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 and 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
University of Calgary
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/

Editorial for Inaugural Issue

of Canadian Perspectives on Academic Integrity

Abstract

Canadian higher education practitioners working in the area of academic integrity encounter challenges when attempting to locate and share information, research and resources. This article reviews these challenges to help underscore the need for this new open journal.

Keywords: Academic Integrity, Canada, Practitioners, Inaugural issue

I am excited to be part of creating an open access journal for practitioners working in the area of academic integrity. As a practitioner myself, I know first hand the struggles of locating information to help inform approaches when addressing issues of academic integrity, whether at an institutional, unit, or classroom level.

There are several challenges that I will identify below that support, from my perspective, the creation of an open access journal on academic integrity for practitioners working within Canadian post-secondary institutions.

Few positions are dedicated exclusively to academic integrity

For many of us, working in academic integrity is but one responsibility and it can be challenging to prioritize this issue amongst the other competing demands. While there are positions that exist that focus exclusively on academic integrity, these are rare, at least in Canada. Having a 'go to' centralized resource that provides assistance for challenges and circumstances unique to Canadian campuses will be valuable both in terms of content but also in the time that will be saved that was otherwise spent on trying to locate relevant information.

Diversity of roles involved in academic integrity

Those working in the area of academic integrity hail from a variety of areas across post-secondary institutions, and in fact in some instances some are external to the university or college (e.g. high school teachers). Within the academy, the work may be centralized within units including but not limited to student affairs, libraries, research units, governance or secretariats offices and teaching and learning centres. Also, efforts arise out of academic units which including that done by administrators, faculty, and academic advisors. With

such a broad range of participants involved in the work of academic integrity, much of this work goes unreported both within and outside institutions.

Challenges in networking given diversity of roles

Although there is an *International Centre for Academic Integrity (ICAI)*, which has been a vital resource for many years, there is a need to create a dedicated Canadian resource that enhances the work of ICAI, along with other discipline specific groups. Also, limited financial resources may restrict opportunities for membership or attendance at annual conferences. There are also other academic and professional opportunities that compete for time and money and one with a singular focus, such as academic integrity, may not be prioritized.

Lack of literature with a Canadian focus

The literature on academic integrity is growing. The recently published *Handbook on Academic Integrity* (2016) attests to the complexity of the problem and the necessity to work across units and disciplines to effectively address the issues. Although there were Canadian contributors to this valuable resource, there is more to be done and in particular, sharing of institutional level initiatives, programs, and policies. This type of information is not typically what is submitted to peer reviewed journals. What may work at a large research-intensive institution may not work at a small undergraduate school.

Need to encourage the scholarship of practitioners

While many practitioners working in this area hold graduate degrees, they likely failed to publish their thesis as a student, at least those within higher education studies (Jones, 2012). Contributing to scholarship is not always an expectation with professional practitioner positions; it is seen as more as a value-added achievement than a requirement.

Throughout my career I have worked to keep my feet in both worlds: professional (student affairs practitioner) and academic (doctoral student). Despite this intentionality, it has remained a challenge to find the time and sustained effort to prepare an article for publication in a peer reviewed journal. Moreover, from a cost benefit analysis, the readership of these journals is small (typically graduate students and faculty) and the impact low (does not get to the audience who would benefit the most, other practitioners). While submitting to one's professional organization's journal is an option and is indeed less onerous, the audience is specific to that community and given the multidisciplinary nature of academic integrity, may again fail reach those who would find it helpful. Advancement in digital communication has created opportunities for sharing outside of the traditional pathways for scholarship. An open access journal is one such opportunity that will help to bring knowledge and expertise closer to each of us regardless of where we are in Canada.

My hope is that what I have shared has resonated with you and your own experiences and that your interest is piqued. My co-editor and I hope that you will be see the benefits of contributing an article and sharing your expertise and ideas that will help your Canadian colleagues address issues related to academic integrity. The first article of the inaugural edition will be a piece co-written by Sarah Elaine Eaton and me that will provide some guidance and encouragement as well as some practical advice on getting started on your own written contribution.

Brandy Usick
University of Manitoba
Co-Editor

References

Bretag, T. (Ed.) (2016). *Handbook of Academic Integrity*. Singapore: Springer Reference. doi:org/10.1007/978-981-287-098-8_5

Jones, G. A. (2012). Reflections on the evolution of higher education as a field of study in Canada. *Higher Education Research and Development, 31*(5), 711–722. doi:10.1080/07294360.2012.714747

Academic integrity outreach:

Supporting high school students for success in higher education

Leeanne Morrow, University of Calgary

Abstract

This brief article highlights how the Library at the University of Calgary works with high schools to teach their students about academic integrity with a focus on building ethical research and writing skills in advance of students' transition to a post-secondary learning environment.

Keywords: Academic integrity, high school, university libraries

Universities across Canada offer various outreach initiatives to K-12 students interested in learning more about what it's like to be a student on campus. At the University of Calgary the Library collaborates with high schools across the city to teach sessions on the research process and scholarly inquiry. These sessions are primarily designed for students in Grade 11 and 12 who have a research project they are currently invested in. Teachers and their classes visit our campus and the sessions are taught in classrooms at the Library. Having high school students on campus is an ideal time to introduce key student behaviours and mindsets to future students which in turn, we think, can lead to a smoother transition from high school into a post-secondary learning environment.

Since the 1990's researchers have been examining high school student's experiences with academic dishonesty. As McCabe et al. (2012) have concluded in their own work and the foundational work by others surveying junior and senior high school students (ex. B. Brandes, 1986 and F. Schab, 1991), "cheating habits develop long before college" (33). High school students can bring their attitudes on the issues surrounding academic dishonesty into their work in postsecondary environments (33). If mindset and beliefs about academic integrity are cemented before they join us as a first year student then we, in the U of C Library, asked ourselves what role might we play in reaching out early to high school students and their teachers to get a head start on thinking about the importance of academic integrity?

Over the last 5 years we have had active engagement in discussions about academic integrity on our campus. We have been fortunate with the relationship we have with high schools in our community and over the last few years we have been able to see a role, in

working with our high school partners, to teach students more about academic integrity. When we offered teachers to more fulsomely address this topic in our sessions they were thrilled. While many teachers try to cover the key issues around academic integrity in their own class they often say they only have time to talk about it in relation to cheating and plagiarism. The teachers we work with value our expertise in the area. Teachers report that when students hear from an on-campus expert about the overall importance of academic integrity the students learn that academic integrity as a priority.

In light of what we know and what teachers wanted it made perfect sense for us to incorporate more discussions around academic integrity into our high school sessions. So how do we, in the library, incorporate academic integrity into our sessions with our high school partners? Below are a few of the key things we talk about in order to make the discussion engaging and relevant.

We define the topic.

First discussion we have as a class is essentially defining what integrity is and what it means in an academic context. The initial response from students when I ask, "What comes to mind when I say academic integrity?" is quite often the same words: cheating, stealing and plagiarizing. We discuss how knowledge is created and we talk about scholarship as a conversation that has new people jumping in all the time to contribute something new. We help high school students move from only thinking about academic integrity as a plagiarism issue, to thinking about it as an overall approach to their work.

We use relevant examples.

