# Editorial

**Contract Cheating in Canada**

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## Abstract

We present the second issue of the fourth volume of the Canadian Perspectives on Academic Integrity (CPAI). This issue consists of an invited historical article about contract cheating and the proceedings from the second Canadian Symposium on Academic Integrity (CSAI) 2021 hosted virtually by Thompson Rivers University, Kamloops, British Columbia, Canada.

*Keywords:* Canada, contract cheating, history

# Contract Cheating in Canada

As the COVID-19 pandemic continues to thwart Canadian post-secondary institutions plans for in-person courses, 2022 promises more of the same challenges to the promotion of academic integrity and prevention of academic misconduct experienced in 2021. Contract cheating is a particular concern for educators, the prevalence of which has been exacerbated by remote learning and assessments. In her 2021 Canadian Society for the Study of Higher Education (CSSHE) conference keynote, Dr. Sarah E. Eaton rung the alarm bell on contract cheating on Canadian campuses. Using Australian prevalence estimates (Curtis & Clare, 2017), Eaton calculated that 75,000 postsecondary students in Canada have engaged in contract cheating.

To help fight cynicism with action, Eaton (2021) identified several steps that educators, researchers, and practitioners within the Canadian academic integrity community can pursue to help combat contract cheating. We share two of these strategies. First, regional organizations (AICO, n.d.; ACAI, n.d.) are pushing for legislation against contract cheating in Canada, which has been motivated by the passing of such legislation in Australia and most recently in the UK (Tertiary Education Quality and Standards Agency Amendment (Prohibiting Academic Cheating Services) Bill 2019, 2020; Higher Education Cheating Services Prohibition Bill, 2021). Second are the activities occurring locally, regionally, and internationally. In October 2021, many of Canada’s postsecondary institutions in Alberta, British Columbia, and Manitoba adopted a common Academic Integrity Week to promote learning with integrity and bring awareness to issues that threaten the value of degrees. The International Center for Academic Integrity’s International Day of Action (IDoA) against Contract Cheating continues to bolster individual efforts and connect academic integrity champions from around the world. An important aspect of IDoA and

Academic Integrity Week is the involvement of students as key ambassadors of learning with integrity.

Contract cheating is a key theme in Volume 4, Issue 2. We are excited to feature the first of three articles by invited contributor, Dr. Geoff E. Buerger (2002) who documented early activities of the essay mill industry including activities occurring in Canada. These articles can serve as a resource to help encourage discussions about contract cheating with students and faculty. We are also pleased to share the proceedings of the second Canadian Symposium of Academic Integrity (CSAI) 2021. This bi-annual event was hosted virtually by Thompson Rivers University, Kamloops, British Columbia, Canada. CSAI consisted of 49 presentations from practitioners and researchers from Canada and around the world. Contract cheating, remote teaching, learning,

and assessments, and policy reviews are just some of the fascinating topics featured at the event.

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# Pens for Hire

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## Abstract

This is part one of a three part invited article series examining the historical evolution of the

“ghost writing” industry, a term that is now widely referred to as “contract cheating.” This article describes the commercial trade in academic work starting in the 1930s through the term paper mills’ heyday of the mid-1970s. The 1960 investigative reporting of Alex Benson of the *New York World-Telegram and The Sun,* receives close attention, as does the field of competing firms active at the University of Wisconsin at Madison in 1972. The article concludes with a series of questions to help provoke reflection. These questions can be used as discussion topics in courses with students or within professional development opportunities for educators and practitioners.

*Keywords:* academic fraud, contract cheating, ghost writing, history, term paper mills

## Pens for Hire

When the free essay website School Sucks (School Sucks, n.d.) opened its server in 1996, proprietor Kenny Sahr received a welter of media attention (for a representative sample, see Milford, 1997) and precipitated widespread and well-publicized concern over the possible impact of the Internet on academic integrity (for a representative example, see Applebome, 1997). In fact, however, Sahr was simply the latest in a long line of entrepreneurs who made their livings as purveyors of term papers, exams, and other schoolwork. Although it may be an exaggeration to claim that “[e]ssay writing services, of one type or another, have probably been amongst us almost as long as prostitution” (Murray, 1989; Witherspoon, 1995), it is certain that there had by then been a commercial traffic in academic assignments for more than 60 years (and possibly much longer). The issues facing educators in the day of the Internet remain much the same as those with which they have dealt at least as far back as the Great Depression.

## Early Spoor

Although there are indications that contract cheating—then called “ghosting”—may have been common by the 1920s (Benson, 1960f), the earliest known mercantile essay service began in 1933, when a New York ghostwriter who operated under the pseudonym “G. H. Smith” set up shop. Smith claimed to earn as much $10,000 per annum writing papers at rates from $3 for a book report up to $700 for a dissertation (Benjamin, 1939). The fact that Smith was touted as the “king of college ghost writers” (Benjamin, 1939, p. 157) certainly implied that he had no

monopoly in the market of the 1930, and later evidence suggests that he had plenty of competition. The New York County grand jury in the Benson case later reported in its presentment, “the shocking disclosure that scholastic ghost-writing had been a widespread practice” for more than two decades by 1960, which would put the industry back to the 1930s (Roth, 1960b, p. 141).

The *American Mercury* published Smith’s story in 1939, relating the details of his business as he chose to give them. Although some information strains credulity (e.g., the claim to assist “deans, principals, and professors [with] lectures and learned articles”), Smith’s self-serving narrative is consistent with those of later essay mills in several respects. In addition to his willingness and ability to furnish a paper on any topic, Smith offered several levels of grade quality, complete with typical freshman errors or sesquipidalian language, as appropriate to the institution, instructor, and assignment. He assured his customers that each paper would be written from scratch. He also glossed over the essentially corrupt character of his service by offering each client superficial consultation about effective study habits and tips for academic success (Benjamin, 1939).

Smith’s rationalizations about the nature of his business are of particular interest, in that he was the first to articulate the arguments that would be common to others of his ilk:

I am convinced I am aiding the students who use my service. My essays are always thoughtfully worked out and carefully written. If a boy will study them, he will get a lot more out of an assignment than if he had merely waded through old books and copied out meaningless data. (Benjamin, 1939, p. 160)

The fallacies in Smith’s reasoning are obvious. The “if” presupposes that a student who does not wish to read the material necessary to write a paper will study the paper itself closely, which hardly seems likely. As for “wad[ing] through old books and cop[ying] out meaningless data,” this is little more than a claim that his plagiarism is superior to a student’s own. The question he begs, of course, is whether the student would get more out of the assignment were he to complete it honestly himself.

An important element in the justification of Smith’s business (as with his successors’) was criticism of a university education. Although his comments were milder than those of others would be, he put forward what became the standard assertion that professors were at fault for poor teaching practices:

Many students hardly know what a good essay looks like. Professors as a rule fail to discuss them and do not let students read the essays submitted by other members of the class. My papers stand as models and examples for the students. (cited in Benjamin, 1939, p. 160)

Smith’s bravado (he boasted that he once “wrote seven essays on ‘The Murals of Paolo Varonese’ for students in the same class” without detection) conveys the swashbuckling sense of academic piracy in which many ghostwriters indulged over the years. Although from a perspective of sixty

years it is difficult to tell whether his self-aggrandizing hyperbole (“he is ‘the best-read man in the country’... his chief worry is what to do with the honors he is sure to get” when he publishes under his own name (Benjamin, 1939, pp. 159-160) was simply flippancy at the reporter’s expense or genuine pretentiousness, Smith’s posturing was not uncharacteristic of later hacks.

In practical terms, Smith advertised on college campuses using a form letter headed by the claim

that “Every Man Today Has a Ghost” which assured potential customers that,

[h]aving complete bibliographical guides, great experience, and valuable clippings and research at my disposal, I can often compile an essay in two days that would cause any other person many weeks of fret and care. (Benjamin, 1939, p. 158)

Smith’s overture is that of the serpent in the Garden: the unreasonable imposition of “many weeks of fret and care” contrasted with the so-very-reasonable proposition that it would be very little trouble for Smith to oblige. Later essay services have found it more expeditious to become part of the culture of campus posters (a phenomenon which had not yet developed in Smith’s day), but there is no substantive difference in their approach. The more personal form letter approach sometimes prompted acid replies from the recipients of Smith’s solicitations. These he claimed to keep, filed under “Vicious Retorts” (Benjamin, 1939, p. 160).

As his business grew, Smith began engaging writers and typists to keep up with demand, until by 1939 his 600 clients required a dozen employees to satisfy. Although students were paying for the services of the man who “could think rings around most of the Ph.D.’s in the country” (Benjamin, 1939, p. 159), it appears that many assignments were prepared instead by the assistants in Smith’s stable. As with later operations, close examination of the numbers suggests a certain inflation in the information reported by *American Mercury.* Quite apart from the obvious point that his staff of 12 must have been employed for some purpose, Smith would have had to average almost two papers a day (with an average return of $16 per paper)—an unlikely feat for a man who never “rehash[ed] some paper done years ago” because “that isn’t his idea of ghosting cricket” (Benjamin, 1939, p. 158)—in order to have served personally the number of clients he claimed.

Unlike later services, Smith said he guaranteed his work for both “grade and non-detection.” In the absence of any other source of information it is impossible to tell whether he was ever asked to make good on his grade guarantee, but we have his word for it that “no student has ever been caught” turning in a paper which he ghosted. Given that Smith’s clients took some of the same precautions that today’s customers of term paper mills continue to take (e.g., “a ‘C’ student ask[ing] for a ‘C’ paper so the professor won’t be suspicious at the sudden improvement”) there is no *prima facie* reason to doubt the latter claim (Benjamin, 1939, pp. 158-159).

Professors were not unaware of Smith’s activities. By his own account the President of one

college wrote directly to ask him “as a gentleman” to cease and desist, whereas another sought state intervention to have his operation shut down (Benjamin, 1939, p. 160). New York was successful in requiring Smith to register as a business—a typewriting business—but had no legislation on the books barring the nature of the enterprise.

Shortly after the *American Mercury* article academic entrepreneurs were driven from the newspapers by the Second World War, though there is nothing to suggest that they were driven out of business. Such evidence as there is indicates that those in the trade continued to operate quietly. Certainly, both newspaper advertisements and “the long-established practice” (Hastings, 1943, p. 149) of direct-mail solicitations continued during the War. Even while the United States military struggled to hold theirs against the U-boats in the North Atlantic and Japan’s Imperial Navy in the Pacific, notices appeared in the New York dailies with the seductive header:

*We* write it. *You* sign it.

Speeches, reports, dissertations, theses. Satisfaction guaranteed. Reasonable rates.

*We* write it. *You* sign it.

(as cited in Hastings, 1943, p. 149)

Indeed, since New York State’s 1947 Education Law included provisions banning the fraudulent acquisition of a degree (Laws of New York, 1947), it may be inferred that ghostwriting had continued fundamentally unabated at least since the 1930s. Samuel J. Michelson, whose business was disrupted during the 1960 scandal in New York City, claimed at that time to have been in continual operation for 25 years, and there is no reason to doubt that claim (Roth, 1960a).

## The World-Telegram and The Sun’s scoop

The “ghostwriting” industry did not again attract front-page attention until 1960, when Alex Benson, a *New York World-Telegram and The Sun* reporter, went undercover to expose several New York City firms in a series of seven articles.

Benson’s story began on December 8, 1959, when a college acquaintance called to tell him that when she answered a *New York Times* advertisement for “freelance writers and researchers” she was asked to write a short undergraduate paper on *The Iliad* (Benson, 1960b, p. 1). With the approval of his editor, Benson used this contact to become an employee of this ghostwriting firm himself. On January 14, 1960, Benson went to the apartment which doubled as its office and met the Columbia Teachers College student for whom he would take a psychology exam (Benson, 1960g). The client gave Benson his text and class notes, assured him that handwriting would not be an issue because the exam would be multiple choice, and advised him to be sure to write the exam in the room proctored by the professor, because the teaching assistant might notice the substitution (Benson, 1960g).

