



Academic Integrity: Global Trends, Emerging Threats, and Updated Approaches

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Peyto Lake, Alberta, Canada
Photo credit: Adonis Villanueva:
Colourbox

Recognizing the ancestral caretakers of the land is an important ethical practice. I invite you to reflect on the land on which you are situated.

Land Acknowledgement

I am situated in Calgary, Canada. I would like to acknowledge the traditional territories of the people of the Treaty 7 region in Southern Alberta, the province where I am located. These include the people of the Blackfoot Confederacy (Siksika, Piikani, and Kainai First Nations), as well as the Tstut'ina First Nation and the Stony Nakoda (including the Chiniki, Bearspaw, and Wesley First Nations).

The City of Calgary is also home to the Métis National of Alberta, Region 3

Overview

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Welcome and land
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Academic integrity:
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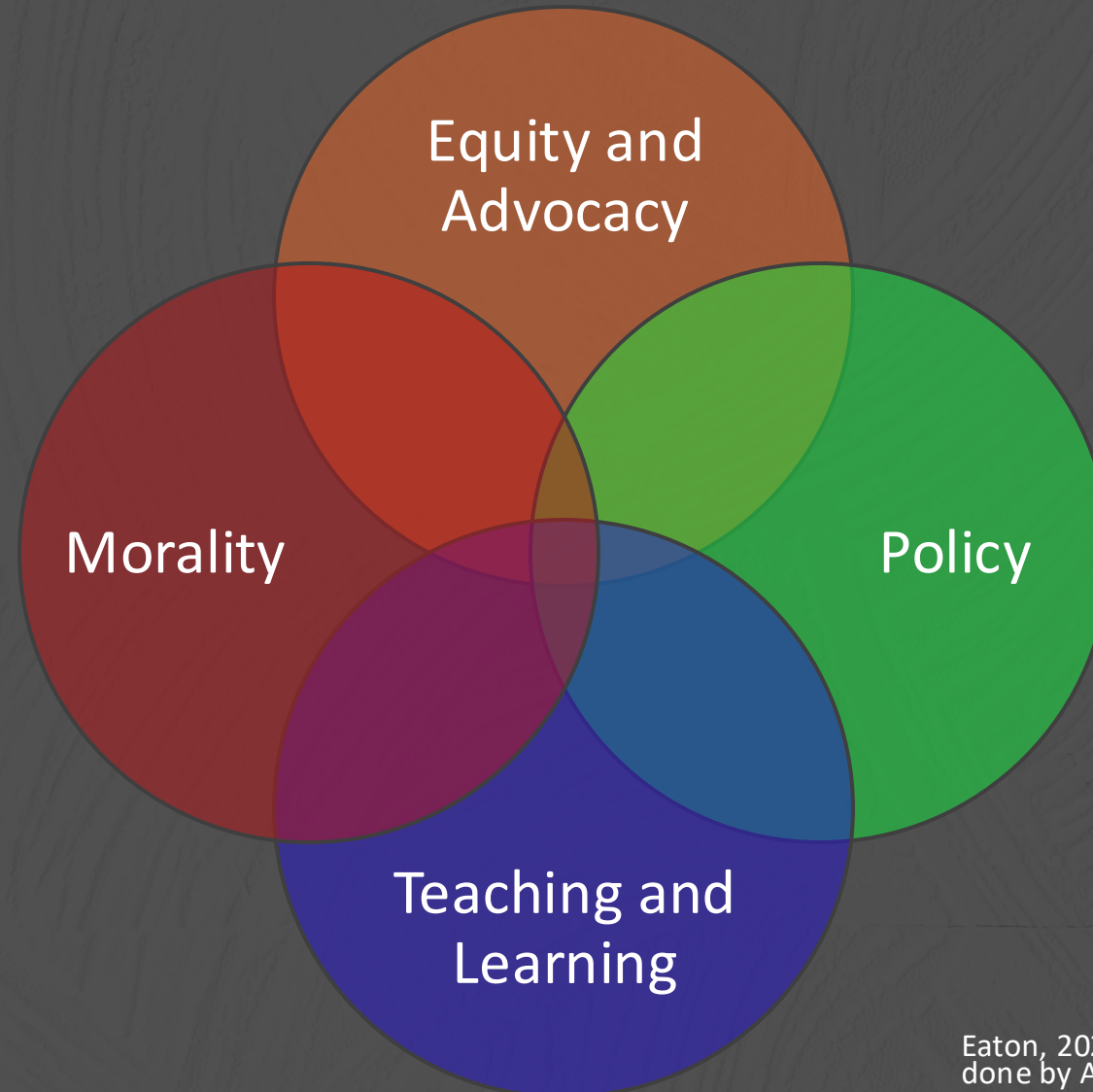
Updated
Approaches