When we are talking about integrity, citation and giving others credit we will often use examples from social media to provide relevance for students. We might use an example of grabbing a friend's picture from Instagram and sharing it on another platform without permission or without giving credit. When we do this we ask students specifically about how they would feel if their friends did this to them, to morally engage them in the issue. We will regularly highlight stories in popular culture to increase participation in the discussion. We would watch a short clip from something like the Melania Trump – Michelle Obama speeches to provide a visual around plagiarism.

We run through scenarios.

Modelling the work we do teaching academic integrity in workshops through our Student Success Centre we will run through scenarios with the high school students as a group and debate whether, in each scenario, the students are being dishonest or committing an academic integrity violation. When we take this approach we are thinking about what students might see in high school. As an example we might discuss self-plagiarizing by

working through a scenario where a student reuses material from an English project in one of his/her Social Studies assignments.

We share stories.

We have found the high school students can connect quite well when we share stories from our own undergraduate degrees. Many of our instructors share first hand experiences where they thought they were making the right decisions around issues involving academic integrity but were actually unaware of the pitfalls and what the outcomes might be. Taking a personal approach really opens the door to students asking questions about your experiences and then you being able to share how you learned strategies to avoid possible problems down the road.

We talk and talk and talk again.

We teach the same high school students multiple times a year and in both Grade 11 and Grade 12. This gives us ample opportunity to keep talking about academic integrity. Our hope is with an ongoing discussion surrounding this issue students will be able to be better prepared for their first year on campus. With better preparation comes a broader awareness of when and where to get help. Because the issues around academic integrity can be tricky, especially with technology and particularly with sites like YouTube playing a huge role in students' learning journey, we want transitioning students to know when and where to check if something doesn't seem right.

While we have been offering these sessions for some time we find each year there is something new to explain and more diverse challenges to explore with students. Getting a head start in understanding the issues surrounding academic integrity and having time to practice ethical research and writing behaviours is critical in helping high school students make the jump to their first year on campus. Our future plans include looking more closely at our work with high schools to better understand the impact our sessions have in their preparation for postsecondary learning.

References

McCabe, D. L., Butterfield, K. D., & Treviño, L. K. (2012). *Cheating in college: Why students do it and what educators can do about it*. Baltimore: The Johns Hopkins University Press.

Launching an Institutional Academic Integrity Campaign

Loie Gervais, University of Manitoba

Abstract

The University of Manitoba launched its first institution-wide academic integrity campaign in Fall 2016. The aim of the campaign is to promote a positive educational message of academic integrity that is inclusive of all university members, including faculty, students, and staff. In this article I share points to consider for practitioners who wish to implement promotional academic integrity strategies in their institutions.

Keywords: academic integrity, promotion, marketing, institutional, campaign, communications, Canada

Background

In Fall 2016, the University of Manitoba launched its first academic integrity campaign: Be Honest, Be Real, Be You – Show Your Integrity. The campaign was representative of an institution-wide academic integrity initiative spearheaded by the Academic Integrity Advisory Committee (AIAC), a group composed of students, administrative, and academic staff that reports to the Vice-Provost (Students) and Vice-Provost (Academic). The AIAC and its project-based working groups identifies ways in which faculty and students can be supported and encouraged through resources and educational initiatives, and investigates and makes recommendations regarding policies, regulations, and procedures. The activities of the AIAC are guided by a change management model which describes building a culture of academic integrity based on Promotion, Engagement, Education, Empowerment and Reinforcement (PEEER) (Prosci, 2015).

Although several administrative units, academic departments, and individual faculty members are engaged in work related to academic integrity, there was an identified need to coordinate and unify these efforts with a consistent message to students and staff about the importance of academic integrity and available resources and supports. In the summer and fall of 2015, two dedicated roles were created in order to advance academic integrity efforts: 1) Faculty Specialist (Academic Integrity & Copyright), hired through the Centre for the Advancement of Teaching and Learning, and 2) Academic Integrity Coordinator, hired through the Student Advocacy Office.

Based on my experience coordinating the launch and development of the academic integrity campaign, I have identified the following points of consideration for practitioners seeking to implement a promotional initiative at their own institution.

Do your research

When I was hired as the Academic Integrity Coordinator, my first step was to conduct a review of the literature. While research on academic integrity is limited, I was able to find research in the psychology and management literature that could be applied to our promotional efforts. In particular, I drew on two specific concepts:

- Positive organizational behaviour (Luthans, 2002): A perspective that shifts the focus away from the negative in order to focus on the strengths of individuals in an organization. Research has shown that this approach can have an effect both on how people feel about themselves and on how they operate within an organization (e.g., work ethic, identity).
- Sense of autonomy (Deci & Ryan, 2000): Research suggests that if people feel as though they are in control of what happens, they are more likely to engage in constructive behaviour that helps them succeed.

I also reviewed academic integrity campaigns from other institutions. Although several institutions had a webpage of policy information and resources, many did not appear to have an active academic integrity campaign. Those institutions with an academic integrity campaign tended to focus on students, and on avoiding both the discipline process and negative behaviours.

The campaign that most resonated with our approach was the University of Waterloo's (n.d.) "Work. Study. Play." campaign. Reviewing what other Canadian institutions had done was not only helpful for our own conceptual thinking, but also provided an example of the tone we hoped to capture with the campaign, which included the following:

- Positive, not punitive
- Inclusive of the entire University community (not just students)
- Authentic and approachable
- Empowering

Establish your goals and communicate them clearly

Because this campaign would draw on resources and expertise from several units across campus, it was important for all those involved to have a unified vision. I realized quickly that there were differing perceptions of academic integrity and how it should be promoted. It was vital to the success of the campaign that we define our goals and messaging in concrete terms. Once we were clear on exactly what we hoped to communicate, we were able to overcome misunderstandings and move towards a campaign that truly reflected our

approach. With a broad audience in mind, we identified the following goals for the campaign:

- Identify academic integrity as an institutional priority.
- Promote academic integrity as a responsibility of all University members.
- Emphasize that integrity is important in all areas of life.
- Direct audience to resources, supports & events.

Building and maintaining partnerships is key

The biggest step in launching this campaign was creating a positive collaborative relationship with partners across campus. Not only did we solicit feedback on the design and messaging of the campaign, but we also worked closely with the University's Marketing and Communications Office. This office had the resources and skills to create quality promotional materials that would have wider reach, however developing a design proved challenging for a number of reasons. First, the campaign had a broad target audience, whereas most communications at the University were targeted to specific groups. Further, the initiative engaged partners across several administrative units, posing difficulties in establishing who "owned" the project. Lastly, the campaign proposed a significant shift in tone with regards to academic integrity messaging, and was required to fit within the University's visual identity. It became evident in the initial planning stages that the project needed representation from another unit besides Student Advocacy, and so the Centre for the Advancement of Teaching and Learning became a partner in the development of the campaign.

The primary working relationship was that between myself, who maintained communication across partners, solicited feedback on materials, provided copy support, and approved drafts, and the Marketing and Communications representative. The Director of Student Advocacy and Accessibility also provided support and direction on an ongoing basis, while the Centre for the Advancement of Teaching and Learning Faculty Specialist provided feedback from the faculty perspective.

Consider all components of the campaign – off and on campus

The campaign included a number of traditional promotional materials: posters, postcards, social media graphics and banners, and a stamp for all AI resources. However, it also included the launch of an academic integrity website (University of Manitoba, 2017) to act as a centralized hub for resources, branded swag and prizes for outreach events, and a series of video interviews with university members. We requested some modest funds to support the campaign.