By this time Benson was working with the District Attorney’s Office, who asked him to go

through with the imposture. If he was detected or did badly, the District Attorney (DA) would raid the agency; if successful, Benson would continue his “employment” to acquire more evidence (Benson, 1960a). Benson successfully wrote the exam on the 18th, and that evening returned text and notes to the client—who expressed anxiety only about being given “a flunk” if the scam were detected (Benson, 1960e). Four days later Benson met with the two assistant DAs monitoring the investigation, and subsequently sent letters to nine other bureaus, selected on the basis of their

ads in the rival *New York Times* (Benson, 1960e)*.*

Incredibly, the owner of one of those agencies offered Benson a partnership early in February (Benson, 1960c). The agency claimed customers at the four largest universities in the city as well as out-of-town custom from other Ivy League schools, but the owner wanted to spend more time with his literary agency than with the ghostwriting branch of the business. The deal was that Benson would keep the first $100 of income per week in lieu of salary, splitting every dollar above that 50/50 with the owner, who paid all the overhead expenses out of his share. Benson could take the “plum” assignments himself, and farm out other work “to our freelance staff, retaining our 20 per cent commission” (Benson, 1960c, p. 3). Although work did not pour in immediately—thesis season came later in the term—Benson had access to company files and found evidence of two or three years of ghostwriting for students. These included the names of clients and individual ghostwriters alike. He also found a file in which one hapless client, a doctoral candidate, was threatened with exposure unless he made up his arrears in payments.

With all this in hand, Benson quit the business and went to the DA (Benson, 1960d).

DA Frank S. Hogan’s men raided four ghost-writing agencies on February 25 (allowing the *World- Telegram and The Sun* to scoop the *Times* by leading that day’s edition with the story) (Prall, 1960), bringing Benson’s investigation to a close. Acting on warrants issued by General Sessions Judge Gerald P. Culkin, the DA’s men seized some two tons of evidence and brought eight agencies before a grand jury (New York Times, 1960g). Originally only four agencies were charged (New York Times, 1960e), and it is not known how that list doubled within the week.

The grand jury began hearing evidence on March 15 (New York Times, 1960a), and two weeks later received a two-month extension because of the volume of evidence and the anticipated number of witnesses still to be heard (New York Times, 1960d). The grand jury was able to complete the investigation well before the extended deadline, however, and on April 11, six persons were formally charged with violating sections 224 and 225 of the State Education Law. In all there were 35 counts, involving 25 students at 14 colleges (Roth, 1960a).

Among those arraigned were the Assistant Principal of a Brooklyn public school (who had been operating his Educational Research Association for 10 years before the raid), four other agency proprietors, and a 54-year-old freelance writer who had impersonated a 23-year-old Teachers College student in an examination (New York Times, 1960f; Roth, 1960a). By early November their cases had been decided, typically with a guilty pleas, $500 fines and suspended sentences (New York Times, 1960b; New York Times, 1960c; New York Times, 1960h). Unlike Smith earlier and others later, they were not recent graduates—one was 73—but rather businesspeople whose agencies handled other work in addition to essays. Their prosecution ended a period of two decades of comfortable and profitable obscurity.

The ghostwriters and their employers were not the only ones to suffer consequences in the wake of Benson’s investigation. Within a week of Hogan’s raid, the student for whom Benson wrote the examination was expelled by Teachers College (New York World-Telegram and Sun, 1960a), and one doctoral candidate at Indiana who had hired Benson’s firm was suspended by that university

(New York World-Telegram and Sun, 1960b). (It is not clear whether these schools learned of their students’ activities from Benson or from the District Attorney’s office, but with current standards of due process it is doubtful whether any institution would act so precipitately today.) Press coverage of the affair does not mention the academic fate of any other student, although the names of the nine local teachers who had patronized the ghostwriters were apparently reported to the New York City Board of Education (Roth, 1960a).

Public reaction to the scandal seemed to be a mix of outrage and resignation over the mendacity of students and ghostwriters alike, tempered by the rather smug conviction that only poor students plumbed such depths. This was articulated by Benson, who voiced the general belief that

[s]erious forms of cheating are practiced only by inadequate, inferior students, persons who should be off the academic rolls on the score of scholarship alone. Institutions which award degrees to such low-caliber students are cheapening the value of their degrees. (Benson, 1960f)

Sixty years later, the public response to Internet-generated papers is characterized, and compromised, by similar complacency.

This affair not only embarrassed those institutions which had failed to detect the plagiarism but also damaged the credibility of colleges generally. Commentators were inclined to blame “bad teachers”—and, by extension, their employers—for students’ ability to pass in fraudulent work without detection. The more exalted the degree, the greater the calumny. The *Times* opined that

if a professional hack can undertake, even for $2000 or more, to write a scholarly research thesis in a few weeks or months which ought to presume years of previous study and at least a year of specific research, then the real scandal is not with ghostly but with live scholarship. (Hechinger, 1960, p. IV & 9)

Benson editorialized that his own experience proved the existence of a significant problem:

Something is wrong somewhere if an outsider who is far from being a genius can get an A-minus on a final examination in a graduate course on the strength of a few hours of reading and without having attended a single lecture. (Benson, 1960f)

Even the grand jury made recommendations for systemic reforms both within the universities and in the public sector (Roth, 1960c), but there is no evidence that anything came of these.

Term paper companies, if they persisted, kept a lower profile during the 1960s. Academic misconduct continued, to be sure, coming to light most spectacularly in a cheating scandal at the Air Force Academy in the autumn of 1964. A group of cadets formed a ring to steal and sell examinations, and by the time they were apprehended in January 1965, the number of cadets using their wares was conservatively estimated at 300-400, of whom 109 were dismissed (Bride Jr., 1967; Snead Jr. & Shepherd, 1967). The other major service academies have also suffered similar embarrassments: West Point in 1951 and Annapolis in 1992 (Gantar, Patten, & O'Donnell,

1996). During this period, colleges’ continued emphasis on testing as a source of marks probably helped keep term papers out of the limelight. For example, in “A Startling Survey on College Cribbing,” term papers were not even mentioned (Life, 1965).

## The Warren Empire

Shortly after Hogan raided the ghostwriters of Manhattan, the Chancellor of the University of Pittsburgh told the *Times* that “the problem of plagiarism... comes in waves... [y]ou must always guard against it” (Hechinger, 1960). The next wave arrived a decade later, and it was again the New York press which drew public attention to it. On July 10, 1971, the *Times* published its own exposé of the term paper industry (Maeroff, 1971). Focusing on Termpapers Unlimited, Inc., the *Times* piece featured interviews with Kenneth and Ward Warren, the firm’s proprietors. The Warren brothers claimed that in their first year of business Termpapers Unlimited had sold nearly 10,000 term papers at rates ranging from $3.50 per page for custom work to $2 per page for off-the-rack essays, with premiums for rush assignments.

The Warrens claimed that their inventory had been built by purchasing ‘A’ essays at $5 apiece, but this cannot be corroborated (Maeroff, 1971, p. 25). The provenance of the stock is an open question, since the Warrens may have trafficked, knowingly or not, in stolen essays. Nearly two dozen papers stolen from Harvard professors at about this time turned up in the inventory of New York firms (Hechinger, 1972; New York Times, 1972), and other colleges experienced similar events. The Warrens boasted that all of their writers were college graduates (many with advanced degrees), and that many were “moonlighting faculty members, graduate students, [and] technical writers” who, as “independent contractors,” earned $2 per page as long as they produced at least 50 pages a week. Purchasers were not guaranteed exclusive use of commissioned essays; each piece produced by Termpapers Unlimited was added to the

company’s stock.

Today, of course, we fight fire with fire: a similar system is now used in combatting contract cheating. Each essay submitted to the plagiarism-detection service turnitin.com, for example, can be added to that firm’s resources (Turnitin, 2021).

Information given by the Warrens during interviews cannot be accepted uncritically. Not only are some of their claims questionable on their merits (if peak production was 500 papers a week during May, it seems unlikely that 10,000 essays could have been sold by a company which had only set up shop the previous autumn) or unlikely (e.g., their declared intention of becoming a publicly traded company), but there were also inconsistencies in the multiple versions of their story. Ward Warren, for example, a Babson undergraduate in July 1971, claimed to be a graduate of Boston University three months later (Wisniewski, 1971). In fact, Warren registered at Boston University for summer courses, but received his degree from Babson in September 1971, and the respective Registrars Offices of these universities confirmed this. Such contradictions make it difficult to credit any of Warren’s statements, such as his claim to be “a self made millionaire” after only a year in business (Wisniewski, 1971)—an accomplishment which, using Warren’s figures and rates, would have required the sale between July and October (hardly peak season for

the product) of at least three times the essays claimed sold between September and June. However improbable the details, there is little doubt that Termpapers Unlimited, Inc. was making money, and quickly. Moreover, the company was spreading out, establishing branches at campuses across the country.

One such franchise was Academic Marketplace (a local competitor, Marty Pesham, had previously taken the name Termpapers Unlimited) in Madison, Wisconsin. It was operated by Bruce Inksetter, a former assistant professor at University of Wisconsin who lost his job when he failed to complete his dissertation. Inksetter, a former freelance essay writer who bought the franchise from Warren for $500 (Bingenheimer, 1971), operated out of his apartment and sold chiefly off- the-rack essays from the Warrens’ catalogue of 3,000 titles. There were other players in the field, as well: Pesham specialized in custom work, and a third firm, Quality College Research, also shared the local market (Greenberg, 1972). In addition, there were freelance writers willing to turn their hands to an essay or two—one of whom was the first to place an advertisement in the campus press [“TERM PAPERS originally done, highest quality 251-1976” (Daily Cardinal, 1971, p. 18)].

The most quotable of these entrepreneurs was certainly Pesham. Inksetter, by contrast, was a reluctant spokesman for his industry, and Quality College Research positively shunned the limelight. Like Ward Warren, Pesham was inclined to be flexible with facts: when first interviewed he claimed to employ 150 writers, among them “three dozen TA’s and a dozen

professors,” (Bingenheimer, 1971; Wisniewski, 1971) none less qualified than graduate students maintaining a 3.4 GPA, and but he later revised these figures to 60 moonlighting Teaching Assistants supplemented by “a few... unemployed teachers and other specialists” (Greenberg, 1972, p. 11). With this in mind his claims to have an overall rate of 92% ‘A’ grades and a

commitment from moonlighting university employees to give an ‘A’ to any paper written by them (Bingenheimer, 1971; Wisniewski, 1971) must be considered warily. Even more questionable (though, given the climate of the 1971-72 academic year, not inherently impossible) is Pesham’s claim to have expanded from his local business to “67 campus franchises across the country” in less than nine months (Greenberg, 1972, p. 11).

The activities of these entrepreneurs were brought to light by the student press in Madison. The *Badger Herald* broke the story (Bingenheimer, 1971)—which ran in the same issue that carried Pesham’s first block ad—and the *Daily Cardinal* picked it up immediately (Wisniewski, 1971).

They reported that one could buy a “custom” paper from Pesham for $2.90 a page or shop Inksetter’s catalogue for a “prewritten” essay at $2.50 a page, which precipitated not only demands that the university take action but also a flood of calls from potential customers seeking phone numbers (Greenberg, 1972). Student commentators rejected the term paper mills’ claims to legitimacy (see, for examples, (Dulin & Starr, 1971) and called openly for “the U” to “expel the sniveling scum that have used such services, and fire those teachers who have dishonored their calling by playing the whore to the student body” (JOC, 1971, p. 9).

Despite this public exposure of the industry, the University of Wisconsin at Madison experienced

no immediate increase in disciplinary actions. Although Pesham boasted of having sold 3,000 essays in Madison alone during the fall term (Greenberg, 1972) and Inksetter claimed a sale of 430 to various University of Wisconsin campuses (Wisniewski, 1972), none of the dozen or so cases of plagiarism reported to Dean of Students, Paul Ginsberg, during the same period involved a purchased paper (Wisniewski, 1972). Ginsberg thought that professors were probably dispensing individual justice (Wisniewski, 1972), but Pesham had a different explanation:

“professors are so involved in their own work that they don’t even know what is going on... You could take a chair out from under most of them and they wouldn’t know it” (Wisniewski, 1971, p. 2). Both men probably had part of the picture.