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Q & A

Scaffolding statement: I have presented some of this content previously, and there is also brand-new material developed especially for this session.

Conceptual framing of academic integrity



Eaton, 2022a, 2022b; Developed from work originally done by Adam, 2016 and Kaposi & Dell, 2012



**Academic
Integrity
Research: A
Journey
Through
Time**

The conceptual framework shows how scholarship on academic integrity has evolved over time.

Let's take a closer look at past 100+ years of our field, starting with some early research from different places around the world...



Academic Integrity Research Up to the 1930s: Examples

PLAGIARISM OR COINCIDENCE—WHICH?

BY THOMAS GALLWEY, M.A.

NO doubt a great authority lays it down that "there is nothing new under the sun," and the observation that "great geniuses hit upon the same thing" is in familiar use; yet when we find in the works of two composers—whether the compared productions be poems, orations, or operas—identity of quaint ideas, uncommon epithets, or peculiar musical phrase, our curiosity is aroused as to whether this identity is the result of deliberate plagiarism or of coincidence of thought incident to men of genius. All now admit the right, propriety, and utility of transmuting "the thoughts that breathe" in the dead languages, into "the words that burn" of living speech. Virgil, Dante, and Milton afford notable examples of the benefits conferred upon the world at large by the practice. Sometimes, however, plagiarism is carried far beyond this rational limit, and to a point where approval cannot be accorded to the audacity of the appropriation. For instance, it is impossible not to feel regret on hearing that an illustrious living statesman, when pronouncing an *éloge* on the Duke of Wellington, then lately deceased, used as his own the *ipsisima verba*, translated into English, of the French orator who spoke the funeral oration over Marshal St. Cyr:—

"Who would not laugh if such a man could be?
Who would not weep if Atticus were he?"

Nor can we deem far short of effrontery the act of the composer of "Martha" when he imported into his opera our own beautiful air known as "The Last Rose of Summer" in its entirety and without an element of novelty. But these are exceptional instances; they are barefaced examples of spoliation and call for no further comment. It is in those cases where the border-line, which separates plagiarism from mere fortuitous coincidence of thought, is approached or touched on, that curiosity is aroused and inquiry set on foot; and all the more so when the objects of our criticism are men of renown and established fame. This position may be illustrated by the two following examples, one selected from the Elizabethan era and with which the greatest name in English literature is mixed up; the other from our time and in which our greatest living poet is brought into court.

To proceed, in the first place, with the former. Whoever is fortunate enough to have read a very remarkable article in the *Dublin Review* for September, 1876, entitled "Critical History of the Sonnet," cannot fail to have been struck by a sonnet teeming with quaint fancies by

STUDENT HONOR: A STUDY IN CHEATING.

Not long since there was a flagrant case of cheating discovered in one of our large universities. An examination paper had been stolen from a printing office and several students had used it to secure superior standing. An attempt was made to arouse public sentiment in the institution; and the student body appointed a committee from its numbers which was to receive reports and try future offenders.

While the matter was still under discussion, three professors in different and representative departments asked their students to answer the following questions:

1. Suppose a member of a class gets from the printing office a copy of a set of examination questions, prepared for use the next day, and takes some of the other members of the class into confidence and they meet and prepare for the examination. Would one who had prepared honestly for the examination be justified in reporting the dishonesty to the professor, provided the punishment be to lose the credits in that subject for that semester? Why? or Why not? Would your answer be, Yes or No, if the punishment were expulsion?

2. Under the present arrangement, if you were sure you saw a student cheating in examination, would you report it to the committee, provided the punishment were to lose the credits in that subject for that semester? Why? Why not? Would your answer be, Yes or No, if the penalty were expulsion?