Along with promotional materials, we asked staff and students across campus to write articles on different topics related to academic integrity for UM Today, the University's

campus news source (Stoesz, 2017; Archibald, 2017; Morris, 2017). We also launched Academic Integrity Month in October, a themed event that involved multiple campus partners engaged in promoting academic integrity, such as the Libraries, Academic Learning Centre, and International Centre. See appendices 1-3 for examples of the campaign materials.

Be aware of the challenges of academic integrity messaging

For practitioners aiming to promote academic integrity, there are a number of issues to be considered in the design of a campaign. Most notably, academic integrity efforts often do not reach the intended audience. The challenge remains how to reach those faculty, staff and students who are either unaware or do not understand the relevance. Furthermore, for many there is a strong association between academic integrity and cheating behaviours, and this is often regarded as a student issue. These factors, among others, present a barrier to meaningful conversation and underscore the importance of creating a message that resonates across multiple audiences.

Recognize that a campaign is only one piece of the puzzle

While a campaign is one step in promoting the importance and relevance of academic integrity, awareness alone does not change behaviour or build a culture of integrity. We have seen a number of successes as a result of our current strategy, such as a positive response from the University community, an increase in familiarity and use of academic integrity policy language, and greater opportunities for collaboration. Ultimately however, we view the campaign as one piece in an evolving initiative that will be re-evaluated as we continue to learn about how to meaningfully engage the university community.

References

Archibald, A. (2017, March 3). Why academic integrity is high stakes in medical school. *UM Today.* Retrieved from http://news.umanitoba.ca/why-academic-integrity-is-high-stakes-in-medical-school/

Luthans, F. (2002). Positive organizational behavior: Developing and managing psychological strengths. *The Academy of Management Executive*, 16(1), 57-72.

Morris, H. (2017, September 29). But I'm not a cheater! Why you need to participate in Academic Integrity Month. *UM Today.* Retrieved from http://news.umanitoba.ca/but-im-not-a-cheater/

Prosci. (2015). *ADKAR change management model.* Retrieved from http://prosci.com/adkar

Ryan, R. M., & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American psychologist*, 55(1), 68. Retrieved from https://selfdeterminationtheory.org/SDT/documents/2000_RyanDeci_SDT.pdf

Stoesz, B. (2017, November 2). The conversation about academic integrity is shifting. *UM Today*. Retrieved from http://news.umanitoba.ca/the-conversation-about-academic-integrity-is-shifting/

University of Manitoba (2017). Academic integrity website. Retrieved from http://umanitoba.ca/academicintegrity

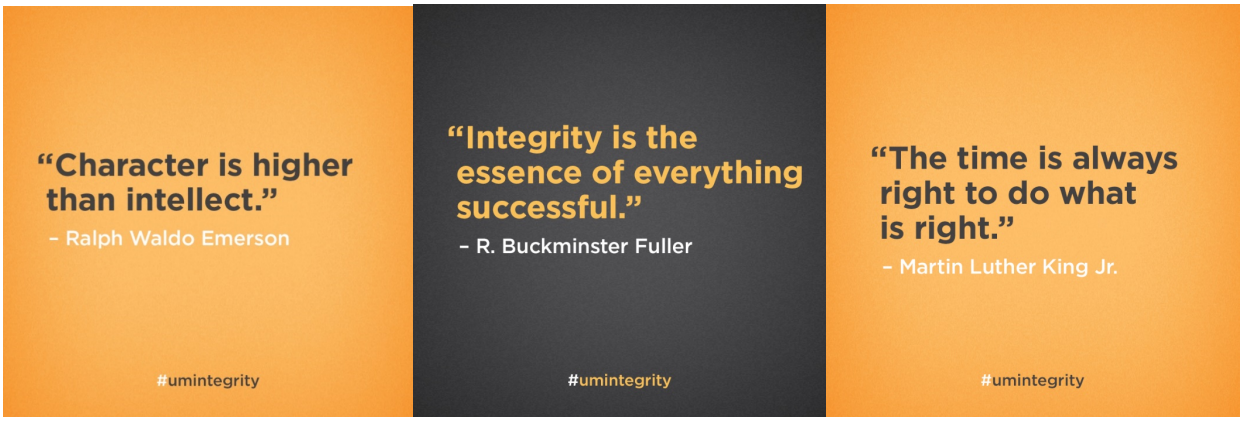
University of Waterloo. (n.d.). Office of Academic Integrity website. Retrieved from https://uwaterloo.ca/academic-integrity/

Appendix 1

Academic Integrity Campaign Poster and Postcard

Appendix 2

Academic Integrity Social Media Graphics



Appendix 3 Academic Integrity Month Poster

Writers' Guide for Prospective Contributors to Canadian Perspectives on Academic Integrity

Brandy Usick, University of Manitoba
Sarah Elaine Eaton, University of Calgary

Abstract

In this article we present resources and ideas for prospective writers of Canadian Perspectives on Academic Integrity. The purpose of this article is to generate ideas and build confidence among prospective contributors. Our intention is to provide support for those who have wisdom and insights to share, but who may be inexperienced or lack confidence with their professional writing skills.

Keywords: Academic integrity, Canada, writers' guidelines, call for submissions

What is omitted from formal literature in educational contexts can be just as important as what is included (Sergiovanni, 1992). We have identified a gap in the scholarly and practitioner contributions to the body of literature on academic integrity (AI) in the Canadian context. While there are ample numbers of practitioners working in Canada with deep expertise and experience, they have yet to share their knowledge and wisdom through formal writing. In particular, student services practitioners working in the Canadian context may be excellent at professional networking, but are less than prolific when it comes to sharing their knowledge through formal communication (e.g. writing) (Seifert, 2016). Preparing a submission for a practitioner-focused journal may feel less intimidating than writing a paper for a peer-reviewed publication (Hatfield & Wise, 2015). The purpose of this article is to provide support and guidance to practitioners who are interested in contributing to the body of knowledge on academic integrity in Canada, but who may lack writing and publishing experience.

Canadian Perspectives on Academic Integrity is a practitioner-focused resource for and by those working in Canada. While we recognize that practitioners working in other countries also have valuable experience, our focus is limited to Canada. Contributors must have an affiliation with a recognized Canadian institution. Independent professionals working in Canada who are not affiliated with an institution should contact the editors.

We have created a number of topic-area resources to provide inspiration and structure as you begin the process of writing up a selected topic based on your professional practice. Using these resources is completely optional. They are not meant to be prescriptive, but

rather to help you reflect on your own practice and to identify work that you could write up into a paper to share with other practitioners in Canada.

General writing guidelines

We start with these general guidelines for contributors:

- We encourage a plain language approach to writing, so it is easily readable and accessible.
- Your tone should be neutral and professional. Avoid inflammatory language or hyperbole.
- Do not mention other individuals by name, unless you have explicit written permission to do so.
- Do not mention specific cases about individuals. Even if you do not mention an individual's name, the person may be identifiable by the particular case you are writing about. Avoid singling anyone out or using particular individuals as an example.
- Remember your reader. The audience for this journal is academic integrity professionals working in a Canadian context.
- There is freedom in how to write up your paper compared to a peer-review article. Allow the topic of your paper to determine the structure (Hatfield & Wise, 2015).