The *Daily Cardinal’s* follow-up story is especially interesting because it relates one student’s experience with a paper purchased from Termpapers Unlimited. The student, Dale Welch, had been caught turning in the same paper on Ingmar Bergman’s “Virgin Spring” that a student in another section had submitted, but escaped ruin when the TA who detected the fraud allowed him to earn a passing grade by writing another essay in place of the commissioned one. When Welch confronted Pesham about the duplication he was met with prevarication and evasion, balanced by the offer of a credit toward his next purchase (Wisniewski, 1972). This is instructive for what it reveals about the legitimacy of Pesham’s claim to sell only custom work: it may be that the essay in question had been written that semester for that course, but either Welch or the unnamed other student must have purchased a paper which had already been written for another customer.

The *Cardinal* piece also sheds light on the economic forces at work on the Madison campus. The prices quoted in the story suggest that Academic Marketplace had been forced to drop its prices to compete: the price of “copy orders” (*i.e.,* catalogue purchases) fell to $2.25 per page, and the cost of custom work dropped to $3.95 per page (Wisniewski, 1972) from its autumn peak of

$4.50 (Bingenheimer, 1971). Termpapers Unlimited’s price, on the other hand, remained constant. Given his apparent practice of selling the same essay to two customers (or more), it is clear how Pesham was able to charge a dollar per page less than Inksetter for “custom” work, pay his writers $2 per page (Mentzer, 1972), and still maintain a healthy profit margin.

## Conclusions

Illicit enterprise prefers to operate in the shadows, and much of what we know about the origins of contract cheating comes from periodic exposure in the media. The *American Mercury* published what it considered a quaint story of general interest, while Alex Benson’s exposé in the *New York World-Telegram and The Sun* was more akin to a sting operation, backed by law enforcement. Student journalists at the University of Wisconsin advocated for institutional action against both producers and consumers but stopped short of calling for criminalizing it. These three vignettes illustrate the changes that occurred in the evolving world of contract cheating prior to its emergence from the shadows, as well as a range of responses to the revelation of its existence. Contract cheating survived and remained lucrative despite changing times, because for

at least a century the rewards of being a customer have outweighed the risks.

The earliest commercial enterprise for which we have solid evidence was conducted by the pseudonymous G. H. Smith, who cast himself as a sole operator. By 1960, however, we can say with certainty that an industry existed, with competing firms employing multiple writers.

Investigative journalism followed up by legal prosecution drove those businesses farther into the shadows for a time, but by the early 1970s contract cheating had become more brazen, with entrepreneurs advertising and boasting about their exploits. Legislatures as well as universities took note; the second article in this series examines their legal and disciplinary attempts to stamp out contract cheating.

**Food for Thought: Questions for Reflection**

* Are the criticisms of the academy that were offered as rationalizations for contact cheating valid? Does poor teaching invite—or even excuse—evasion of course requirements?
* How much responsibility (if any) does an instructor bear for failing to detect that a paper was written by someone other than the student who submits it?
* How similar are contract cheating Internet sites in their blandishments and promises to the firms run by “Smith,” Pesham, Warren, Inksetter, and their contemporaries? Has the industry changed in any way other than means of delivery?

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Canadian Symposium on Academic Integrity Abstract | June 2021

# Welcome and Keynote Address:

**The Power of Academic Integrity Communities**

Thomas Lancaster, Imperial College London

## Abstract

Video presentation can be viewed at <https://media.tru.ca/playlist/dedicated/0_0u3o63xd/0_ngpid8xr>

*Keywords: academic integrity, Canadian Symposium on Academic Integrity, contract cheating, higher education*

Canadian Symposium on Academic Integrity Abstract | June 2021

# Ethics, EdTech, and the Rise of Contract Cheating

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## Abstract

This talk traces the connections between the unethical use of algorithms, inattention to issues of equity and access, and failures of data privacy to the rise of contract cheating. The reported experiences of instructors and students tell us that contract cheating firms mine student data and exploit existing relationships between students and their educational technologies in order to find new clients and to extort the ones they already have. These companies use algorithmic searches of social media to track down vulnerable students, and once granted access to a closed educational context like Moodle, approach more students in the course or institution, which is how the use of these services seems to multiply by orders of magnitude within an institution.

Once these companies have student ID and credit card information, they often engage in financial exploitation of students. Research demonstrates that many of the educational conditions that drive students to seek out contract cheating firms — lack of guidance on assignments; high- stakes assessments without appropriate scaffolding; personal or financial crises — are also conditions that do not promote learning. This talk argues that the epidemic of contract cheating can be insulated against by a renewed attention to ethical pedagogical strategies in the deployment of educational technologies. Given the explosive growth of the contract cheating problem and the huge money it makes for unethical players, it is imperative that post-secondary institutions protect students by all possible means. Limiting for-profit vendor access to student data, avoiding course-in-a-box homework system approaches to education, and using open pedagogical strategies to design persistent, non-disposable assignments are critical strategies in the fight against contract cheating, as is educating students and faculty about the importance of data security and privacy.

*Keywords: academic integrity, Canadian Symposium on Academic Integrity, contract cheating, higher education*

Canadian Symposium on Academic Integrity Abstract | June 2021

# How Chegg Blew Up Our Exams

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## Abstract

Join the presenter for an experience-based discovery about the file-sharing giant Chegg. Engage in one institutions journey when they learned many of their exams were virtually compromised, how they addressed the issue, and how they moved forward. During this session the Chegg Honor Code investigation will be described, and the results shared.

*Keywords: academic integrity, Canadian Symposium on Academic Integrity, contract cheating, higher education*

Canadian Symposium on Academic Integrity Abstract | June 2021

# Academic Misconduct and Online Support for Students

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## Abstract

In response to the shift to fully online delivery of student services in March 2020, the University of the Fraser Valley’s Academic Success Centre quickly revamped the way we connect with and support students charged with academic misconduct. Our presentation will explain the historical and philosophical foundations of our Academic Integrity Matters (AIM) program including the training of our student Peer Mentors and the key role they have. We will describe the multi-step workshop process we developed to guide students to stronger understanding of academic misconduct, academic integrity, and their own role as models of academic honesty. We will present data showing how the pandemic impacted the number of misconduct cases and the types committed. We will conclude the workshop with an outline of the challenges we encountered and how we resolved them as we altered an already successful face-to-face program to run in a virtual environment. Participants will be invited to discuss how our approach might apply in their own contexts.

*Keywords: academic integrity, Canadian Symposium on Academic Integrity, contract cheating, higher education*

Canadian Symposium on Academic Integrity Abstract | June 2021

# Issues and Problems in Educational Surveillance and Proctoring Technologies

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## Abstract

**Introduction.** The increase of online course offerings due to COVID 19 has substantially increased eproctoring technology used to streamline classroom management and assessment. Faculty and students are increasingly concerned about the requirements of these systems.

This presentation will:

1. Explore the experiences of eproctoring internalized by college.
2. Categorize this population's experiences and concerns in the context of eproctoring and surveillance.

To do so, the following research questions are considered:

1. How is eproctoring described in scholarly literature, social media, and student print media?
2. What components of eproctoring surveillance are viewed as detrimental to student learning using these sources, and how do the impacted individuals describe these components?

**Research Methods.** The presenters rapid review method is intended to provide timely decision- making information compared with standard systematic reviews. This method demonstrates the urgency and impact of eproctoring technologies on students. Institutions may use this information to make informed and holistic decisions on the specialized software they acquire and implement.

For this study, the unit of analysis refers to unique student responses to eproctoring. The authors include (a) Peer-reviewed scholarly literature, (b) traditional print, (c) student print media defined as newspapers and magazines, (b) social media.

Preliminary data (*N* = 20) describes e-proctoring surveillance technology as anxiety-provoking, intrusive, discriminatory, and adversarial. Stakeholders actively push back against e proctoring

requirements and demand transparency, aligning with prior research on student privacy (Ifenthaler & Schumacher, 2016).

**Implications for Higher Education Policy or Practice.** This study's results inform policymaking around assessment practices, standardizing expectations, and creating eproctoring standards and policies that center students' rights, personhood, and privacy that outweigh the need for convenient assessment.

*Keywords: academic integrity, Canadian Symposium on Academic Integrity, contract cheating, higher education*

Canadian Symposium on Academic Integrity Abstract | June 2021

# Navigating the Sea of Online Proctoring

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## Abstract

Education nurtures competency and critical thinking in students, which in turn, lead to the betterment of society. Academic integrity is instrumental in upholding the goal of education. With the rapid pivot to remote teaching and assessment, the incorporation of online proctoring to ensure academic integrity became a necessity. Recognizing some of the causes of academic dishonesty could be magnified with this mode of delivery, the implementation of a student- centred approach to enhance academic honesty with online assessments was embedded in our Practical Nursing math course at Centennial College. Through the use of PowerPoint presentation, demonstrations of strategies and anecdotal stories, I will highlight the complex challenges with online proctoring, the unwitting discoveries of academic breaches, and the multifaceted solutions required. At the end of the formal presentation, an opportunity will be provided for the audience to ask questions, as well as share their experiences. The outcome will be a collect of best practices on how a crew of professors can both support students and keep academic integrity afloat while navigate the uncharted waters of online proctoring on a vessel from an external company offering remote invigilation services.

*Keywords: academic integrity, Canadian Symposium on Academic Integrity, higher education, online proctoring*

Canadian Symposium on Academic Integrity Abstract | June 2021

# E-proctoring Gone Wrong

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## Abstract

The 2020-2021 academic year saw an unprecedented rise in the use of e-proctoring, for the facilitation of online exams. With that also came unprecedented challenges and issues. This presentation will be a survey of some of the issues and questions regarding the use of e- proctoring. Some issues that will be addressed include accessibility issues and the use of artificial intelligence and its ethical problems. The presentation will then focus on the question of academic integrity, and more specifically how academic integrity breaches were handled by various institutions across North America. The presentation will showcase how e-proctoring introduced a new host of problems in the area of academic integrity adjudication and a discussion will follow on considerations for the future of e-proctoring and the maintenance of academic integrity in academia.

*Keywords: academic integrity, Canadian Symposium on Academic Integrity, e-proctoring, higher education*

Canadian Symposium on Academic Integrity Abstract | June 2021

# Contract Cheating in Canada: National Policy Analysis Project Update and Results for 2021

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Amanda McKenzie, University of Waterloo Lisa Devereaux, University of Toronto Marcia Steeves, Fleming College

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## Abstract

Join us for an in-depth look at how contract cheating is addressed in Canadian higher education policies. In this session we share results synthesized from 80 publicly-funded universities and colleges across Canada, where English is the primary language of instruction. Our results show why Canada is lagging behind in terms of addressing contract cheating pro-actively through policy and procedures. We offer concrete recommendations for improving the ways that Canadian schools can address contract cheating and other breaches of academic integrity through policy and procedures.

In this study, regional teams assembled to collect and analyze academic integrity policies from 80 publicly-funded universities and colleges across Canada where English is the primary language of instruction (Western Canadian universities, *n* = 24; Ontario universities, *n* = 21; Atlantic

Canadian universities, *n* = 13; Ontario colleges, *n* = 22). Although the entire study is not yet complete, we now have full or preliminary results to share from 9 Canadian provinces (BC, AB, SK, MB, ON, NB, NS, PE, and NL). In this session we offer the most comprehensive synthesis of the project to date.

In our presentation we provide an overview of the project as a whole, show how we have conducted the study (i.e., method), and present our findings at both a regional and national level.

Based on our findings, we offer evidence-based recommendations for policy reform for academic integrity in Canadian higher education, concluding with a call to action for policy makers and administrators to take a stronger stance against contract cheating.