The students who wrote were to hand in their papers unsigned and simply marked "man" or "woman." Many of the students did not write, but in all one hundred and twenty-five papers were returned, sixty-six written by men and fifty-nine written by women.

The data were carefully classified with the following results: Would the student be justified in reporting if the penalty were loss of credit for the course?

Yes: Men, 70%; women, 71%.

No: Men, 30%; women, 29%.

If the penalty were expulsion?

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AN IMPROVED METHOD OF DETECTING CHEATING IN OBJECTIVE EXAMINATIONS

CHARLES BIRD
University of Minnesota

In a recent issue of *School and Society*¹ the writer outlined a method of detecting dishonesty in objective examinations. Since this publication appeared, further experimentation has yielded a more accurate and more easily applied method of detection, the evolution of which is herein described, together with certain reflections upon the problems originating in the practice of cheating.

DESCRIPTION OF EXTENSIVE EXPERIMENT

At the close of the Fall Quarter, 1926, two different objective examinations were given to 945 students who completed the first half of the General Psychology course, that is, 527 students took examination form A and 418 students had examination form B. It was decided in advance of the examinations to estimate the extent of cheating so that, for purposes of locating each student's position in the examination hall, every paper was clearly marked on the top of the front page with its section, row, and seat number. Some of the students were advised of the method of detection we had used to supplement the reports of the proctors, while others were kept ignorant of it. These groups we shall designate as the "warned" and "not warned" groups; their location and size is indicated in Table I. In brief, the specific instructions given to

TABLE I
SCHEMATIC OUTLINE OF EXAMINATION CONDITIONS

Group No.	Examination Form	Place	Instructions	No. of Students
I.	A	Music Aud.	Warned	257
II.	A	Old Library	Not warned	270
III.	B	Music Aud.	Not warned	199
IV.	B	Old Library	Warned	188

455 examinees made it clear that knowledge of the contents of another paper would increase the number of identical errors in two papers beyond a chance value and that we would check every adjoining pair of papers to determine the actual error identities. It was understood that an excessive number of identical mistakes, in comparison with random samples, would be construed as indicative of dishonesty. Finally, these students were cautioned to avoid even the appearance of looking at an-

¹Bird, C. "The Detection of Cheating in Objective Examinations." *School and Society*, XXV, (1927), pp. 501-502.

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"Plagiarism or coincidence: Which?"
Gallwey, 1879
(Ireland)

"Student Honor: A Study in Cheating"
Barnes, 1904 (USA)

"An improved method of detecting cheating in objective examinations"
Bird, 1929 (USA)

**Academic
Integrity
Research
1930's
highlight**

Benjamin, R. (1939).
Ghost goes to college.
The American Mercury.
pp. 157-160.

<https://www.yumpu.com/en/document/view/7438935/the-american-mercury-june-1939-ludwig-von-mises-institute>

The first known article on contract cheating as a commercial enterprise operating at (relative) scale was published in 1939.

GHOST GOES TO COLLEGE

By ROY A. BENJAMIN, JR.

NOWADAYS, if a college sophomore has a 5000-word essay due on "The Banking System of the Pharaohs," or if a graduate student is worried over his Ph.D. thesis, there are two possible solutions: the victim can do the work himself, or he can delegate the job to G. H. Smith. More and more students are choosing the second course. When the parchments and letters are distributed this month, a good many will bear traces of the expert collaboration of the said Mr. Smith. (Smith is the ghost's perfectly selected pseudonym.)