To help with selecting a topic to write about, we have identified seven topic ideas that we believe will resonate with practitioners working in AI. Hatfield and Wise (2015) explain that practitioners "appreciate learning about what they can do right now or what has worked at other institutions to address common challenges" (p. 42) and they also remind us that we have "firsthand experiences in [our] area, so write about issues that [we] care about and that will have a practical relevance for others" (p.43). We encourage you to use these ideas as a point of departure to generate your own contribution.

Topic idea 1: An existing presentation

Many of us develop and deliver workshops and presentations for different audiences on a variety of topics related to AI. These audiences may include students, staff, or faculty at our respective institution or it may involve colleagues at academic or professional conferences, such as the International Centre for Academic Integrity. Parlaying an existing presentation into a written document is arguably one of the quickest ways to prepare a contribution. If the presentation was for a conference, you have the added benefit of your proposal submission which could be refashioned for purposes of the paper. Otherwise, the content of

the presentation, along with your supporting materials, can help you develop your manuscript.

An effective starting point is to look to your slides, script, and any notes to determine what your main headings might be and create an outline. You may be able to bring your content over and reorganize it according this outline. You might be able to see where there are gaps and where you may need to add more content. Sections in your paper may include:

- The reason for creating the original presentation. Was it to share a project, service, or program with colleagues (these are covered below as other topic ideas)? Was it to fill an educational need?
- Any background information that may be relevant. For example, were you attempting to solve an identified problem?
- Review of the content that was covered in the presentation which may be organized under its own subheadings. Note, you may want to decide if you wish to share your materials as a way to help other practitioners for example the slide deck, activities, evaluation form). These materials can be included as appendices.
- Decisions regarding the delivery of the presentation. How were the needs of the learner considered? Were there activities that you used to engage the learners?
- Feedback from the intended audience. Was there a formal evaluation? What changes would you make to the content and delivery if you were to offer the session again?

Topic idea 2: Faculty-specific or institutional-wide academic integrity initiatives

Most practitioners working in the area of AI are involved with leading or supporting initiatives at their respective campuses to promote the importance of AI. This may be faculty-specific project with a couple of key goals or it may be an institutional-wide initiative with a multi-pronged approach targeting multiple constituent groups. Documents that have been prepared to seek funding or support (e.g. briefing paper or report) may be a good starting point for a paper. See Loie Gervais' article in Issue 1, Volume 1 for an example of how to prepare a paper on an AI initiative. Additionally, here are some questions to consider when constructing your paper.

- Why was the initiative created? Was is a grassroots or top down decision?
- Who was involved and how did they become involved? Was a committee formed and what were the roles of those involved? Give an indication of the stakeholders and their level of involvement.
- What shape did the initiative take?
- How was the initiative supported? Dedicated funds? In-kind support?
- How did you know the initiative was successful? Share details on how you were able to assess levels of engagement or receive feedback.
- What were the lessons learned? What were the challenges and successes of the initiative?

Topic idea 3: An AI event

Preparing for and hosting an AI event can be challenging time-consuming work. Some of us may be fortunate to have assistance in carrying out an event including from active campus stakeholders and partners, engaged student leaders, knowledgeable marketing and communications units, as well as financial support from the institution. If you have experience in carrying out AI events, consider sharing your experience from start to finish. Suggested areas of a paper about an AI event might include the following.

- What led to the decision to host an event? Was there a purpose or set of intended outcomes?
- Who was the intended audience? Was this an institutional wide event? Was it for a specific student population? Or was it for a particular faculty or academic program?
- Who was involved? Was there a planning committee? How were decisions made?
- How did you promote your event?
- Buy-in: how was that achieved and what were the challenges? This may include various aspects including approvals to host the event, inviting participation of units to help host, accessing funds and space, and receiving dedicated time to plan the event.
- Lessons learned: Was the event a success? How was this measured? What were the challenges? What would do you do differently?
- Keep in mind that colleagues will be looking for practical advice, including tips and cautions. Particular recommendations might be shared about funding, partnerships, promotion, and evaluation could be sections within the document, along with reference to concrete examples (e.g. funding proposals, promotions plan, email communication templates, evaluation surveys or focus group questions).

Topic idea 4: Student initiatives

Students are a critical ally in in our work on AI within post-secondary institutions. Working with students may include partnering with student leaders (e.g. student union) or engaging students to work or volunteer their time. The following are suggested areas you may wish to cover in your paper.

- What was the initiative? Was there a particular program? For example some campuses have created an academic integrity ambassador program. Was it a particular event or
- What led to the creation of the initiative? Was it a program offered by your unit? Was it student initiated?
- Student involvement is transient in nature, what are the plans for recruitment and retention?
- How the program is organized? Share specific details about the structure, for example, the application process, training, tracking of hours, and incentives including, for example, notation on a co-curricular transcript.

- What are the student learning outcomes? What skills and experiences do you hope they will gain through participation in the program?
- What have been the achievement and struggles of the program? What advice do you have for colleagues thinking about getting something started on their own campuses?

Topic idea 5: Outreach activities or programs

AI practitioners engage in outreach activities or programs with particular student populations on campus (e.g. international students), as well as off-campus (e.g. high school students). The article by Leeanne Morrow in Issue 1, Volume 1 is an excellent example of an article focused on outreach activities. In preparing your own paper keep in mind others will want to hear about:

- The reason for your outreach activity
- Summary of research or data that underscored the need
- Review the steps taken from development to implementation
- Identify how you worked with stakeholders and role they played
- Share lessons learned including tips for those interested in carrying out similar activity at their institution.

Topic idea 6: Policy or codes of conduct

Policies or codes of conduct feature prominently in work related to AI on our campuses. There are many topics that may be explored within this area including, but not limited to:

- Experiences creating new or revising existing policies or codes of conduct,
- Initiatives related to sanctions or disciplinary outcomes (e.g. educational/restorative),
- Processes for handling allegations of misconduct; or
- Development and delivery of training for disciplinary authorities or committee members.
- In all four of these examples the content will likely be institutional-specific. To help a fellow practitioner apply what you have learned, consider what information might be helpful. This may include a summary of the problem or issue, explanation of the steps taken or process followed, identification of successes and challenges, and finally offering of practical hints or guidance.

Topic idea 7: Reflections

While the above resources are practical in their guidance, we also encourage papers that are exploratory in nature. Perhaps there is an emerging AI issue for which there may not be a ready answer. Your reflections are informed by your professional practice and knowledge of the field. Reflections should maintain a neutral and professional tone, providing evidence

to inform and substantiate the discussion. We encourage authors to refrain from criticizing their employers (or any other institution) and to adopt an approach that fosters readers to think deeply about the topic in productive ways.

Additional considerations

- Submissions should be checked for spelling and grammar before you submit. Practitioner articles are not peer reviewed, though we may give feedback asking for clarification or make suggestions to improve the overall writing.
- You will need to include a short abstract and key words for your article.
- The minimum length for contributions is 500 words, excluding abstract, keywords and references.
- There is no a page length limitation, however the editors determine a piece is too long, it may still be considered for inclusion if the submission is shortened.
- The preferred referencing style is APA.

These guidelines are intended as a starting point, but are not meant to be exhaustive or restrictive. As editors, we welcome questions from prospective contributors.

References

Hatfield, L. J. & Wise, V. L. (2015). *A guide to becoming a scholarly practitioner in student affairs*. Sterling, VA: Stylus.