For more information on this project visit [https://osf.io/n9kwt/.](https://osf.io/n9kwt/)

*Keywords: academic integrity, Canadian Symposium on Academic Integrity, contract cheating, higher education, policy review*

Canadian Symposium on Academic Integrity Abstract | June 2021

# Pay-to-Pass: Emerging On-Line Services that are Undermining the Integrity of Student Work

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## Abstract

Students have been connected digitally from an early age and have been encouraged throughout their educational journey to turn to the internet for information. However, less emphasis is typically placed on educating students about the origin and appropriateness of these sources. For many post-secondary students, it can be challenging to distinguish between resources that are supportive of their academic development and resources that are undermining and questionable in their veracity. In this workshop, we discuss the emergence and infiltration of pay-to-pass websites in the Canadian post-secondary setting. We differentiate pay-to-pass websites from other forms of contract cheating by describing them as sites encouraging students to share and access course material, assignments, tests, and notes for academic and personal gain. These sites are alluring to students because they commonly offer real-time support from academic 'experts' or tutors that is available 24/7. In the rapid shift to online learning due to the COVID-19 pandemic, we have acutely observed the impact of these services on student behaviour in online- based assessments. This workshop examines the growing scope and deepening impact of these sites on teaching and learning in the post-secondary context. To address the challenges posed by these websites, we present a three-part approach that may be implemented in the efforts to uphold academic integrity in post-secondary education.

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*Keywords: academic integrity, Canadian Symposium on Academic Integrity, contract cheating, higher education*

Canadian Symposium on Academic Integrity Abstract | June 2021

# Academic Integrity: Putting Policy into Practice

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## Abstract

On first reading of the University of Dundee’s Policy on Academic Misconduct seems eminently sensible, fair and clear. The Policy classifies plagiarism cases as 1 (very minor), 2 (minor) and 3 (serious), giving examples of each to inform the academic community. There is guidance on how all three should be handled, ranging from additional educational support through written warning through a hearing from a formal academic misconduct panel. As Associate Dean Quality Assurance and Standards at our Medical School I oversee how this policy is both enacted and data collected across the school.

This paper outlines how we have operationalised the policy for a distance learning course with a thousand students and over 50 markers, based both within the Centre and globally. The programme is a masters in medical education, with about a third of the students based overseas, about 90% medical doctors, the others being allied health professionals, dentists, nurses and vets. The studies are all online at a distance, and assignments are in the main written. They are submitted, marked ad moderated via Turnitin, and students are encouraged to engage with the similarity report before finalising their submissions.

I summarise the policy and identify various issues and how the Centre has sought to solve these. I present the process we have developed so far, our rationale behind each decision made and how going forward we are evaluating this process. I discuss our assessment strategy, including our underpinning pedagogical philosophy and how these have informed the decisions we have taken. I give an overview of both our student and our marker induction and faculty development for our core staff, who as module leads moderate the process. I present some initial statistics on student uptake of the various elements. I describe the development of an efficient and effective reporting process, codeveloped between academics and professional services, and the next stages of this development as we move to the piloting stage. I finish with some current questions we have on how we can support the students further as they navigate through the academic discourse

around misconduct, learning and enacting the language, not least the challenges of collaboration versus corroboration and self-plagiarism in a course ending with a capstone assessment.

*Keywords: academic integrity, Canadian Symposium on Academic Integrity, higher education, policy and practice*

Canadian Symposium on Academic Integrity Abstract | June 2021

# Systematic Collaboration to Promote Academic Integrity During Emergency Crisis

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## Abstract

Increasing emphasis on proactive approaches to academic integrity in institutional strategies and policies can be seen as a response to both the challenges of on-line learning and a search for more effective educational models in promoting fundamental values of academic integrity for higher education institutions globally. Thus, towards the end of 2020 the European Network for Academic Integrity established the “Academic Integrity Policies Working Group”. The working group aims to collect examples of effective policies to serve as practical recommendations for educational institutions developing proactive institutional policies towards the establishment of a culture of academic integrity. To achieve this purpose, the WG members are 10 academics from 7 different countries spread over 3 continents who are collaborating on a voluntary basis. The working group facilitates international collaboration on research and development of institutional policies, addressing the roles and responsibilities of stakeholders including pedagogical aspects and assessment design.

Within the last six months, the WG has held several virtual meetings during which each of the members presented their achievements in this field, to reach a common understanding. The WG

decided to begin by reviewing the relevant literature to identify potential gaps and categorize existing sources in terms of the approaches proposed or adopted and underlying strategic objectives. We aim to reveal how the occurring shift from a punitive to an educative approach to academic misconduct is reflected at different levels of strategies, policies and procedures within the matrix of five indices of consistency, accountability, fairness, proportionality, and clarity of definitions. The multi-country collaborative notion of the WG brings different perspectives to the analyses, adding value to the experiences of the members.

Considering the digitalization of education as an emergency reaction to COVID-19, the relevance and importance of academic integrity values has been elevated due to increased concerns of academic misconduct in emergency remote teaching (Eaton, 2020; Khan et al., in press; Razi & Sahan, 2020). Unreadiness and unfamiliarity with on-line learning resulted in many institutions failing to adequately guide lecturers to design appropriate educational models for effective delivery. Implementing effective solutions to meet these challenges has proved difficult for some institutions.

The working group is very new and still establishing its identity and direction. In this presentation we will share our experiences about collaborating virtually as a multi-national, trans-continental team to achieve a common goal focused on academic integrity policy. We will also highlight integrity issues faced by the academic communities during COVID-19 and provide some examples of pro-/re-active measures taken in some institutions to address the post-Covid integrity challenges. The presentation to the conference audience will provide an opportunity for the WG members to present their initial ideas and get feedback from interested participants. We are also happy to welcome new members who share an interest in this important subject.

*Keywords: academic integrity, Canadian Symposium on Academic Integrity, higher education, policy and practice*

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Canadian Symposium on Academic Integrity Abstract | June 2021

# Policies Matter: Tendencies towards Academic Misconduct

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## Abstract

Upon the breakout of COVID-19 around the world in March 2020 and due to the threat of its spread, the mode of teaching has been shifted. This sudden influx to online education is named as Emergency Remote Teaching (ERT – Hodges et al., 2000). Technology-based academic integrity infringements are affiliated with the utilization of the internet for getting aid in taking exams, plagiarizing, taking an exam on behalf of others and many more (Etter et al., 2006). This study aimed to explore students’ perception of academic misconduct through the hypothetical scenarios adapted from Lozier (2012) and individual and focus group interviews focused on three concepts: the self-evaluation as a student, the sanctions of the academic misconduct policies, the perception of the academic integrity promotion provided by the lecturers in the light of these research questions:

* 1. Do the participants consider examples of a) contract cheating b) collision c) plagiarism as cheating?
  2. How serious do the participants consider the scenarios of academic misconduct?
  3. Have the participants witnessed a) contract cheating b) collision c) plagiarism?
  4. Do the participants’ perceptions of a) contract cheating b) collision c) plagiarism as

cheating vary by gender significantly?

* 1. What is the participants’ perception relevant to the rise or the fall of academic integrity

transgression during ERT?

* 1. What are the participants' perceptions regarding the sanctions of academic misconduct and integrity promotion acts provided by the institution where they study?

The study was carried out in one of the public universities located in the west of Turkey called Kocaeli University (KOU), in the School of Foreign Languages (KOU SLF) in the spring term of the 2020- 2021 academic year. The participants (N=234) were the students who learned English as a foreign language EFL). The demographic features of the participants were as follows:

147 participants were female while male participants were 87 and their ages ranged from 18 to

24. Specifically, of the 234 participants, a total of 18 participants volunteered to take part in the interview. The participants’ departments were various. The questionnaire consists of twelve (12) scenarios, and contract cheating, plagiarism, collision are the academic misconduct types employed in these hypothetical scenarios. The data collected through the questionnaire from 234 participants were analyzed with the help of SPSS (Statistical Package for Social Sciences, version 25.0).

Of the findings, in the light of the mean values, plagiarism scenarios were regarded as academic misconduct, contract cheating is followed by collusion scenarios. Similarly, plagiarism scenarios were considered as the most serious academic integrity transgression, while collusion scenarios were taken as the least serious academic misconduct by the participants. The findings of the third research question were consistent with the findings of the first two research questions; that is to say, the participants reported that they had witness collusion more than any other academic misconduct forms. The focus of the fourth research question was the gender variation towards academic misconduct, and the findings revealed that the female participants showed a tendency to regard the cases in the scenarios as academic misconduct. In contrast, the male participants did not consider the cases in the scenarios as academic misconduct as much as their female counterparts. The focus group interviews conducted with the three different groups of six students revealed that all participants reported that if the system had the gaps allowing academic misconduct, they would benefit from these gaps. And taking an exam for somebody else was the most common academic misconduct form among the students.

*Keywords: academic integrity, Canadian Symposium on Academic Integrity, higher education, policy and practice*

Canadian Symposium on Academic Integrity Abstract | June 2021

# Learn by Doing: An Academic Integrity Policy Revision

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## Abstract

After several years of developing a culture of academic integrity at Assiniboine Community College, over twenty stakeholders from five college campuses and a dozen different service areas and academic programs formed the Academic Integrity Advisory Committee (AIAC) in late 2019. In the midst of a push through emergency remote learning, and towards blended learning ahead, they undertook a multi-stage plan: to develop, implement, and evaluate a revised academic integrity policy. Using research and evidence from the world’s foremost sources to inform their work, the AIAC embodied Assiniboine’s academic signature of learn by doing.

Join members of the AIAC for a detailed look at the ins and outs of this policy revision process. Participants will leave this session with an understanding of several key academic integrity frameworks, how to implement a change model at their own institution, and a deeper understanding of how to collaboratively develop an academic integrity policy.

*Keywords: academic integrity, Canadian Symposium on Academic Integrity, college, higher education, policy and practice*

Canadian Symposium on Academic Integrity Abstract | June 2021

# Insights on Academic Integrity Policy Development: Crafting Policy Catered to Your Institution

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## Abstract

The purpose of this session is to highlight the opportunities and challenges of crafting an academic integrity policy that is responsive to an institution’s unique needs and character. A robust and comprehensive policy is crucial to upholding the values and principles of academic integrity within higher education.

Over the course of two years (2018-2020), Camosun College’s Office of Education Policy and Planning worked with stakeholders from across the college to develop its new academic integrity policy and procedures. The work led to an extensive overhaul of the college’s academic integrity policy along with a review of its associated procedures intended to address and appeal allegations of academic misconduct. The end result is a clear policy and set of procedures that appropriately balances the rights and responsibilities of students, faculty, and administration.

The presentation will focus on sharing strategies on how to engage institutional stakeholders in a meaningful way to develop an academic integrity policy for your college/university. Emphasis will also be placed on what supports and resources are required to implement an academic integrity policy and insights from how policy implementation is going so far at Camosun.

*Keywords: academic integrity, Canadian Symposium on Academic Integrity, higher education, policy and practice*

Canadian Symposium on Academic Integrity Abstract | June 2021

# Promising Practices and Emerging Ideas in Academic Integrity Policy Development

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## Abstract

Recently, Athabasca University canvassed faculty, tutors, and students about their perspectives on academic integrity. Responses to open-ended questions were received from 102 faculty and tutors and 146 students, generating hundreds of comments. The survey asked how Athabasca University could improve its policies concerning issues of academic integrity, about satisfaction with how academic violations were treated, on the role of faculty and tutors in encouraging academic integrity, and on how faculty and tutors handled cases of misconduct. As well, we collected suggestions from faculty, tutors, and students for reducing cheating, increasing academic integrity, and other ideas about academic integrity in general. Using content analysis, we categorized these open-ended replies into similar threads. Five general recommendation groupings were extracted: policy and procedures, compliance and commitment, resources, plagiarism detection software, and other. The proposed presentation will focus on two sets of recommendations: policy and procedures and plagiarism detection software. We believe that our work meets the criteria for the call for papers because we are learning from our faculty, tutors and students and are interested in sharing their insights. Although we conducted the study pre- COVID-19, we think the recommendations apply now as much as they did then, and will continue to be useful into the future.