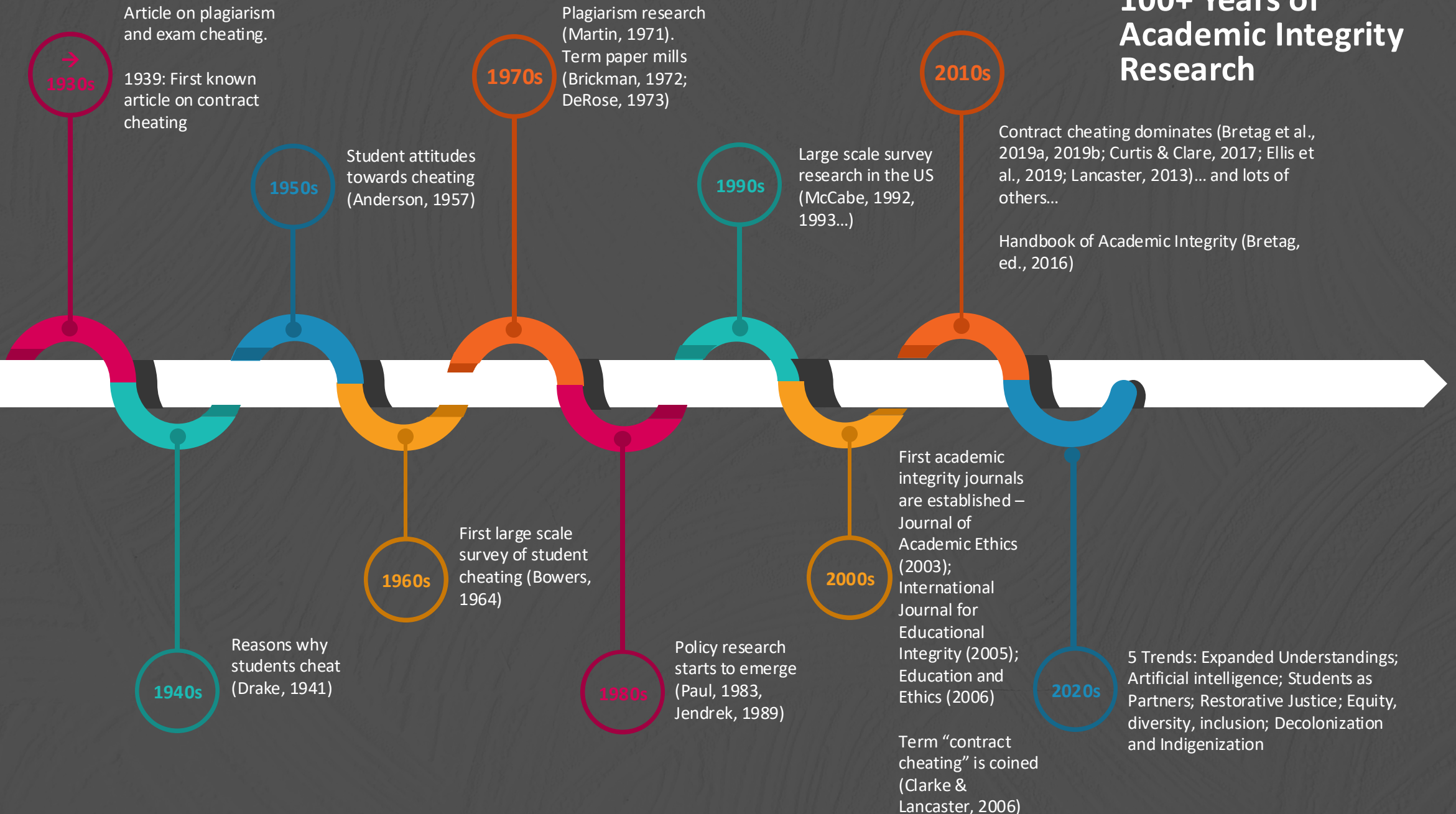
As king of college ghost writers, Smith has put his business on such a mass-production basis that his far-from-ghostly earnings come to \$10,000 a year. This year, his clientele included over 600 men and women in colleges and universities throughout the country. For them Smith did themes, essays, and book reports. He employs a smooth-working staff of six writing assistants and six typists. An M.A. himself, but no Ph.D., Smith has prepared ten Ph.D. and sixty

M.A. theses — at a price. He also caters to such deans, principals, and professors as need help on lectures or learned articles.

Smith operates in a little apartment-office on West 121st Street, in New York City, one block from Columbia University. He's been there since 1933 — an amazing little man with a devastating self-confidence and a mind, developed by the far-reaching nature of his business, that gallops the gamut of knowledge from algebra to zoology. There's precious little Smith doesn't know, and absolutely nothing that stumps him. In his apartment, surrounded by six typewriters and 2000 books, he does his ghosting, attired in a yellow polo shirt, a beltless pair of corduroy trousers, and house slippers. A 120-pounder, he has a stringy little mustache, eager, darting eyes, wide-rimmed glasses, and floppy hair. At 31, he still looks like a student.