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/

Sergiovanni, T. J. (1992). Reflections on administrative theory and practice in schools. *Educational Administration Quarterly*, 28(3), 304-313. doi:10.1177/0013161X92028003004

Academic Advisors as Valuable Partners for Supporting Academic Integrity

Shehna Javeed, University of Toronto Scarborough

Abstract

Academic Integrity is a fundamental value in higher education. Due to the increased ease of access to all types of information through social media and the internet, the lines have become blurred on what is can be "borrowed" and used. Recent proliferation of contract cheating has only reinforced that integrity cannot be just the responsibility of the Dean's Office or the Academic Integrity offices. Advisors and learning strategists who see students regularly, can ubiquitously play a valuable role in integrating academic honesty into their conversations and workshops. This can be achieved in collaborations with campus partners on campus wide programming, starting early with integrating the conversation about honesty in academic orientations for new students and parents, and when having difficult conversations about study success and academic decision-making.

Keywords: Academic integrity, university collaboration, academic advising, proactive integrity education, Canada

Academic integrity is a fundamental value in higher education. Without academic honesty it would be difficult, nay impossible, for ideas to flourish freely. In today's learning communities, honesty is often discussed as offenses appear to be on the rise. According to the *Boston Globe (2012)*, 125 students were investigated at Harvard University for collaborating without permission on take-home exams. Academic integrity discussions have been propelled into the media when respected individuals are caught plagiarizing. For example, in 2013, Chris Spence, the director of one of the largest boards of education in Canada and a highly respected role model and leader, was caught blatantly plagiarizing and failing to credit numerous written submissions (Brown, 2013).

Due to the phenomenal access to information via the internet, lines sometimes appear blurred to some users when acknowledging the work of others. Increased use of electronic devices such as cell phones and tablets provide opportunities for those who wish to use them inappropriately. Increased use of technology such as computer programs like TurnitIn™ has also facilitated the identifying of offenses. Universities are working hard to counteract inappropriate use by creating guidelines to manage and control precarious situations that may be conducive to cheating.

How can academic advisors and learning strategists contribute to and have an impact on academic integrity (AI) discussions? The purpose of this article is to examine ways in which advisors can integrate this value in their interaction with students and play an important role in promoting academic honesty.

Advisors and Learning Strategists can:

- Start the conversation early
- Collaborate with key campus partners
- Teach self-awareness, critical analysis and decision-making

Start the Conversation Early

Integrity needs to be subtly introduced at appropriate moments in a student's academic interaction with university staff. At the University of Toronto Scarborough (UTSC), academic advisors and learning strategists are key players during academic orientations for new students. It is important to emphasize that the academic orientation precedes the student union hosted orientation; in this way, it is the very first interaction for the students with the University after accepting their offer of admission.

At UTSC, a brochure and tip sheet on academic honesty are included in the student orientation package. The brochure refers students to the appropriate services (e.g. the Writing Centre) on campus that can help the student while the tip sheet discusses the student's role in understanding academic integrity. The tip sheet also lists examples of offenses to help students connect actions to potential consequences. This paper information is tactfully referenced in a few slides on the topic that are inserted in the orientation presentation. This can go a long way in reminding students from the very beginning that integrity is a steadfast value of the institution.

Attending parents are included in the AI discussion as they are partners in student success. According to a chilling and eye-opening Canadian Broadcasting Corporation documentary titled "Faking the Grade", some overzealous parents support and provide the resources to encourage their children's unethical behavior; therefore, a reminder to parents is fitting (Blicq, 2013). At UTSC, the parent package of information also includes the same AI brochure and tip sheet for their reference. Parents and students are primed to both the ideas and the terminology of AI. Such inclusion of AI material allows the advisors to be at the forefront of the conversation on academic integrity.

Collaborate with Key Campus Partners

At UTSC, academic and learning strategists, the Dean's office, and professionals from the International Student Centre, faculty from the Writing Centre and the English Language Development departments have come together to collaborate on a proactive workshop geared towards preventing plagiarism. This collaborative workshop, entitled "AIM (Academic Integrity Matters) to Meet University Expectations," allows all partners to present their expertise in a fast-paced, activities-based setting. The activities include real-life academic integrity situations and consequences, as interpreted from the University of Toronto's Code of Behaviour on Academic Matters. The workshop also compares and contrasts international communities' views on academic integrity as well as shifts from high school to university. For example, where one learning community may assume that citations from a main text source are unnecessary because the passage is commonly known, North American standards require citation. This can be a common mistake among international students if it is not discussed early and explicitly. The academic advisor then discusses strategies to address time management, motivation and resiliency, and challenges such as procrastination which can lead to stress and hurried work, sloppy mistakes, poor citation, or plagiarism. Professor Eleanor Irwin, one of two Dean's Designates for Academic Integrity at UTSC, comments that, "Often students who are suspected of having plagiarized or cheated tell me 'I ran out of time.' They panic and do something they later regret. I am convinced that if students learn to start essays long before they are due and review course material regularly rather than leaving it to the night before a test there would be far fewer students facing failure in a course because of plagiarism and cheating" (personal communication, September 13, 2013).

The collaborators have built relationships and found some champions among faculty who even give a bonus grade for attending the workshop; not surprisingly, this results in strong attendance. This workshop is offered twice a semester. The workshop is designed collaboratively while keeping the whole student in mind. It approaches the incident of academic dishonesty from various angles, leading to a more holistic solution for the student. One student may fall into the trap due to poor time management, while another student may have difficulties with writing conventions, and yet both can face AI problems. The holistic approach enables the student to understand her unique challenges and connect with the appropriate departments to grow and develop effectively. Not only has this benefitted students, but it has increased collegiality and understanding among participating departments and built better referrals.

Teach Self-awareness, Critical Analysis and Decision-making

In a university setting, good study habits and ethical academic behavior are two concepts that are not always presented together. The first is in the realm of learning strategy, while the latter is discussed in the classroom context in relation to cheating or plagiarism.

Advisors have an opportunity to *connect* these two ideas in a unique way in their one-on-one appointments.

Couched in teaching effective study habits and strategies, academic advisors teach students to think effectively and set goals and sub-goals to achieve academic success. In order to understand one's priorities, students are taught to make lists, manage their time and combat procrastination. All of this can only be accomplished by building self-awareness, critical analysis and self-evaluation. These same personal evaluative strategies are important to prevent plagiarism and cheating. When academic advisors discuss time management tools or motivation strategies they can add that these skills are also necessary for sound and authentic academic work. Good studying and ethical behavior are direct consequences of increased self-awareness and self-analysis. Advisors have a unique opportunity to tactfully fold in the importance of sound academic work and integrity within the context of teaching learning strategies without belaboring the topic. In the advising office, the student learns and builds awareness in a non-threatening environment. This leads to teachable moments that are free of disciplinary undertones, as would occur if the student is called to the dean's office for an alleged academic offense. Thus, advisors can be effective partners in promoting the value of integrity.

Through starting early, building collaborations and supporting self-awareness and self-evaluation, academic advisors can proactively support the mission of the academic institution towards academic integrity.

(The author respectfully acknowledges all UTSC Academic Integrity partners, which include the Centre for Teaching and Learning, International Student Centre, and Office of the Dean's Designates for the Administration of the Code of Behaviours on Academic Matters.)

