Strategy** – check. We use our tag line *Show your Integrity* in our educational materials, newsletters to faculty, and social media posts.

**Collaborations** – check. Our collaborations both within and external to our institution are strong. We pride ourselves in having close connections with members

of other Manitoba postsecondary institutions, but also partnering with practitioners and researchers across Canada and around the world.

**Research** – check. A watershed moment was when a small team led by UM researcher – Dr. Lynn Taylor (I was the research assistant or RA) was awarded the first large Social Sciences and Humanities Research Council (SSHRC) grant in early 2000s to fund research on plagiarism (Paterson et al., 2003; Taylor et al., 2004).

Of course, I am unable to provide an exhaustive list of initiatives, efforts, and achievements but want to emphasize that working towards a culture of academic integrity through teaching, learning, supports, and research takes a campus community that is connected to provincial, national, and global networks. This symposium promises to showcase important initiatives and research from the University of Manitoba and beyond.

Speaking of showcasing, I must shamelessly plug the *Canadian Perspectives of Academic integrity (CPAI)* that Dr. Sarah Elaine Eaton and I co-founded, and that Brenda M. Stoesz and I now co-edit. Please read the contributions of your colleagues and please consider submitting an article yourself.

Thank you Brenda and the conference team from The Centre for the Advancement of Teaching and Learning for organizing a spectacular event. I am in awe of the caliber of the sessions (the abstracts of which are published in this issue of CPAI). These next two days promise to be highly informative and given this group, I know fun as well!

## Conclusion

In this issue, abstracts from the Canadian Symposium on Academic Integrity (CSAI) 2023 hosted by The Centre for the Advancement of Teaching and Learning, University of Manitoba, are featured. Authors/presenters shared their original research on topics including policy reviews, students' understanding of academic misconduct, student stress and the impact on decision making, and provided professional development workshops about restorative justice, invigilator training, and assignment individualization. Conference goers could also hear from many panelists about their experiences learning, teaching, and dealing with cases. Additionally, this issue includes a peer-reviewed original research article focused on the understanding and perspectives of plagiarism and self-plagiarism of undergraduate students at the University of Toronto. Kaler and colleagues (2023) present data collected just before and during the pandemic, which adds to the literature on academic misconduct and reasons for engaging in inappropriate academic activities.

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