Smith gets his clients by canvassing campuses with a form-letter headed "Every Man Today Has a Ghost," which says:

100+ Years of Academic Integrity Research



Trends for Academic Integrity: 2020s and beyond

01

Updated understandings of academic integrity

02

Artificial Intelligence

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Students as partners

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Equity, diversity, inclusion, decolonization, and Indigenization

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Restorative resolutions to misconduct

**Trend #1:
Expanded
understanding
of academic
integrity.**

- There is growing consensus that *academic integrity is about more than student conduct*, and must include all aspects of integrity in education, including, but not limited to:
 - Student academic integrity
 - Research integrity and ethics
 - Publication ethics
 - HE Leadership (i.e., leading with integrity)
 - Anti-corruption and anti-fraud in all aspects of education at every level.

Trend #2: Artificial intelligence.

- Large Language Models (LLMs) – e.g., GPT-3
 - Contract cheating
 - AI apps that can write, help develop research questions and develop arguments
- AI apps that generate original art
- Machine grading



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Start Writing

How It Works



Search a topic & begin drafting



Modify essay until satisfied



Run grammar & plagiarism check



Create account & download essay

Empowered by Artificial Intelligence, EssayAiBot is 100% confidential with your private information.

AI writing bots are already common, free (or low cost), and easy to use

Example:
<https://www.essayaibot.com/>



Artificial Intelligence & Academic Integrity

The Ethics of Teaching and Learning with
Algorithmic Writing Technologies



UNIVERSITY OF
CALGARY

Funded by the University of
Calgary Teaching and Learning Grants

For more information contact:
Sarah Elaine Eaton, PhD, seaton@ucalgary.ca

AI Example: Midjourney

- <https://www.midjourney.com/home/>
- Prompt: /imagine **students and professors understanding ethics and integrity** 4 images generated in 60 seconds








Trend #3: Students as partners.

Students themselves are advocating for academic integrity – and for being involved (Moya et al., 2022).

- International Day of Action Against Contract Cheating
- ENAI Summer School – More students than ever doing research into academic integrity
- Approach: “Nothing about us, without us” (also applies to individuals from equity-deserving groups)

Trend #3: Students as Partners in Academic Integrity

This model from Student Voice Australia highlights the various ways in which we can engage students as partners.

	INFORM	CONSULT	INVOLVE	PARTNER	CONTROL
					
GOAL	To provide students with balanced and objective information to assist them in understanding the problem, alternatives and solutions.	To obtain student feedback on analysis, alternatives and/or decisions.	To work directly with students throughout the process to ensure that their concerns and aspirations are consistently understood.	To partner with students in each aspect of the initiative from identification to solution.	Students design and lead initiatives that matter to them and are in control of final decision-making.
STYLE	<i>"Here's what's happening."</i>	<i>"Here are some options, what do you think?"</i>	<i>"Here's a problem, what ideas do you have?"</i>	<i>"Let's identify the issues and work together to develop a plan and implement a solution."</i>	<i>"You care about this issue and are leading an initiative, how can we support you?"</i>

Students as Partners Example

University of Calgary Graduate Students Association


Academic Integrity Week 2021

(Moya et al., 2022)

Academic Integrity Week 2021


Instagram Trivia

313 graduate students participated in the 7 day trivia.




Instagram Live

Over 40 graduate students participated in the Instagram live with Dr. Sarah Eaton.




Instagram Live

276 graduate students have watched the Instagram Live since October 2021.



Blog


Over 100 graduate students have viewed and read the blog about academic integrity resources.



BLOG


Facebook GIF Competition

26 graduate students participated in the Facebook GIF Competition.



ACADEMIC INTEGRITY WEEK


Graduate students, learn about academic integrity and strategies to promote academic integrity!