References

Academic integrity matters tip sheet (August 2012). University of Toronto Scarborough Academic Integrity Partners. Retrieved from http://joomla.utsc.utoronto.ca/aaccweb/images/stories/AcademicTipsheet/AcademicIntegrityMatters.pdf

Blicq, A. (September 2013). Faking the grade. Canadian Broadcasting Corporation. Retrieved from http://www.cbc.ca/doczone/episodes/faking-the-grade

Brown, D. (October 2012). TDSB's Chris Spence: The role model who failed. *The Toronto Star*. Retrieved from http://www.thestar.com/opinion/editorialopinion/2013/01/17/tdsbs_chris_spence_the_role_model_who_failed.html

Carmichael, M. (August 2012). Harvard investigates 125 students for cheating on the final

exam. *The Boston Globe*. Retrieved from http://www.bostonglobe.com/metro/2012/08/30/harvard-investigates-students-for-cheating-final-exam/RIb6915NqHQ73nQQxoZOpO/story.html

Davis, S.F., Drinan, P.F., and Gallant, T.B. (2009). *Cheating in Schools; What we know and what we can do.* Wiley-Blackwell, Singapore.

This article was originally published as: Javeed, S. (2014, March). Academic advisors as valuable partners for supporting academic integrity. *Academic Advising Today*, 37(1). Retrieved from http://www.nacada.ksu.edu/Resources/Academic-Advising-Today/View-Articles/Academic-Advisors-as-Valuable-Partners-for-Supporting-Academic-Integrity.aspx

This article has been reprinted with the permission of NACADA: The Global Community for Academic Advising.

Reflections on academic integrity and academic dishonesty: How did we get here, and how do we get out?

Rachael Ileh Edino, University of Calgary

Abstract

In this article, I present a reflection based on my professional experience as a teacher and supervisor of national Grade 12 examination required as the first step for admission into post-secondary institutions in Nigeria, as well as experience as a doctoral student and graduate research assistant supporting a research grant on academic integrity in a Canadian University. I highlight the natural reaction of the society when one is perceived to have engaged in a dishonest act citing a notable example from the world's largest democracy, the US. I also highlight the definition of academic integrity and forms of academic dishonesty practices that resonates with me, and made recommendations on how to address what has become a thorn in the flesh of the academic world.

Key words: Academic integrity; academic dishonesty; cheating, plagiarism; teachers; parents; Canada.

Introduction

The 2016 presidential election in the United States was full of several interesting performances by the various actors. It brought out the different sides of American politics and was, by all means, very entertaining. Although I had no stake in the election, but often turned on the television before going to bed to get a recap of the day's news. As the election date of November 8, 2016 approached, there was a lot of drama, prominent among which was an allegation Mrs. Melania Trump had plagiarized a text from Mrs. Michelle Obama. In a series of event that followed, the speechwriter tendered her resignation which was rejected by then Republican Party Presidential candidate and current US President Donald Trump. At a dinner later that week, President Trump declared that the same text Mrs. Obama had previously read and had been applauded for, was later read by his wife and was condemned. By making fun of the episode, President Trump was able to put an end to the saga and re-focus the American populace on the election. The rest is now history. In as much as that allegation did not resurface during the campaign, it speaks to the embarrassment that could result from plagiarism. In the academia, we call this a violation of academic integrity. I would have described this as a form of academic dishonesty, if it had happened in an academic setting. That is why academic integrity is important. Its

neglect could bring a major embarrassment upon an individual, as well as a whole institution.

My Experiences

Experiences I had in two previous employment positions often come to mind whenever academic integrity is mentioned. The more I try not to remember some of the encounters I had in those jobs, they eagerly they force themselves back to my memory. As a teacher in a K-12 institution, I fell out with a colleague for catching her daughter cheating in an examination I supervised. The school authority delivered the appropriate punishment, despite opposition by certain members of staff to pardon the student since she belonged to 'one of their own'. In all fairness to the institution, there were members of staff who were on my side but preferred not to speak out to avoid offending said colleague. This highlights the tensions that can arise when violations of academic integrity are viewed differently among members of staff and administration, and I consider it to be one of the biggest threats. While I thought it was the last time I would ever see such solidarity in crime, I was wrong.

I encountered something similar in my other job working as a staff of the national examinations body in Nigeria. The council is mandated by the Federal Ministry of Education to conduct national common entrance examination for admission of students into secondary schools after Grade 6, as well as senior school certificate examinations for admission of Grade 12 students into universities and other institutions of higher learning. I had the dual responsibilities of supervising these examinations as well as leading research on the conduct of examinations with a view to identifying lessons learned to improve performance in future examinations. Both were tough jobs. As an external supervisor (as we were called by principals of secondary schools) since we were spread across 36 states, some teachers saw us as the enemies of the students, and some students believed that. I came face to face with teachers who were bribed by students and their parents to permit cheating during the exams. For every student I caught cheating, the rules of the examination body apply: result cancellation. I later learnt that some teachers and principals had special ways of alerting their students to hide textbooks because the 'external examiner is coming'. Back in my hotel room, some teachers came over in the evenings to plead with me to pardon certain students caught cheating. There were times we had to change hotels for fear of being attacked as a result of strange calls to our hotels. Several times recommendations of external supervisors had led to further investigations and eventual blacklisting of schools thereby suspending them from serving as examination centres.

Taking up a paid position as graduate research assistant to support a grant on academic integrity in Canadian context brought me face to face with a problem that knows no boundary. My experience working with the Principal Investigator of the project showed that Canadian researchers are beginning to realize the enormity of the problem in the

country and probably reason for the surge in research on the topic. It is time other countries of the world begin to learn from Canada to fund research on this important concept.

The foregoing is just a mild way to highlight the complication associated with academic integrity and how those who should be at the forefront of the campaign are unfortunately engaged in what I call solidarity in crime. By solidarity in crime, I mean when those who should be frowning at a criminal or dishonest act decides to join perpetrators of the crime and therefore see it as an acceptable norm. This reflection on academic integrity is important because the desired goals of teaching, learning, and research can only be satisfactorily accomplished in environments where ethical standards are upheld.

Academic Integrity

Academic integrity means different thing to different researchers but often pointing towards honesty in all things relating to academic life for students, teachers, and educational administrators. An exercise to compare and contrast definitions of academic integrity by different authors is not the main focus of this paper, and I will therefore not go into that. For the purpose of this work however, I will use the definition of academic integrity from the International Centre for Academic Integrity (ICAI) (2014) as "a commitment to five fundamental values: honesty, trust, fairness, respect, and responsibility (p. 16).

The first value, honesty can be considered as an institution's determination to promote "the quest for truth and knowledge through personal honesty in learning, teaching, research, and service" (ICAI, 2014, p. 18). The second value, trust, speaks to "encouragement and support of free exchange of ideas which has the potential to enable scholarly inquiry to reach its highest potential" (ICAI, 2014, p. 20). This is concerned with cooperation without fear of theft of ideas or tarnishing of reputations. Fairness, which is value number three deals with "transparency, clear, and reasonable expectations" (ICAI, 2014, p. 22). Value number four, respect, is concerned with realizing that just as members of the community are from diverse backgrounds, so are their opinions, and respecting these opinions is a necessity for the success of the academic community. The fifth value, responsibility, is associated with personal accountability (Lokse, Lag & Solberg, 2017). It speaks to the "willingness of individuals and groups to lead by examples, uphold mutually agreed-upon standards, and take actions when they encounter wrong-doing" (ICAI, 2014, p. 26). ICAI (2014) equally noted that while these values hold great promise, translating them into action in the face of pressure and intimidation similar to my experience described in the previous section requires solid determination, commitment and courage. Courage is the "capacity to act according to one's values without fear" (ICAI, 2014, p. 28). This courage is vital in the quest to promote academic integrity.