*Keywords: academic integrity, Canadian Symposium on Academic Integrity, higher education, policy and practice*

Canadian Symposium on Academic Integrity Abstract | June 2021

# ESL Student Perspectives on Problems and Solutions for Academic Integrity

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## Abstract

While technology has made information readily available to university students, many of them have no sound understanding of how to use the sources properly, especially ESL students

(Löfström & Kupila, 2013). When they use others’ ideas, text, or work without crediting the sources, they may commit either intentional or involuntary plagiarism (Camara et al, 2017). When they reuse a submitted assignment for another course improperly, they may commit self- plagiarism (APA Style, 2019), However, rather than simply punishing students for plagiarism, the universities should educate and empower students, especially ESL students, to avoid plagiarism (Khoo, 2021).

Previous research has found student plagiarism to arise for such reasons as language incompetence, first culture influence, and time pressure (Camara et al., 2017; Löfström & Kupila, 2013; Shi, 2004, 2006). However, there might be other challenges ESL students encounter that are not well understood. To counter plagiarism, programs such as Turnitin have been developed to detect copying but it would be more ideal if teachers understand student needs and strategies to address them. Unfortunately, only limited research has studied these issues (Camara et al., 2017; Hu, 2001; Löfström & Kupila, 2013; Shi, 2006). Thus, this presentation reports on a study examining student perspectives on academic integrity challenges and institutional solutions.

The study employed semi-structured individual in-depth qualitative interviews (Creswell, 2007; Hu, 2009) with 20 ESL students taking Academic Writing at a western Canadian university in Winter 2021. The participants were selected based on EDI (equity, diversity, and inclusiveness) principles and represented 10 countries. Some participants had completed high school and others had finished undergraduate or graduate studies in part or whole. Each interview was conducted online via Blue Jeans, lasting about an hour, and each transcript underwent member checking. The data were analyzed qualitatively to determine recurrent themes.

Preliminary findings suggest that the predominant challenge of the participants is their lack of experience using citations before studying at the Canadian university. The participants generally had written either no formal essays or only opinion-based essays with no source requirement. In some cases, although the participants used sources, they were not required to cite them. In others, although they cited sources, they were not required to follow strict conventions like APA style. Because of the lack of citation experience, the participants found APA 7th edition rules hard to follow in the beginning. Even after the course, many participants still found paraphrase challenging because ESL students typically have limited vocabulary and grammatical structures, which make it difficult to rephrase the source in their own words while keeping the original meaning. A less serious challenge is to create a reference list of various types of sources in APA 7. To help students with the challenges, style templates and models are valuable, but perhaps even more valuable are interactive workshops at semester start offering explanations and opportunities for hands-on practice. Thus, a combination of resources and workshops along with improved language competence are expected to empower ESL students in academic integrity.

By attending the session, participants will understand ESL student challenges for academic integrity and strategies to help students. Furthermore, they will receive a list of internet resources.

*Keywords: academic integrity, Canadian Symposium on Academic Integrity, English as a Second Language (ESL), higher education, student perspectives*

Canadian Symposium on Academic Integrity Abstract | June 2021

# Formation of the Student Board at the UAE Centre for Academic Integrity - Our Initiatives and Experience

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## Abstract

The CAIU constitutes academicians, students, professionals and universities from UAE, working in collaboration with each other to promote and raise awareness about academic integrity. The CAIU was officially launched in the year 2020.

### How it all started?

The idea to establish an Academic Integrity Centre in the UAE began in 2016, when the first International Conference on Academic Integrity was held in UAE at the University of Wollongong. The late professor Tracey Bretag and Dr. Teddi Fishman, were important pioneers in the process of building the centre. Since then, several efforts have been taken to collaborate and bring together the local universities and academicians under one roof for the benefit of the greater community. This ultimately led to the formation of the CAIU

### About the Centre

The Vision of the Centre is “To bring together educators, students and industry to discuss, create and promote the culture of integrity across school and university campuses in the UAE.” The centre’s logo is depicted as the ‘Tree of Hope’. The tree in the logo represents the stage we have reached in launching the centre.

The CAIU constitutes 2 leading committees - the Founding Board Members (FBM) and the Student Board. The FBM consists of 7 teachers and researchers who are at the forefront of leading the centre to achieving its goals and objectives. The Student Board consists of students

from the local schools and universities. They closely interact and work with the FBM to organize and conduct various events across schools and universities in the UAE.

### Student Board

Students play an important role in helping build a culture of academic Integrity and are the primary initiators for any activity, campaign or dialogue.

The Center for Academic Integrity seeks out passionate students with strong voices and minds willing to volunteer their efforts to further its initiatives. With that purpose in mind, CAIU sent out appeals to recruit students that fit this description. And so the Student Board was born.

The CAIU Student Board is a sub committee that directly works with the Founding Board Members. The members of the Student Board are students studying in various schools and universities. The board consists of 6 members actively participating, initiating many events and trying to reach out to a wider audience through various social media platforms.

The main purpose of this board is to work as a united front of members that think in the Students’ perspective, run and support various campaigns in their respective institutions of CAIU events, and work on research. Some of the works in which the board was involved include Practitioner Series, Podcasts, Spring e-camp. Our future initiatives include Back-to-School e- camp, new episodes of podcasts and practitioner series, roadshows, poster competitions, academic writing, hands on research work, inter-school debate competition and much more.

### Current Initiatives

**Podcast.** The Student Board was hoping to launch podcasts every month relating to academic integrity and the center’s several initiatives to further knowledge on this important topic. This was decided on in order to bring to awareness the issue of academic dishonesty through a platform that would be accessible to people from all over the world. So far there have been two podcasts launched. The first one an introduction to CAIU and its goals along with a brief description of the Student volunteers taking the initiative to be a part of the main Board and collaborating with the Founders of CAIU to incorporate academic integrity and honesty in schools and universities across the UAE. Our second podcast talks about a recent initiative: The 2021 Spring E-Camp conducted on the last three days of the month of March. This was deemed a huge success by both the hosts and the Camp participants. It was a Virtual Camp which consisted of several fun activities meant to educate students from different cities in the UAE about the importance of academic integrity and its enforcement. The podcast also includes the experience of two Camp participants and their feedback on it.

**Spring Camp.** Towards the end of March, the Centre for Academic Integrity in the UAE, in collaboration with the University of Wollongong in Dubai, hosted a 3-day Ignite Integrity (I^2)

Spring e-Camp, the first camp of its kind. The purpose of the spring e-camp was to enhance the student community worldwide to help develop a sense of integrity and increase awareness and interest towards academic integrity to assist school students in experiencing a smoother transition into higher education.

Fifty-three students from around the world attended the camp. On the first day, the students were educated about the importance and impact of integrity on their academic careers. We held workshops on Citations and Referencing and training on Academic Integrity on the second day. On the final day, the students participated in a unique Ignite Integrity Competition where they applied the knowledge they acquired from the previous days.

The campers all graduated to become Integrity Ambassadors and were presented with special e- Badges and Certificates . We received positive feedback from the students in the survey we conducted.

### Future Initiatives

**Inter School debates:** schools in UAE compete, topic related to academic integrity

Our first future initiative will be an event opened to schools around the UAE, as an opportunity for discussion of issues concerning academic honesty from both the educators and student’s sides. Although it will be primarily a competitive event, the main purpose of it is to encourage students to participate in an active conversation in teams, and compete based on each team’s argumentative skills, reasoning, and logic. There are also plans of an additional open discussion panel so that after the main competition is over, students and teachers can engage in civil discourse and come to their own conclusions and insights outside a competitive scene.

**Back to school camp.** After the success of our initial Spring Camp, our next initiative is to host a similar E-Camp for Students in the month of August. The purpose of this camp will be to educate the Students on all topics related to Academic Integrity.

One year anniversary: We are planning something special to celebrate our one-year anniversary, as it is an important occasion to recollect and review our past achievements, endeavours and brainstorm on what lies ahead in the future.

### Our Ultimate Goal

Integrity is of utmost importance both in academic and professional settings. Our Centre makes its move to impact many students’ lives in relation to Academic Integrity. We aim to reach out to many and help minimize academically dishonest behaviors among students.

We also aim to bring to the attention of both academic and non-academic people the importance of academic integrity and its implementation in a way that can be understood by both young and

old. With the torch of academic integrity held high, we hope to create a light in many students with years to come.

*Keywords: academic integrity, Canadian Symposium on Academic Integrity, higher education, student involvement*

Canadian Symposium on Academic Integrity Abstract | June 2021

# Moving the Spotlight from Plagiarism to Academic Integrity in Paraphrasing Instruction

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## Abstract

For higher education students completing research-based assignments, paraphrasing is an essential skill. While instructors often expect students to be reasonably proficient in paraphrasing by the time they finish high school, the reality is that many students arrive at college or university never having experienced explicit instruction in paraphrasing. They have certainly used paraphrasing in their previous academic work, but their understanding of this critical skill rarely goes beyond the basic notion that paraphrasing means “saying it in your own words,” and many believe that synonym substitution is paraphrasing.

Once students embark on their post-secondary journey, paraphrasing instruction is still rare, but the stakes are immediately higher. Through dire warnings on course outlines and in assignment instructions, students quickly learn to associate paraphrasing with plagiarism, and the resulting fear can prevent them from becoming excited about joining the academic conversation.

In the paraphrasing workshops offered by university and college writing centres, practice opportunities may be limited to short, decontextualized transformation activities, which can inadvertently reinforce the common but misguided belief among students that effective source integration is a matter of skimming the first few pages of a source for a useful target sentence to slot into a pre-existing argument.

This session will describe how writing specialists at one undergraduate university are shifting their approach to paraphrasing instruction. Practice activities that prioritize contextualization and writer agency are helping students discover the power of paraphrasing. By de-emphasizing plagiarism and instead focusing on the values of academic integrity, this new approach aims to help students view themselves as members of discourse communities - members who have a responsibility to deeply engage with and fairly represent one another’s work.

*Keywords: academic integrity, Canadian Symposium on Academic Integrity, higher education, plagiarism and paraphrasing*

Canadian Symposium on Academic Integrity Abstract | June 2021

# Practice Makes Perfect (or Close Enough): Teaching Paraphrasing in an Undergraduate Lab

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## Abstract

During my time as a lab coordinator for labs of five different undergraduate courses, I have tried many different strategies to reduce incidents of plagiarism in student work. Following a large number of cases (> 50) in the first semester of online lab instruction, I dedicated an entire week of lab activities to teaching and discussing plagiarism, paraphrasing, and citation. In three lab courses at different levels of the undergraduate program, I saw a major reduction in the number of cases of plagiarism detected.

In this session, I will share the activity, facilitate discussion about activities that others have implemented in their courses, and discuss how to adapt this activity to other subject areas.

*Keywords: academic integrity, Canadian Symposium on Academic Integrity, higher education, plagiarism and paraphrasing*

Canadian Symposium on Academic Integrity Abstract | June 2021

# Student Voices in Academic Integrity

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## Abstract

In the Spring 2021 semester, Langara College held a student contest inspired by a project created by a Dalhousie instructor, asking students to create fun, creative memes discussing the importance of academic integrity. The contest ran for two weeks, after which finalists were shortlisted and posted to the Langara College Instagram for the winners to be voted on by the College community.

Starting with an introduction to the Academic Integrity Campaign and its goals, the presenters would discuss the goals of the contest and the contest outcomes, including the community interaction with the social media posts. Lastly, they would expand on the future goals of the contests and the campaign itself.