Contract Cheating
Combat systemic racism
TA responsibilities

October 18 to 22
with a lot of giveaways


IG Live Oct. 21
Trivia Oct. 21
FB and IG GIF Questions



Let's Talk Academic Integrity



Did you know that Canada places #2 among countries in which students outsource their academic work? (Lancaster, 2018). In Canada, 71,000+ post-secondary students engage in contract cheating every year (Eaton, 2018).



Alberta Council on Academic Integrity
Alberta Academic Integrity Week
October 18-22, 2021
www.albertaacademicintegrity.wordpress.com

This week is Alberta Academic Integrity Week (Oct. 18 to 22, 2021). The GSA joins the Alberta Integrity Association and Dr. Sarah Eaton, a faculty member in the Werklund School of Education and Educational Leader in Residence and Academic Integrity, in promoting the resources and essential information around popular academic integrity topics including contract cheating, plagiarism prevention, and strategies for teaching assistants to promote academic integrity. The GSA will also host a live session on [Instagram](#) on October 21 with Dr. Sarah Eaton at 11:30 am.

Below are a few resources you can read to learn more about academic integrity:

- [Contract Cheating](#) and [Strategies to Detect Contract Cheating](#)
- [Strategies to Prevent Plagiarism](#)
- [Teaching Assistants Dos and Don'ts](#)
- [Academic Integrity in Large Classes](#)
- [Combating systemic racism](#) in Academic Integrity
- [Scholarships Without Scrubbles](#)
- [Avoiding Predatory Journals and Questionable Conferences: A Resource Guide](#)

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**Trend #4:
Equity,
diversity,
inclusion,
decolonization
and
Indigenization.**

Who cheats? Reality v. Myth

Actual Rates of Misconduct	Who Gets Reported
<p>International v. Domestic The rates for misconduct among international and domestic students has been found to be about the same (Bretag, 2019).</p>	<p>International students are 5x more likely than domestic students to get reported for academic misconduct (Beasley, 2016).</p>
<p>Gender studies about rates of misconduct have been between men and women have changed over time and are inconclusive. There are no known studies (yet) that examine academic misconduct beyond binary genders (Eaton, 2021).</p>	<p>Men are more likely than women to be reported for misconduct (Beasley, 2016; Fabelo et al., 2016).</p>

Insights from the UK

Students who are disproportionately reported for misconduct are racialized minority students from Asia and Africa

(Davis, 2021).



Impact on international students

International students are less likely to be retained than domestic students following a finding of academic misconduct (Beasley, 2016; Sacks, 2008).

What else do the data tell us?

- Very little data on EDI and academic integrity.
- Little evidence of tracking the impact of academic misconduct allegations of academic misconduct on international students.
- Anecdotal evidence points to
 - a need for better support for students from equity-deserving groups
 - persistent discrimination against students whose first language is not English and students of colour
 - little to no EDI training for those involved in academic misconduct case management

Example: Indigenous Academic Integrity – University of Calgary (Gladue, 2020)



The screenshot shows the University of Calgary Resource Library website. At the top left is the University of Calgary logo. To its right is a search bar labeled "Search UCalgary" with a magnifying glass icon and a red dropdown arrow. Below the logo is the text "Resource Library" in red. To the right of this is "TAYLOR INSTITUTE FOR TEACHING AND LEARNING". A navigation bar contains the following items: "Categories" with a red dropdown arrow, "Search the catalogue", "Guides", "Learning modules", and "Contact us". The main content area features a large background image of a traditional Indigenous textile pattern with tepees, a blue band with a star, and animal figures. Overlaid on this image is the title "Indigenous Academic Integrity" in white text. Below the image, the page is divided into two columns. The left column has a section titled "Principles of Indigenous academic integrity" followed by two paragraphs of text. The right column has a section titled "Related content" followed by two entries, each with a "Learn more >>" link.

UNIVERSITY OF CALGARY

Search UCalgary

Resource Library TAYLOR INSTITUTE FOR TEACHING AND LEARNING

Categories Search the catalogue Guides Learning modules Contact us

Indigenous Academic Integrity

Principles of Indigenous academic integrity

Designed to serve as a resource for Indigenous and non-Indigenous scholars, students, faculty, and community, the Indigenous Academic Integrity Project uses a multimodal approach to storytelling, including: oral, visual and written mediums. This project demonstrates the formal rigor, validation, and approaches found within Indigenous paradigms that serve to caretake and protect the integrity of all knowledge. This resource provides concrete practices that centre Indigenous academic integrity and stem from Indigenous theory and Indigenous research, and it focuses on the principles of relationality, reciprocity and respect.