Forms of Academic Dishonesty

Law, Ting and Jerome (2013) identified two main forms of academic dishonesty: cheating on examinations (also known as examination malpractice) and plagiarism (associated with plagiarizing of assignments or reports or write-ups). Zafarghandi, Khoshroo, and Barkat (2012) identified cultural background of students as a factor influencing plagiarism behaviour. They maintained that some students who use memorization as a way of learning are more prone to plagiarism since they are mostly interested in 'pouring' what they have memorized verbatim into their blank sheets. One of my former supervisors would say that those who over memorize texts without seeking to understand it are prone to 'vomiting' what they have memorized verbatim into their sheets. I have repeated the term 'vomiting' here to provide context. In their investigation of master's students' perception of plagiarism, Zafarghandi et al. (2012) found that students' understanding of plagiarism did not increase with more years at university. It therefore means that the current practice of telling students about plagiarism policy every year of their study, especially as they take on new courses, might not be effective.

Law et al. (2013) contended that certain factors promote academic dishonesty such as instructors who are either comfortable or indifferent towards cheating, as well as university integrity policies that are not clearly defined. The prevalence of academic dishonesty has been attributed to the availability of opportunities to cheat, pressures associated with obtaining high grades and a system that is more interested in rewarding academic dishonesty (Antenucci, Tackett, Wolf, & Claypoold, 2009). While university authorities condemn plagiarism as a major threat to academic integrity, the findings of a study by Law et al. (2013), which examined university students' plagiarism in completing written assignments showed an interesting result which speaks to the magnitude of the challenge facing institutions in its bid to promote academic integrity. The entire 169 and 126 questionnaire administered before and after an academic reading and writing exercise respectively indicated that all the university students had been involved in plagiarism in different ways when completing written academic assignments. What is most disturbing about the findings is that the students do not consider plagiarism as a serious academic offence since they felt that the penalty would not exceed warning or counselling or assignment resubmission.

The World Bank (2001) attributed students' involvement in cheating to the long-term impact of success in public examinations on a student's life in terms of job and overall survival. The high stakes associated with the results from examinations make students to see it as a do or die affair. Table 1 shows some forms of malpractices.

Table 1:

Forms of malpractice in high stakes examinations

Development	Description	Involvement
Leakage	Contents of the examination disclosed	Usually involves teachers, examiners, printers, proofreaders or school administrators
External assistance	Unauthorized assistance to candidates during examinations	Involves invigilators, writing answers on the blackboard, circulating 4 sheets of work during the course of the exam
Smuggling of foreign materials	"Crib notes", charts and answer booklets. Frequently smuggled in pants, shoes, hems or parts of the body	Involves only the candidates and/or their friends
Copying	Reproduction of another candidate's work with or without permission	Usually relates to inadequate spacing between desks and lax supervision
Collusion	Unauthorized passing of information between candidates (scripts or notes)	Usually relates to inadequate spacing between desks and lax supervision
Intimidation	Examination officials, even markers of papers) are physically threatened	Involves candidates (sometimes places weapons in clear view of officials)
Substitution of scripts	Replacing answer sheets handed out during the course of the exam with ones written outside the center	Usually involves invigilators, even teachers working outside the examination room

Adapted from the World Bank (2001)

Bultas, Schmuke, Davis and Palmer (2017) argued that statistics relating to cheating in a college have consistently indicated that over 50% of college students are involved in dishonest academic conduct. In a survey of students in a religious affiliated university in the United States, the authors found that upper division and second-degree nursing students were less tolerant and more condemnatory of cheating than younger students. The most common dishonest classroom behaviours included asking and telling other students the content of the exam, while the most common dishonest clinical job related

behaviours included documentation of findings that were false as well as findings that were not accessed. Bultas and his colleagues' work although not the only one on academic integrity, have several implications. That younger students in a university were more tolerant of cheating in a university setting is in itself a problem. One would expect that younger students were still fresh in the institution with innocent minds and commitment to hard work devoid of dishonest practices. This could mean that they were already used to cheating before securing admission into the university. That students are already familiar with cheating at the early stages of their university education speaks to a systemic failure that might not necessarily be limited to post-secondary institutions. The question then is: how did we get here, and how do we get out?

It is true that academic dishonesty is not a new phenomenon, however, the problems seem to have escalated at the turn of the millennium (Styron & Styron, 2010; Hulsart & McCarthy, 2009; McCabe, 2005; McCabe, Trevino, & Butterfield, 2001). Naghdipour and Emeagwali (2013) argued that this is a disturbing development in education with the tendency to undermine the quality of education and subsequently undermining the quality of future professionals mostly being trained in educational institutions. They maintained that the emergence of different methods of cheating by students requires collaborative effort on the part of teachers, members of the academic community and other stakeholders to address the growing trend of dishonest academic behaviours. Unfortunately, some people appear to have become so accustomed to dishonest academic practices to the extent that they consider it the norm.

Teaching my students some years ago, I had mentioned that if you live with a dishonest academic behaviour for a long time, it eventually becomes a habit, which one might erroneously see as the right thing to do. Tierney and Sabharway (2017) described this as everyone does it. This notion is what has been a major challenge to academic integrity especially in societies were academic dishonesty is rewarded. They argued that dishonest practices in the new millennium have become a common practice in the society in general and post-secondary institutions in particular.

Eaton (2017) identified a challenge in the bid to address academic dishonesty, particularly plagiarism, in higher education institutions. In a complete deviation from the focus of most works on academic dishonesty, which are often characterized by reactions and punishments, Eaton argued that the lack of consensus in what constitutes plagiarism is an important challenge. Drawing on the analysis of web-based documents from 20 English-speaking public institutions of Canadian higher education, the paper filled an important gap in literature by highlighting the different definitions, understanding, and treatment of plagiarism by these Canadian institutions at the policy level. While her comparative analysis brings to the fore the need for a coordinated approach among Canadian universities in their efforts at addressing plagiarism, the study is an important resource to address academic dishonesty globally. Eaton recommended that the first step in the effort

to uphold academic integrity should be a clear and explicit definition of plagiarism, and related types of academic dishonesty in a consistent manner across the country.

I am in agreement with Eaton (2017) that higher education institutions might inadvertently be part of the problem and will need to consider changing their approach as she advocated. It will continue to remain a great challenge if what University 'A' considers academic dishonesty e.g. plagiarism is different from University 'B's definition of the same thing. This is important as researchers such as Kier (2014) have also argued that some students have different perceptions of what constitute academic dishonesty and might not necessarily see themselves as engaging in a dishonest act when it is not made explicitly clear.

