

# Strengthening Academic Integrity in Canada: Implications for British Columbia

British Columbia Academic Integrity Day (BC-AID)

Hosted by Thompson Rivers University (TRU)

October 18, 2019

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Today's Slides: Freely and Openly Available

- <http://hdl.handle.net/1880/111151>

# Overview

Development of academic integrity in  
Canada

Research in Canada

Recent developments

Implications for British Columbia

What's next?

# Foundational Academic Integrity Research in Canada

- **National study of academic misconduct in Canada**
- Study of 11 Canadian higher education institutions showed over half of undergraduate students and about one third of graduate students self-reported to have engaged in one or more instances of serious cheating or plagiarism
- Evidence suggested that these self-reported data may have understated the problem.
- Most common forms of cheating included collusion, cheating on tests or exams, and plagiarism.
- 46% of faculty and 38% of TAs reported ignoring incidents of academic misconduct.
- These findings are similar to those from the U.S.A.
- (See: Christensen Hughes & McCabe, 2006a.)

Development  
of academic  
integrity in  
Canada

**Key message:**

Canada is not immune  
to academic misconduct

Development of  
academic  
integrity in  
Canada

- Student judicial affairs and academic integrity research are their infancy in Canada, compared to other countries (Eerkes, 2010; Eaton & Edino, 2018)

First Canadian conference on Student Judicial Affairs (CCSJA) was held in Banff, hosted by the University of Alberta (Eerkes, 2010, p. 106).

CCSJA participants voted to formalize their association and become a division of the Canadian Association of College and University Student Services (CACUSS) (Eerkes, 2010, p. 106).

CCSJA renamed Canadian Academic Integrity and Student Judicial Affairs (CAISJA) and became a division of CAUCUSS (B. Usick personal communication, Oct. 12, 2019)

CAISJA's name changed to Student Conduct and Academic Integrity (SCAI), under CACUSS (McKenzie, 2018).

Academic Integrity Council of Ontario (AICO) launched - Ridgley, Miron, & McKenzie, 2019)

1998

2007

2008

2009

2009

## Development of academic integrity in Canada: 1998-2009

Canadian attendees of International Center for Academic Integrity (ICAI) conference decided to form a nationwide group (McKenzie, 2018)

2013

ICAI Canada became a branch of ICAI (McKenzie, 2018).

2014

Alberta Academic Integrity Symposium, hosted by MacEwan University and the University of Alberta (MacEwan University, n.d.)

2014

Inaugural meeting of the Academic Integrity Inter-Institutional Meeting (AIIM) (McKenzie, 2018)

2017

Launch of journal, Canadian Perspectives on Academic Integrity

2018

Academic Integrity Colloquium (Trinity Western University, 2018)

2018

## Development of academic integrity in Canada: 2010-2018



# Academic Integrity Research in Canada

- Strengthening the research agenda of educational integrity in Canada: A review of the research literature and call to action. *International Journal of Educational Integrity*, 14(1). (Eaton & Edino, 2018).
  - Origins and impetus for this work: Feedback from 2017 failed research grant application:
    - “Academic integrity is an administrative issue, not a research topic. The researcher should consider a different topic.”
    - “Your literature review lacks evidence to show that academic misconduct is even an issue in Canada. If you really believe it is an issue, you need to publish a literature review to show there is a legitimate need for research.”

# Academic Integrity Research in Canada: Findings

- 56 Canadian research publications on academic integrity topics between 1992-2017.
- No works found prior to 1992, with our search criteria.