*Keywords: academic integrity, Canadian Symposium on Academic Integrity, higher education, plagiarism and paraphrasing*

Canadian Symposium on Academic Integrity Abstract | June 2021

# Encouraging Academic Integrity Through a Preventative Framework

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## Abstract

Through a collaboration between the Teaching and Curriculum Development Centre (TCDC), the Centre for Intercultural Engagement (CIE) and the Academic Integrity and Student Conduct Office, Langara has developed an open access toolkit for educators called “Encouraging Academic Integrity Through a Preventative Framework”. The impetus for developing a toolkit focused on encouraging academic integrity came from increasing requests for support in addressing the challenges of academic misconduct at our institution. This toolkit was developed to provide instructors with methods and examples of activities and assessments that can help students meet academic standards and expectations. This document is divided into four parts: we start with an exploration of the principles of academic integrity as defined by the International Centre for Academic Integrity, and then move on to examine the complexity in expression and perception of academic integrity using a model we call the complexity quadrant. With this model in mind, we discuss strategies for fostering integrity and preventing contraventions of academic integrity standards through the use of different assessment design practices.

We propose to present the sections of the toolkit, focusing on the complexity quadrant, using an interactive discussion approach. By the end of the presentation, participants will be able to:

1. Use the complexity quadrant to reframe conversations around academic integrity
2. Describe assessment design practices that encourage academic integrity

The e-book is available for free through BC Campus Pressbooks Open Education Resources.

*Keywords: academic integrity, Canadian Symposium on Academic Integrity, higher education, plagiarism and paraphrasing*

Canadian Symposium on Academic Integrity Abstract | June 2021

# Perceptions and Experiences of Academic Integrity and Group Work in Post-Graduate Management Courses: Strategies and Risks

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## Abstract

Student perceptions of group assignments indicate that there are lower levels of plagiarism or contract cheating in these assessments given the collective nature of the work, while individual assignments, particularly reports, are perceived as easier to cheat in. This paper examines the perceptions and the experiences of post-graduate management students and teaching staff in the level, type and source of plagiarism as it relates to group versus individual assignments. It compares the views of the academic literature on plagiarism with the student’s own perceptions and with the tendency to cheat in different forms of group and individual assessment. It further presents strategies for the mitigation of academic plagiarism and evaluates the risks arising from over-dependence on group assessments in an attempt to minimise plagiarism. Practical implications as well as theoretical concepts are addressed that may help develop effective strategies to address academic plagiarism.

*Keywords: academic integrity, Canadian Symposium on Academic Integrity, higher education, plagiarism and paraphrasing*

Canadian Symposium on Academic Integrity Abstract | June 2021

# Strengthening a Culture of Academic Integrity across a Faculty of Health Sciences & Wellness in the Face of COVID-19

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## Abstract

The ongoing pandemic has presented unique challenges to our post-secondary learning communities, structures, pedagogies, and processes in Canada and around the world. An abrupt pivot to an all online learning environment created stressors that threatened the quality of educational offerings and the ability to cultivate and preserve cultures of academic integrity. The demands of the pandemic compelled members of the learning community to consider the many intersecting threats to teaching and learning efforts that went far beyond our abilities to incorporate technology across our educational settings. The psychosocial and emotional aspects of learning combined with the biological threat of COVID-19 created circumstances that jeopardized cultures of academic integrity and deeply affected all members of the learning community. In an effort to meet the many challenges associated with the dramatic and necessary changes to post-secondary education and continue to commit to the delivery of quality educational programming, the Faculty of Health Sciences & Wellness (FHSW) Academic Integrity Council at one college, stepped back to strategically plan efforts across the FHSW learning community, that would support academic integrity efforts during the continued pandemic. A framework developed by the co-chairs of the FHSW Academic Integrity Council served to ground the efforts of council members to create a plan to continue the building and strengthening of an academic integrity culture. This presentation will describe and discuss the framework, outline the strategic planning process adopted by the council, and outline plans for moving forward with future work across the FHSW in our efforts to strengthen academic integrity across our learning environments.

*Keywords: academic integrity, Canadian Symposium on Academic Integrity, higher education, plagiarism and paraphrasing*

Canadian Symposium on Academic Integrity Abstract | June 2021

# Using TurnItIn to Run Cheating-Resistant Take-Home Tests

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## Abstract

Thanks to a lot of criticism, TurnItIn has changed a lot of its settings recently that comply with privacy legislation. In this session, a former academic librarian turned business professor will show and discuss why TurnItIn is a useful tool for avoiding plagiarism. By having the students generate their Similarity Reports themselves, and as many times as they want, faculty are providing a new opportunity to students to self-identify mistaken plagiarism. This proactive, student-driven focus is proving especially helpful for international students who are still new to the Western ideas of plagiarism, sharing credit, and copying works. Furthermore, students themselves are self-reporting to faculty that they feel less pressure to cheat because there is more opportunity for early feedback on their writing at times outside the regular Writing Centre and Library service hours. This presentation includes a copy of the assessment package for Business Case Analyses used by CapU faculty that incorporates the use of TurnItIn to maximize student success and minimize challenges with academic integrity.

*Keywords: academic integrity, Canadian Symposium on Academic Integrity, higher education, plagiarism and paraphrasing*

Canadian Symposium on Academic Integrity Abstract | June 2021

# An Aggie's Approach to Restorative Academic Integrity Practices

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## Abstract

This presentation will focus on restorative practices employed at The School of Agriculture in Treaty 1 land (Winnipeg, MB) in an effort to work with students on repairing issues related to academic integrity and community within the school. We will explore intention as it relates to student success and prevention of recidivism, while focusing on rejecting traditional means of punitive action and the long-term effects of these practices on students. Attendees will gain insight on our practices, including procedures and outcomes, as well as a firsthand retelling of how these processes have improved and supported staff and student connections as well as outcomes for academic success.

This presentation was previously presented at the Academic Integrity Inter-Institutional Meeting (AIIIM) 2021.

*Keywords: academic integrity, Canadian Symposium on Academic Integrity, higher education, restorative practices*

Canadian Symposium on Academic Integrity Abstract | June 2021

# Coming Full Circle: What Happens When Your Class Turns into ‘Real Life’

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## Abstract

In this session, we will share some of the results of my experience with remote teaching and academic misconduct in my 200 seat, Introduction to Canadian Criminal Justice System class, which ran from May to Aug 2020 in the School of Criminology at Simon Fraser University.

In June 2020, I learned quite by chance, that 41 of 200 students cheated on their midterm celebration of learning (ironically it was on the bonus question worth 1 of 90 marks - they looked up the due date of the quiz on academic integrity). After considerable thought, I decided to use course concepts and applied a restorative justice approach in my response and invited students to reach out and take responsibility. The student response was surprisingly encouraging, and I realized I needed to understand what happened more formally. Accordingly, we developed a study to examine student experiences with my response, how it affected their learning and understanding of course concepts and materials, and their feelings about academic integrity in online courses, especially during a global pandemic. My research assistant, Zana Nicolaou, and I will present findings from the 41 survey responses and 5 interviews that examined these questions. Then we will engage in conversation about how we can shift from conversations about academic misconduct to strategies that help us build a culture of academic integrity.

*Keywords: academic integrity, Canadian Symposium on Academic Integrity, higher education, restorative practices*

Canadian Symposium on Academic Integrity Abstract | June 2021

# Restorative Practices as a Tool to Affect Peer Influence on Academic Integrity and Misconduct

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## Abstract

Integrity is often related to acting ethically based on intrinsic motivation, rather than external controls. The disconcerting spike in misconduct cases in the pandemic-related, uninvigilated, remote learning environments has made it clear how far away from promoting integrity and its fundamental values (ICAI, 2021) over mere rule compliance we really are. Further, research routinely finds peer influence to be one of the most important factors affecting academic misconduct. Restorative Practices (RP), when applied not only in response to misconduct, but also as an educational and proactive community building tool, have been shown to be an effective way of preventing misconduct by fostering a sense of trust and community. They have further been found to empower marginalized individuals and communities, pursue and demonstrate fairness, as well as foster empathy, compassion, and accountability. Moreover, RP provide a process that enables student engagement and thus an opportunity to engage in peer-to-peer interaction on the topic of academic integrity and misconduct.

In our presentation, we will provide a brief introduction to the principles of RP, followed by a discussion of their application to academic integrity and misconduct at MacEwan University, with a particular focus on student engagement and peer to peer interaction.

*Keywords: academic integrity, Canadian Symposium on Academic Integrity, higher education, restorative practices*

### Reference

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

Canadian Symposium on Academic Integrity Abstract | June 2021

# Developing a High Touch Model for Misconduct Processes

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## Abstract

Using principles of restorative justice and best practices, we developed a new administrative model for misconduct procedures, with some significant success in reducing recidivism and increasing awareness amongst faculty and students. Key aspects included low barriers for instructors to report issues and semi-scripted student interviews for each offense. Though this 'high touch' model may not be fully scalable to all academic units, the interviewing process was particularly effective at identifying issues with student wellbeing and academic struggles, allowing us to put students in touch with additional resources. We were also able to identify issues with instructions to students on exams and mistakes by instructors, which we used to inform faculty and prevent possible future harm to students. For these reasons, we advocate for a high touch approach to misconduct at an early stage of reporting.

*Keywords: academic integrity, Canadian Symposium on Academic Integrity, higher education, restorative practices*

Canadian Symposium on Academic Integrity Abstract | June 2021

# Academic Integrity and Mental Well-being: Exploring an Unexplored Relationship

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## Abstract

The rapid and accelerated shift to online learning during the COVID-19 pandemic has heightened parallel conversations about student well-being and academic integrity in higher education. On one hand, post-secondary students have been under increased pressure to succeed in stressful learning and societal environments. On the other hand, reports of student academic misconduct have increased throughout the COVID-19 pandemic. There is an urgent need to consider the intersecting relationship between mental well-being and academic integrity to foster supportive, learner-focused, and caring higher education environments. In this session, we will open a conversation about this widely unexplored relationship. We will present the findings of a rapid review wherein we investigated how the academic integrity literature had taken up mental well- being. We will address ways that student well-being should be considering in academic integrity research and practice, such as the need to care for student well-being during academic misconduct incidents. Participants will leave this session with lessons that will be applicable during the ongoing COVID-19 pandemic and beyond.

*Keywords: academic integrity, Canadian Symposium on Academic Integrity, higher education, student well-being*

Canadian Symposium on Academic Integrity Abstract | June 2021

# Resolving the Ambiguous Expectations of Academic Integrity

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## Abstract

Students encounter wide-ranging teaching and learning contexts and approaches in Canadian post-secondary institutions. As a result, they receive and perceive mixed messages when it comes to academic integrity. The purpose of this session is to remind us, as educators/

scholars/researchers what it is like to be the “novice” in our disciplines and fields. The presenter calls for more explicit and contextual teaching of the norms and skills required for academic integrity. This will lead to discussion of (1) what should be done at the program level to explain and educate students on ethical academic and professional practices; and (2) the value and the limits of awareness campaigns and standardized syllabus statements. The session foreshadows a chapter in a forthcoming edited book about academic integrity in Canada and fits with “best practices and emerging ideas in academic integrity policy development.”

*Keywords: academic integrity, Canadian Symposium on Academic Integrity, higher education, restorative practices*

Canadian Symposium on Academic Integrity Abstract | June 2021

# Remediation: Understanding Academic Integrity

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## Abstract

Recent data on academic misconduct shared by some Canadian post-secondary institutions have reported that the numbers have doubled (CBC News, 2020; CTV News Regina, 2021) or increased significantly by up to 38% (UCalgary News, 2020). These instances establish academic integrity as a current and critically important topic for institutions as well as the scholarship of teaching and learning. Discussions in this ethical area of concern focus on ways to convince students “to behave as honest and responsible members of an academic community” (UBC, Academic Honesty and Standards) during an emergency situation (such as, the pandemic) and avoid disciplinary action.

Researchers in academic integrity have noted that it is essential that students are given ample opportunities to understand the concept. In this presentation, we, two undergraduate students and an instructor: (i) share some of the ways in which teaching and learning practices changed in an online composition studies classroom; (ii) discuss how these changes addressed the expectations of academic integrity; and (iii) showcase an example from a university-wide contest on academic integrity as an opportunity to remediate personal understanding of the topic and contribute towards a community service initiative.