Using colours and forms intentionally designed for this project alone, the Indigenous Academic Integrity Project seeks to explore the many ways of being, connecting and learning which support both Indigenization and decolonization of knowledges.

The resources are available in two forms: a pdf and an oral and visual narrative, prepared by Keeta Gladue.

Related content

Indigenous Paradigms in Practice: Relationships, Story and Academic Integrity
[Learn more >>](#)

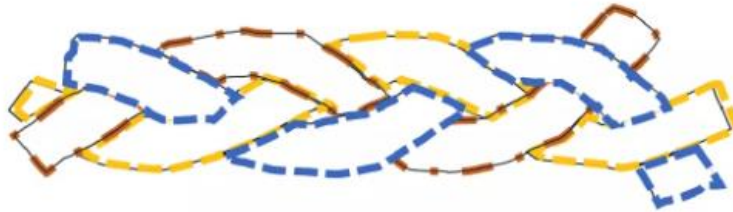
Creating a Culture of Equity in Academic Integrity: Best Practices for Teaching and Learning
[Learn more >>](#)

Indigenous academic integrity through visual storytelling

For more information on the following symbols, please download or view one of the resources above.

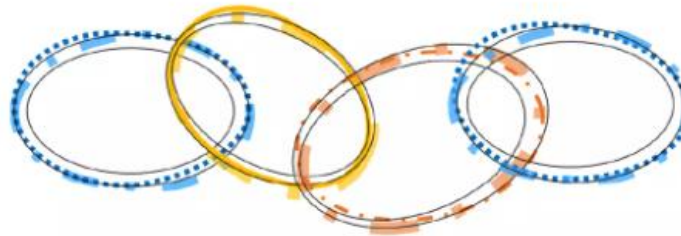
Example:
Indigenous
Academic
Integrity –
University of
Calgary

(Gladue,
2020)



Relationality:
I am because you are

"Relationships do not merely shape reality, they are reality." (Wilson, 2008, p. 7)



Reciprocity:
Roles we serve

"Inherent in this commitment to the people is the understanding of the reciprocity of life and accountability to one another." (Hart, 2010, pp. 9)



Respect:
**Nothing about us
without us**

"Indigenous knowledge extends beyond the environment, however; it has values and principles about human behaviour an ethics, about relationships, about wellness and leading a good life. Knowledge has beauty and can make the world beautiful if used in a good way." (Smith, 2012, p. 161)

Trend #5:
Restorative
resolutions to
misconduct.

- A “crime and punishment approach” is still quite common, but educational and restorative resolutions are becoming increasingly used as viable options to resolve misconduct issues.
- This parallels advances in criminal justice approaches in some countries, such as (but not limited to!) Canada.

Trend #5: Updated ways to address misconduct.

Punitive	Educational	Restorative
<ul style="list-style-type: none">• Roots in administrative law.• Crime and punishment approach.• Sanctions should be fair and fit the offense.• Progressive discipline model.• Relatively easy to track and monitor.	<ul style="list-style-type: none">• Rehabilitative.• Provides opportunities for students to learn.• Builds skills.• Seeks to reduce recidivism.• Easy to track some aspects (e.g., workshops attended, self-reported learning, rates of recidivism.)	<ul style="list-style-type: none">• Seeks to repair harm.• Focus on community-building and long-term relationships.• Can be time-intensive.• All parties should agree to the approach (not appropriate in cases where there is no willingness to accept responsibility).

Recap and concluding remarks

Trends for Academic Integrity: 2020s and beyond

01

Updated understandings of academic integrity

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Artificial Intelligence

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Students as partners

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Equity, diversity, inclusion, decolonization, and Indigenization

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Restorative resolutions to misconduct

Thank You

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References

I wish to acknowledge that this is a list of sources I have cited in this presentation and that there are many others whose contributions to the field of academic integrity are noteworthy. This is by no means and exhaustive or exclusive list of academic integrity research.

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