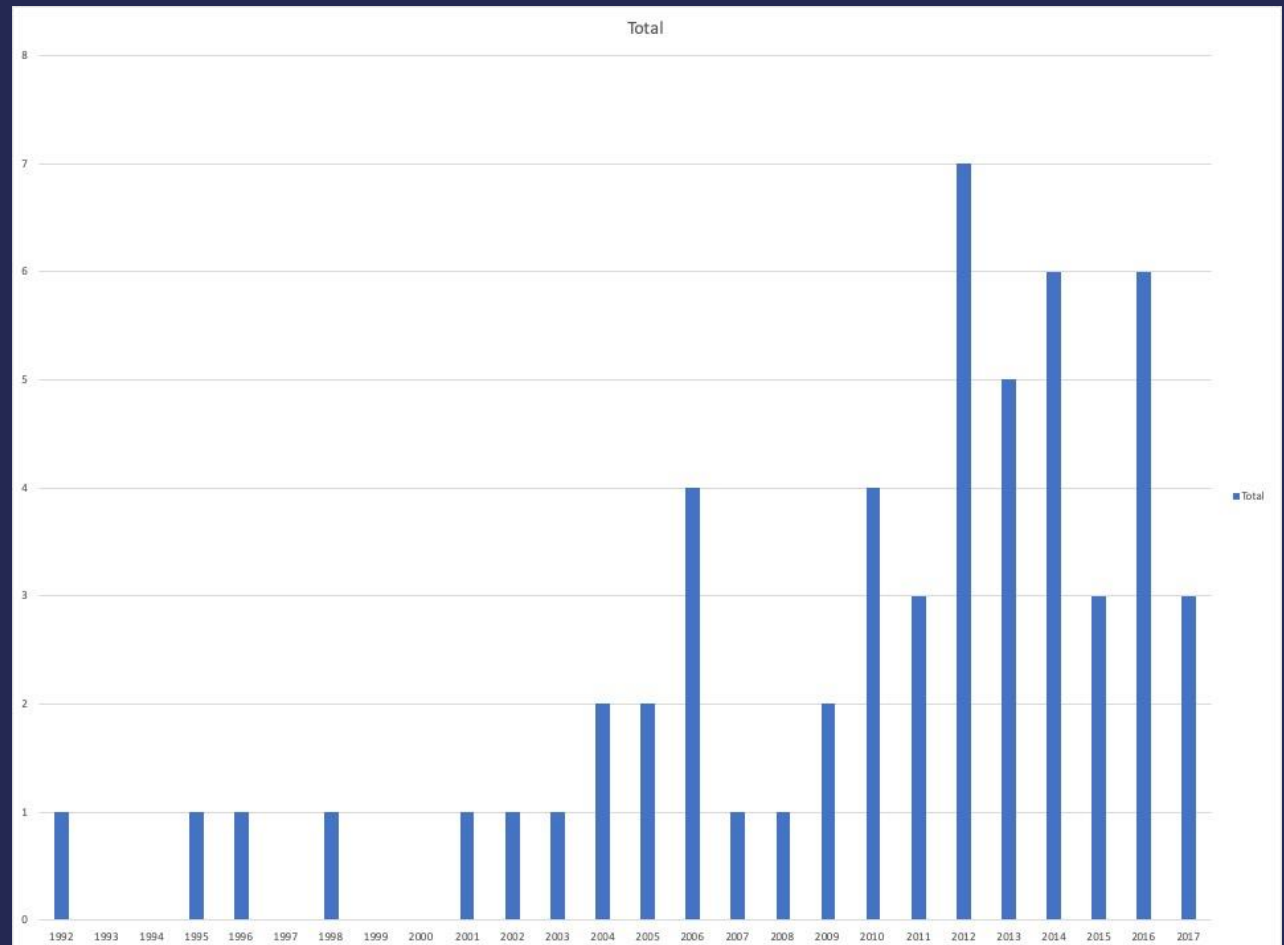


Figure 1: Publication output by year 1992-2017

# Academic Integrity Research in Canada: Findings

Study type	# of Studies	%
Descriptive / Qualitative	31	55.4%
Analytical / Quantitative	25	44.6 %
<b>Total</b>	<b>56</b>	<b>100%</b>

Table 1: Research publications by study type

# Academic Integrity Research in Canada: Findings

Publication type	# of Studies	%
Peer-reviewed journal articles	30	53.6%
Theses and dissertations	12	21.4%
Conference presentations	9	16.1%
Non-referred articles and reports	3	5.3%
Book chapters	1	1.8%
Grey literature (Scholarly essay)	1	1.8%
<b>Total</b>		<b>100%</b>

Table 2: Publication type

# Academic Integrity Research in Canada: Findings

Majority of the research focused on students.

Limited research at a national level (Christensen Hughes & McCabe 2006a, 2006b; Eaton, 2017; MacLeod, 2014).

Little evidence of graduate students who had done their thesis on academic integrity went on to develop sustained programs of research.

Little evidence of large-scale, multi-institutional research or collaboration across provinces.

Little evidence of research being funded (2 SSHRCs since 2003 (1 English: Taylor, Usick, & Paterson, 2003 and 1 French: Peters, 2015).

Academic integrity researchers in Canada have been largely disconnected from one another and working in isolation.



Results were comprehensive,  
but not exhaustive due to  
strict key word search.



Review was conducted only  
in English. (Eaton & Edino,  
2018)

## Academic Integrity Research in Canada: Limitations



Need to connect: Form communities of practice, networks and research collaborations.



Need for both applied and academic research.



Need research that is collaborative and inclusive – multi-institutional, large scale, and national in scope.



Academic integrity work must be funded – Research, advocacy, student supports, professional development.



Need opportunities for graduate students – to learn and then to develop a sustainable career, be it professional or academic.

# Academic Integrity Research in Canada: Key messages from literature review

# Development of academic integrity in Canada: 2019

## Recent Developments

Canadian Symposium on Academic Integrity (Eaton, Lock, & Schroeder, Eds., 2019).

April

Manitoba Academic Integrity Network (MAIN) formed.

May

Alberta Council of Academic Integrity (ACAI) launched.

July

First research study published with partners from 3 provinces (Stoesz, Eaton, Miron, & Thacker, 2019).

Aug

Master of Education Certificate (4 course topic) in Academic Integrity approved at University of Calgary (Start: 07-2020).

Oct

British Columbia Academic Integrity Day (BC-AID).

Oct



Reflections  
on recent  
work:  
Key  
messages

- Need for academics, policy makers, and professionals to partner.
- Essential for efforts to be documented and permanently and publicly archived.
- Contributions must be recognized in both informal and formal ways both by peers and by those in leadership positions.
- Need to create opportunities for people to take an active role in the work.

# Implications for British Columbia

- Build on the good work that has already been done:
  - Academic Integrity Colloquium at Trinity Western University (TWU, 2018; Upton, 2017)
  - UBC – Large-scale, multi-year SoTL project (McNeill, 2019)

# Summary of Key Messages

1. Canada is not immune to breaches of academic integrity.

2. Need to connect: Form communities of practice, networks and research collaborations.

3. Need for both applied and academic research.

4. Need for research that is collaborative and inclusive – multi-institutional, large scale, and national in scope.

5. Academic integrity work must be funded – Research, advocacy, student supports, professional development.

6. Need opportunities for graduate students – To learn and then to develop a sustainable career, be it professional or academic.

7. Need for academics, policy makers, and professionals to partner.

8. Essential for efforts to be documented and permanently and publicly archived.

9. Contributions must be recognized informally and formally.

10. Need to create opportunities for people to take an active role in the work.

Next  
steps?



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## Acknowledgments

- Thank you to Thompson Rivers University for the opportunity to share this work at the British Columbia Academic Integrity Day (BC-AID), 2019.
- Special thanks to:
  - Tod Denham, TRU, for the invitation and the arrangements for this talk;
  - Brandy Usick, who provided details that affirmed and informed the historical timeline; and
  - Todd Maki, for proofreading and design advice.