*Keywords: academic integrity, Canadian Symposium on Academic Integrity, higher education*

Canadian Symposium on Academic Integrity Abstract | June 2021

# Managing Academic Integrity in Canadian Engineering Schools

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## Abstract

Within the literature a lot of research has been published on academic misconduct, including why students cheat, how they cheat, and what can be done to curb the behavior. Very little research had been done to determine how schools have addressed academic integrity from a management or administrative perspective. This presentation highlights the work from a book chapter I submitted to a national project on academic integrity in Canadian post-secondary institutions.

This work focused on how engineering schools and the professional engineering regulators were promoting academic integrity and dealing with academic misconduct. A survey was provided to all 43 Canadian engineering schools and the 12 provincial and territorial engineering regulators. The survey covered topics related to integrity, misconduct, professionalism, and administrative strategies and procedures. These results have been put into context with existing literature and potential best practices.

This presentation will be of interest to students, instructors and administrators from all faculties. Students will learn about academic integrity and misconduct from an administrator’s perspective. Instructors will lean how to improve academic integrity in their courses.

Administrators will be exposed to broader policy and practice content.

*Keywords: academic integrity, Canadian Symposium on Academic Integrity, higher education*

Canadian Symposium on Academic Integrity Abstract | June 2021

# A New Framework for Enhancing (Academic) Integrity

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## Abstract

Why is academic integrity so important? This might seem like a frivolous question, but it really is not. Academic integrity is crucial if we consider that one of the prime missions of higher education is to help form the intellectual and moral outlook of the future leaders of our society. By so doing, higher education can contribute to societies whose members abide by the rule of law and maintain, for the most part, adherence to a shared legal and moral code. Maintaining the ethical standards of the academy is also crucial to maintaining public trust in our educational institutions but this imperative pales in importance to education’s role in helping to form ethical citizens. Without a shared ethical base, societies can easily slide into rampant corruption and chaos. While there has been significant work done on theoretical frameworks for promoting ethics in higher education, the vast majority of research on academic integrity actually focuses on student motivation to commit academic misconduct and how instructors and institutions can control or limit this behavior. Current research indicates that this focus on student behavior has not worked. This presentation will present a framework for operationalizing integrity for life on a systems level with research-based guidelines for enhancing individual, institutional, education system and, ultimately, societal integrity while contributing to the development of a more holistic view of academic ethics that will be applicable to the Canadian context and beyond. Participants will take away insights to creating a roadmap to academic integrity in their own institutions and communities.

*Keywords: academic integrity, Canadian Symposium on Academic Integrity, higher education*

Canadian Symposium on Academic Integrity Abstract | June 2021

# Gamification of Academic Integrity: Reviewing an Evaluation Tool

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## Abstract

Gamification and game-based learning have been around since 2008 and have become more important by the 2015s. Academics and educators, whether in the educational sector or professional development in the corporate world, recognise the many benefits of either using game-based learning or gamifying learning modules because they bring about greater engagement from participants, allow for knowledge retention and skills acquisition through practice immersion and so on.

The European Network for Academic Integrity formed a working group in 2019 to look at the

gamification of “academic integrity” and to support the greater community in this matter. Consisting of multidisciplinary, multinational members, the group actively works towards knowledge building, capacity building and ultimately proposing a multitude of resources that can help educators everywhere in training and raising awareness on academic integrity by means of gamification.

In its first year of formation, the group looked at preliminary stages of developing a gamified module on academic misconduct, particularly contract cheating, having developed a database of possible scenarios from experiences shared by members and during a workshop run at a conference. The group also published a paper on the steps to follow up to the design stage of developing such modules (Khan et al., 2021).

The group is now actively working towards identifying and reviewing existing games and/or gamified modules that are currently being used globally towards teaching, training or raising awareness on academic integrity, integrity values, ethics, morals, and professional codes of conduct. In doing so, the group has identified many rubrics to be used to review games and gamified modules. The initial list of 18 items were proposed based on literature review (All et al., 2014; Stewart, 2015; “Brainpop Educators”, 2015; “California State University”, 2007; Gilliver- Brown & Ballinger; 2017; “Union-Endicott Central School District”, 2021) which followed a period of pilot testing of the identified rubric items by the group members. A virtual meeting among the members then led to revising, rewording, removing, and adding items based on the experience of using the 18 items previously identified. This contributed to the establishment of content validity of the rubric and resulted in a total of 21 items being identified by the group for further testing (see Table 1 below).

*Table 1 - Proposed and Intended items making up a rubric to review and assess effectiveness of a game or gamified learning module*

|  |  |  |
| --- | --- | --- |
| **Item #** | **Proposed Item** | **Intended questions** |
| 1 | Relevance to academic integrity | Is there relevance to academic integrity |
| 2 | Problem solving characteristics/ higher level learning skills | Does the game incorporate problem- solving characteristics/ higher level learning skills |
| 3 | Integrated content to game play | Removed as this would only be appropriate at a later stage of development |
| 4 | Knowledge content | Does the game prompt player to think critically about AI |
| 5 | Relation of game content and control to student knowledge and ability | Is game applicable universally (target group) |
| 6 | Usability (user friendliness of instructions) | Are game instructions user friendly |
| 7 | Usability (user friendliness of interface) | Is the interface user friendly |
| 8 | Design and artwork (creativity) | Is the design and artwork attractive |
| 9 | Interactivity of user/ Immersion | Did you enjoy the game |

|  |  |  |
| --- | --- | --- |
| 10 | Embedded assessment | Does the game have assessments to test content knowledge |
| 11 | Audio | Audio quality |
| 12 | Narrative and Theme | Effectiveness of story telling |
| 13 | Pedagogical Value (goals) | Are the goals of the game clear |
| 14 | Browser/device compatible | Browser/device compatibility |
| 15 | Available languages | Is game available in multiple languages |
| 16 | Supporting material | Quality of supporting material |
| 17 | Diversity | Is game applicable universally (inter- culture) |
| 18 | Feedback | Is feedback on player performance suitable |
| 19 | \*Possible assessments | Should the game rank players performance |
| 20 | \*Scenarios for assessments | Should player ranking be time-based |
| 21 | \*Interdisciplinary applicability | Is game applicable universally (inter- discipline) |
| 22 | \*Resource needs | Is technical support suitable |

*\* items added after the pilot testing*

In this presentation, the group will introduce gamification and game-based learning, the importance of these techniques when it comes to academic integrity and provide an overview of the work done so far. It will also introduce the 21 rubrics that were originally used for developing game-based approaches to teach academic integrity; with the intention to lead a discussion with the audience and collect feedback on the relevance and appropriateness of the items when reviewing games and gamified modules.

*Keywords: academic integrity, Canadian Symposium on Academic Integrity, evaluation, gamification, review*

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# Capturing Academic Integrity at the University of Lethbridge

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## Abstract

Our research team in conjunction with the Teaching Centre investigated academic integrity on campus in order to better understand academic dishonesty within our institution. Before the SARS-CoV-2 pandemic, we surveyed the perceptions of, and engagements with, academic dishonesty on campus. We surveyed both student (*n* = 1,142) and faculty (*n* = 130) populations in order to get a broad sense of academic dishonesty at our university. These samples represented 13% of the student population at the time, and 22% of the faculty population.

Overall, we found that the majority of students and faculty surveyed believed academic integrity was important, and that unlike many universities across Canada, the University of Lethbridge had low rates of academic dishonesty, though the possible reason for these low rates was unclear.

Like many universities around the world, the University of Lethbridge transitioned to a remote teaching model in the spring semester of 2020 in response to the SARS-CoV-2 pandemic. Quickly, faculty and students became concerned with how assessments that were usually proctored in- person would translate to an online learning space. After a year of remote-delivery instruction, we again surveyed students (*n* = 1,134; 13.9% of the student population) and faculty (*n* = 94; 15% of the faculty population) in the spring of 2021, both to further explore why we experienced relatively low rates of academic dishonesty, but also to understand how remote teaching may have impacted perceptions of and engagements with academic dishonesty at our university. We found that despite the majority of student participants reporting that they felt the opportunity to engage in academic dishonesty had increased since the university transitioned to remote learning, they again reported that they engaged in low rates of academic dishonesty were still low compared to other Canadian institutions. Furthermore, faculty participants said they had reported incidents of academic dishonesty less often during this period.

We plan to present the results of our surveys and highlight key differences that emerged, exploring that our low rates may be due to the academic culture of our institution. We also plan to comment on how the transition to online learning effected the perception of academic integrity at our university in comparison to pre-pandemic times. Additionally, we will present

qualitative data from open-ended survey responses to illustrate the concerns of our students and faculty members about academic integrity throughout the transition to online learning.

*Keywords: academic integrity, Canadian Symposium on Academic Integrity, higher education*

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# Corporate Plagiarism During Remote Work – A Concern?

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## Abstract

Plagiarism is a type of academic misconduct that has plagued the education sector for years. It may be one of the most common forms of academic misconducts that is identified in schools (K- 12) and higher education sector. Plagiarism is when someone uses someone else’ intellectual property and passes it off as own work without any acknowledgement or attribution.

While the topic is well documented and discussed in the academic world, very little is known about how it plays out in the corporate world (Reyman, 2008), except that some studies have shown that students who have a tendency to engage in academic misconduct in academia also demonstrate propensity for unethical practices in the workplace (Khan, al-Qaimari & Samuel, 2007; Daniel et al., 2009).

Preliminary discussions during a virtual summit in a Middle Eastern country involving participants from corporate sectors across the region revealed concerns over employees copying and pasting text, code, images and other property when working on company reports or developing digital products. Particular concern arose over “outsourcing” of certain business functions such as “marketing” and “digital content creation”. Some participants shared how they were pressured to create content for clients within unrealistic timeframes and expected to either copy from the web or simply reuse content previous created for other clients. Concerns were focused on corporate sector, but also included administrative staff at educational institutions such as faculty coordinators, marketing and digital content staff, library and registrars’ staff, student services staff, and so on.

Majority of concerns discussed revolved around lack of prior knowledge of concepts such as plagiarism among employees during their education career, or copyright and intellectual

property infringements; while for educational institutions, the concern was over lack of focus on need to raise awareness among non-faculty staff, beyond courses and subject content.

This presentation proposes to look at plagiarism that takes place in the corporate world and how that has become a new concern in the era of remote work due to the COVID19 pandemic, irrespective of the sector the company is in and how academic world can support corporate sector and better prepare future professionals.

*Keywords: academic integrity, Canadian Symposium on Academic Integrity, higher education*

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# Clues to Fostering a Program Culture of Academic Integrity: Findings from a Multidimensional Model

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## Abstract

Drawing on the responses from a survey of 852 undergraduates in a business program in Canada we identified situational, personality and contextual variables correlated with business students’ self-reported rates of academic integrity violations. The most influential predictors of increasing rates were: greater estimates of peers’ violations, increasingly negative perceptions of the

program’s academic integrity culture, and rating questionable academic behaviours less seriously. Individual priorities, personal characteristics and social support were less influential. We then analyzed our quantitative results in light of our deep understanding of the broader context in which the students were located to derive richer insights from the interplay of our independent variables. Importantly, our results indicated that program-led proactive messaging designed to foster a culture of academic integrity could effectively buffer tendencies towards academic dishonesty. Absent ongoing messaging, however, increasing academic pressures may have eroded those initial benefits. Moreover, we identified how repercussions of major academic integrity breaches could be long lasting suggesting an even greater need for fostering academic integrity culture a priori. Based on our results we recommended a public health practice of identifying positive deviants – individuals who thrive in hostile environments – and then, in an effort to change a peer support system that fostered increasing rates of violations into one that does the opposite, engaging with those individuals to understand why and how they resisted the status quo.

*Keywords: academic integrity, Canadian Symposium on Academic Integrity, higher education*

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# Best Practices to Teach How to Write Creative Papers with Integrity

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## Abstract

With the abundance of information on the web, university students have difficulties distancing themselves from what they read to produce their own position when writing assignments. Are students taught to write creatively and with integrity while undergraduates at university?

This is the research question addressed in this paper. Over three hundred Quebec professors and sessionals were asked what are the best practices they use when teaching their students to produce well written and creative assignments.