Way Forward

The promotion of academic integrity is the responsibility of all. Parents as the first teachers of their children need to begin to instill the value from home by highlighting the honour, recognition, and satisfaction that comes from earning one's grades. It will take me a long time to recover from the shock of seeing a parent some years ago in Nigeria attempting to bribe a teacher to 'remember' his 11-year old daughter during her final Grade 6 common entrance examination. While the teacher felt embarrassed by the request, what followed from the parent is among the drivers of examination malpractice: 'Teacher, please she needs to pass as I cannot afford another year of tuition and associated expenses if she fail. She will do better when she gets to secondary school.' That some parents in Nigeria support academic dishonest actions is an indirect endorsement with dire consequences for our collective future. I have also seen Nigerian parents who were happy to have their children repeat classes to ensure that they are able to defend their grades later in life. These parents encourage their children to work hard and earn their grades while discouraging them from any form of academic dishonesty. They are among the heroes of academic integrity who would never bribe any teacher on-behalf of their children. Teachers at all levels i.e. from kindergarten to post-secondary institutions need to show a commitment towards cleansing our society of academic dishonesty practices. There is a need to start discouraging the act of memorizing texts by students and encourage critical appraisal of every work. There is also a need for clear and consistent policies on academic integrity by institutions of higher education as well as management's commitment to smooth implementation of such policies.

The awareness campaign needs to go beyond the traditional walls of universities to areas not previously considered. For instance, with rising immigration, it is time to start including pamphlets about academic integrity in orientation packages for newcomers, and highlighting the role of students, teachers, and parents since most immigrants would either be retraining in new countries or settle down to raise families. Religious and cultural groups need to help in this awareness campaign by sensitizing their members on the values inherent in upholding academic integrity, and the consequences of academic dishonesty

including the shame and embarrassment it can bring on a family, community, and country. Public libraries are also important points of connection to the community, and present a venue to hold workshops on academic integrity. Posters and handbills written in plain language would also be helpful.

Conclusion

My knowledge about academic integrity has greatly improved as a result of my experiences in Canada. While most emphasis in some developing countries including Nigeria appears to be on cheating during examinations, the umbrella name "academic integrity" is seldom used. This might be responsible for why academic plagiarism though condemned by institutions of higher education in Nigeria, do not necessarily receive the same attention as cheating or examination malpractice. Many Nigerian teachers do not yet have the capacity to check students' submissions for academic plagiarism via relevant plagiarism detecting software, which is a common practice in Canada, like most universities in the developed world. I have also realized that the various checks and balances in the Canadian educational system makes it rare to hear of cases of parents attempting to bribe teachers in order to help their children undeservedly pass examinations. This in my opinion is not just about the checks and balances. Rather, it is about a culture that would like the child to hold their head high and be proud of well-deserved achievements. It is about a culture that provides sound education and relevant resources to students to better position them to solve some of the complex problems facing humanity. It is exciting to see a culture in Canada where one cannot hear of school principals cheating or being sacked for promoting cheating in examinations unlike the case reported by Adibe (2016) where high school principals were sacked, and examination centres cancelled for cheating related offences. The absence in Canada of miracle centres like some countries of the world where students and some parents deliberately register their children for examinations in schools or centres where they can obtain good grades through cheating (Aworinde, 2015; Bello, Musa, Musa & Adaramola, 2009) testifies to the culture I found in Canada. That some elected officials in Nigeria are suspending important state matters in order to address examination malpractice by some private schools (Okoghenun, 2006) underscores the change I found in Canada where certain practices are unheard of.

Despite widespread cases of academic dishonesty across the world, all hope is not lost. While the Nigerian educational sector is committed to addressing the problem, there is no doubt that more works needs to be done. Canada's determination towards upholding academic integrity as demonstrated by research funding on this important issue is commendable. That is not to say the country can now relax. Of course, more work still needs to be done. Teachers at all levels everywhere have important responsibilities of rising to the occasion. There is a need for them to identify the weaknesses of their students and help in skill building to make them more confident to work and live above academic dishonesty. Teachers alone cannot accomplish the task of ridding the society of this bad habit and promoting academic integrity. Society needs to see integrity as a collective

responsibility in order to create a future where original ideas can contribute towards addressing some of humanity's complex problems.

References

Adibe, T. (2016, July 14). Enugu school principals, exam centres sacked over cheating. Daily Trust. Available at: https://www.dailytrust.com.ng/news/education/enugu-school-principals-exam-centres-sacked-over-cheating/155282.html

Antenucci, J., Tackett, J., Wolf, F., & Claypoold, G. A. (2009). The rationalization of academic dishonesty in business students. *Journal of Business and Accounting, 2*(1), 77-92.

Aworinde, T. (2015, November 8). PUNCH undercover reporter exposes mass cheating at NECO miracle centre. The Punch. Available at: http://punchng.com/punch-undercover-reporter-exposes-mass-cheating-at-neco-miracle-centre/

Bello, A.Y., Musa, I., Musa, H., & Adaramola, Z. (2009, November 14). Exam fraud: How miracle centres help students cheat. Available at: https://www.dailytrust.com.ng/news/others/exam-fraud-how-miracle-centres-help-students-cheat/2615.html

Eaton, S.E. (2017). Comparative analysis of institutional policy definitions of plagiarism: A Pan-Canadian university study. *Interchange, 48*, 271-281. https://doi.org/10.1007/s10780-017-9300-7

Hulsart, R., & McCarthy, V. (2009). Educators' role in promoting academic integrity. *Academy of Educational Leadership Journal, 13*(4), 49-60.

International Center for Academic Integrity (2014). *The Fundamental Values of Academic Integrity*. Clemson: Clemson University.

Kier, C.A. (2014). How well do Canadian distance education students understand plagiarism? *The International Review of Research in Open and Distributed Learning, 15*(1), 1-11. doi: http://dx.doi.org/10.19173/irrodl.v15i1.1684

Law, L., Ting, S., & Jerome, C. (2013). Cognitive dissonance in dealing with plagiarism in academic writing. *Procedia – Social and Behavioral Sciences, 97,* 278-284. doi:10.1016/j.sbspro.2013.10.234.

McCabe, D., L. K. Trevino, & K. D. Butterfield. (2001). Cheating in academic institutions: A decade of research. *Ethics and Behavior, 11*(3), 219–232. doi:10.1207/S15327019EB1103_2.

McCabe, D. L. (2005). Cheating among college and university students: A North American perspective. *International Journal of Educational Integrity, 1*(1), 1–11. doi: http://dx.doi.org/10.21913/IJEI.v1i1.14

Naghdipour, B. & Emeagwali, O.L. (2013). Students' justifications for academic dishonesty: Call for action. *Procedia – Social and Behavioral Sciences, 83*, 261-265. doi:10.1016/j.sbspro.2013.06.051

Okoghenun, J. (2006, January 26). Lagos to sanction private schools aiding exam malpractice. The Guardian. Available at: https://guardian.ng/news/lagos-to-sanction-private-schools-aiding-exam-malpractice/

Styron, J., & Styron, R. A. (2010). Student Cheating and Alternative Web-Based Assessment.

Journal of College Teaching and Learning 7(5), 37-42.
Tierney, W. G. & Sabharwal, N.S. (2017) Academic corruption: culture and trust in Indian higher education. *International Journal of Educational Development, 55*, 30-40. doi: https://doi.org/10.1016/j.ijedudev.2017.05.003
World Bank Group. (2001). *Public examination system: Topics – malpractice.* Washington: DC: World Bank.
Zafarghandi, A. M., Khoshro, F., & Barkat, B. (2012). An investigation of Iranian EFL masters students' perceptions of plagiarism. *International Journal of Educational Integrity, 8*(2), 69-85. doi: http://dx.doi.org/10.21913/IJEI.v8i2.811.