Results show a wide variety of practices, from teaching informational literacy to giving students very specific guidelines and instructions. Unfortunately, there are still a good number of professors who believe that teaching how to write with integrity is not their responsibility.

*Keywords: academic integrity, Canadian Symposium on Academic Integrity, higher education*

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# A Framework Proposal for Detecting and Preventing Academic Misconduct in Japanese Language as L2

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## Abstract

Japanese is a language in which its sociocultural background affects strongly the acquisition and output processes for the L2 learners. The acquisition process has more layers not only because it has 4 unique ideogram-based writing system (Hiragana, Katakana, Kanji and Romaji), but also has differences in writing procedures (e.g., orthographic rules, punctuation marks, etc.). The interaction in daily life with Japanese language and culture is extremely limited, particularly for the Japanese L2 learners who are outside of the Kanji cultural zone. Those kinds of factors make the academic misconduct issues in Japanese language learning/writing process more complicated.

On the other side, academic misconduct issues (detection techniques, tools, prevention methods, etc.) in the Japanese language are mostly considered within the framework based on Western languages. However, as it is mentioned earlier, Japanese language has fundamental differences in linguistic, communicative, cultural, historical aspects. In a language where there is no double quotation mark as it is in Western languages, even punctuation marks are unique, and 4 different writing systems are used together, academic misconduct issues can be partially detected and prevented with a framework based on Western languages. Therefore, it is necessary to establish a framework for specific foreign languages as Japanese to detect and prevent from academic misconduct.

This paper aims to offer a research framework to be made later about academic misconduct that targets Japanese L2 learners and receive feedback about the experiences in different disciplines and languages to develop the research framework and tools. As we will only present the framework of the survey, this presentation will not promise concrete research findings.

The survey we are planning to conduct will be composed of three sections. First section will aim to reveal the cognitive/notional knowledge of Japanese L2 learners on academic misconduct such as plagiarism, cheating. Second section will try to find out what motivations led Japanese L2

learners to academic misconduct. In the third section, Japanese L2 learners' procedural knowledge on academic misconduct will be evaluated by giving learners various Japanese texts.

*Keywords: academic integrity, Canadian Symposium on Academic Integrity, higher education*

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# Shifting the Stories around Academic Integrity: How Critically Reflective Educators Create Empowered Student Learning

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## Abstract

Research shows that the underlying attitudes of educators not only influence instruction but also impact student outcomes themselves. As we begin to reflect on what the past year has taught us, we want to consider how we as educators can challenge our own attitudes around academic misconduct and empower our students to take ownership of their education.

In this session, we will look at the ways in which your inherent biases about student integrity could be surfacing in your online and onboard classroom. We will consider practical shifts in the way you teach and provide feedback in order to influence student outcomes in meaningful ways. You will leave this session with applied evidence-based ideas for improved learning design by incorporating some of Turnitin’s new capabilities into the assessment workflow.

*Keywords: academic integrity, Canadian Symposium on Academic Integrity, higher education*

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# The Ten Percent Solution

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## Abstract

The Fall 2020 semester for the University of Calgary's general chemistry course CHEM 201 was completely different from the previous year's Fall semester: student enrolment had increased, the number of lecture sections offered had decreased, and the course's lectures, labs, and tutorials were all held online. Planning for CHEM 201 during the summer of 2020 was therefore a completely new experience and the main concerns were the feasibility and accessibility of coursework, and the ever-present concern that the new online format would allow or even encourage students to engage in academic misconduct. Reflections about preparing for and offering an introductory science course (CHEM 201) to 800 students in an online setting will be presented and the efforts to make academic integrity part of the course design will also be discussed. In particular, a 10% final exam had an unexpected effect on the structure, management, and delivery of the course.

*Keywords: academic integrity, Canadian Symposium on Academic Integrity, higher education*

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# Scaffolding the Learning Opportunities: Academic Integrity at Douglas College

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## Abstract

Douglas College has recently developed a wrap-around (multi-touchpoint) model of student education for academic integrity at the college. This presentation will share the preliminary work being done, both college-wide and discipline-specific, including a recent policy language update to encourage faculty to consider whether an academic integrity issue might be regarded as a learning opportunity, rather than a violation. It will also provide a snapshot of preliminary data collected about students being reported in one of the divisions at Douglas.

The key educational points for students include opportunities for learning, both mandatory and optional:

* academic integrity workshop at orientation
* completion of an academic integrity module on blackboard for all new students
* new tailored learning modules for Arts and Business programs
* resources and in-class instruction from the library
* tutoring sessions from the Learning Centre with peer tutors
* a new student-facing website (FAQ)

The first contacts for learning are within the students first few weeks and organized by the college, program or instructor, while the Learning Centre sessions are directly booked by students by selecting from three academic integrity topics: Understanding and Awareness, Using Sources in Your Writing, Style and Formatting Guidelines.

In these appointments, students build on previous understanding of academic integrity, learn about resources available, and develop plans to continue their learning. Writing appointments also aid students to focus on developing paraphrasing skills and ability to use sources as evidence in writing assignments, how to find the formatting and style rules needed for

assignments, as well as what aspects of the style and formatting are important in most college assignments.

We’ll also outline possible next steps at Douglas, including understanding learning effectiveness and increased collaboration between Faculties.

*Keywords: academic integrity, Canadian Symposium on Academic Integrity, higher education*

# Deterring Cheating Using a Complex Assessment Design

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## Abstract

Attempts to translate written examination normally done in a lecture hall to an online environment during an emergency remote learning caused by Covid-19 have not been proved successful, but led to a sharp increase of cases of suspected misconduct. This presentation is based on the paper (Bjelobaba, 2021) that discusses the relationship between assessments design and academic integrity: is it possible to deter students from cheating – including contract cheating – by assessment design? Previous research does promote certain assessment types, but also points that there is no single assessment type that students think is impossible to cheat on. The solution proposed in this paper, therefore, is to add complexity to the mixture. An alternative complex assessment design in several steps is introduced and exemplified by an assessment type piloted in a grammar course for preservice language teachers in Mother Tongue Tuition. The assessment design promotes academic integrity, signature pedagogy, student-centred learning, and collaboration within a Community of practice in an online setting.

*Keywords: academic integrity, Canadian Symposium on Academic Integrity, higher education*

## Reference

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# Virtual Classes in a Non-native Language during the Year of the Pandemic: Confidence and Critical Thinking as Basis of Academic Integrity

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## Abstract

**Introduction.** This presentation will focus on teaching academic writing and research at the American College of Greece, using English as the language of instruction, to students whose native language is in the majority not English on challenges, during the time of the pandemic. The proposition is made that the move from physical classes to virtual ones might have enhanced challenges but also helped identify useful techniques that can inspire students to become more involved in their studies as well as to perceive academic integrity as valuable.

For sure, for students, attendance at an institution that promises a degree in a non-native language grants a competitive edge in the job market as it stands for linguistic competence in addition to subject expertise – but it is exactly that which also places students under increased stress. This stress is particularly exacerbated when secondary education tends to promote rote learning and discourage critical thinking. High school students that enroll at a university with such a learning base often feel overwhelmed, even threatened, when asked to engage with complex concepts and express critical ideas; even more so to understand and express these ideas in a foreign language. Some students experience frustration which in turn leads them to give up – while some others, as a last resort, turn to a ghost writer for help so as not to fail. In the physical classroom, with students producing in-class work, a professor has the advantage of being familiar with a student’s language competencies and thus being able to identify uncharacteristic work, but now, in the virtual classroom, certainty of originality is more difficult.

The presentation will describe a number of techniques that proved useful during this last year when all classes were virtual. As such, it can be considered a collection of observations transformed into a case study. Overall, what was observed was that while existing and well- known techniques to curb and identify breaches of academic integrity such as plagiarism continued to work, with more or less the same success as in the physical classroom, new techniques were needed to inspire critical engagement, participation and pride in own work, thereby steering students away from academic dishonesty in the form of contract cheating.

**Objective.** This presentation aims to share these insights with others in the academic field and to encourage dialogue so to allow for the emergence of best practice strategies. It would be particularly of interest to hear from other instructors who teach in settings where the language

of instruction is not the students’ native language, as to how students are encouraged to engage,

participate and also to display academic honesty.

*Keywords: academic integrity, Canadian Symposium on Academic Integrity, higher education*

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# Applied Authentic Assessment in Engineering Technology Courses for Academic Integrity

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## Abstract

Teamwork and individual work within the classroom and in the online environment have seen a shift in how students engage in course materials and in how the material has been delivered to the students. Individualizing projects has become a way to both engage the student and to harness their strengths which results in improved adherence to academic integrity policies. This presentation will discuss my experience in developing, implementing and creating authentic assessments in my classroom to promote healthy academic integrity activities in the engineering technology discipline; and ending with my reflections and recommendations of the process. The take home objective for attendees is to adapt new ideas for authentic assessment and develop a process for implementing these assessments within their own classrooms. It may also appeal to policy creators to see the different ways instructors are adapting their materials for education and engagement, rather than punitive actions.

*Keywords: academic integrity, Canadian Symposium on Academic Integrity, higher education*

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# Integrating Academic Integrity into Future Professions

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## Abstract

In this presentation you will see an example of how to introduce and reinforce academic integrity to students through integrating it into the expectations for their future profession. This presentation will focus on engineering, but the strategy can be applied more broadly. This integration allows students to understand the value and importance of academic integrity and integrity in general in their future.

*Keywords: academic integrity, Canadian Symposium on Academic Integrity, higher education*

# Teaching with Integrity in Mind

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## Abstract

An unanticipated move to remote teaching and learning in post-secondary institutions in March 2020 in response to the pandemic, left many of us scrambling to adapt our course content, teaching practices, and assessments to the online environment. On top of this, we, as educators, began to grapple with questions and realities regarding how the online landscape presented new challenges and opportunities related to academic integrity. Whatever academic integrity vulnerabilities and concerns that existed in our face-to-face offerings amplified when we went remote leaving many of us to implement makeshift adjustments to our courses and assessments to ‘close the holes.’ Academic integrity, however, should be built into curriculum development and teaching pedagogy rather than a situational response. Such an approach ensures that all aspects of instruction and assessment arc toward supporting student learning and promoting instructor and student fairness, honesty, trust, and responsibility (ICAI, 2021).

This session outlines how an instance of student misconduct early in my academic career resulted in a journey to learn more about why students engage in dishonesty, strategies to better support student learning, and practices to cultivate an educational experience that seeks to model the values of academic integrity.

*Keywords: academic integrity, Canadian Symposium on Academic Integrity, higher education*

# Contract Cheating in Canada: How it Started and How it’s Going

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## Abstract

Join us for an in-depth account of the history and development of contract cheating in Canada over the past 50+ years. Learn about the one and only (failed) attempt at legislation to make ghostwritten essays and exams illegal in Canada.

Get the details on a criminal case in the 1980s, noted as being the first of its kind in Canada, and possibly the Commonwealth, that made history when an essay mill owner and his wife were charged with fraud and conspiracy. The case was dismissed by the judge, leaving the contract cheating industry to flourish in Canada, which it has done with a vengeance.

Then learn about an exposé in a major US magazine in the 1990s that presented in-details about the experiences of writers who supplied services to the contact cheating industry. Now that we are in the 21st century, find out what’s being done across the country today to take action against contract cheating.

I will share previously undiscovered evidence and insights that shows how the contract cheating industry has been proliferating in Canada for at least half a century. Even if you thought you knew about contract cheating in Canada, you’ll almost certainly learn something new in this session.

The content of this session is drawn from Eaton’s book chapter on contract cheating in the forthcoming edited volume, Academic Integrity in Canada: An Enduring and Essential Challenge (Eaton & Christensen Hughes) that involved over a thousand hours of historical research and digging into archival material to uncover that the contract cheating industry in Canada has been operating successfully for longer than most of us ever realized. I conclude with strong calls to action for educators, advocates, and policy makers.

*Keywords: academic integrity, Canadian Symposium on Academic Integrity, higher education*