Disciplinary Approaches to Academic Integrity

Dr. Anita Chaudhuri and Naeem Nedaee

Background

As post-secondary institutions in Canada continue to address the need for equity and inclusive policies for learning, the context of academic integrity (AI) has emerged as an area of interest. Defined as “the cornerstone of ethical academic practice” (Bretag, 2020), AI informs “the values, behaviour and conduct of academics in all aspects of their practice” (Macfarlane et al., 2014).

Institutions such as, UBC recognize that an understanding and application of AI is critical for “collaborative and inclusive research culture... mentorship, scholarship, discovery and creativity” (UBC Strategic Plan, Strategy 10: Research Culture).

Why Academic Integrity Matters

Example 1: “...universities are reporting increases of up to 38 per cent in academic misconduct cases.” (Eaton, UCalgary News, October 2020; data references MacEwan University)

Example 2: “The academic incidents more than doubled compared to the same time period last year.” (CBC News, October 2020; data references Mount Royal University)

Example 3: “...during the Winter 2020 semester the school saw the amount of cases almost double.” (CTV News Regina, March 2021; data references University of Saskatchewan)

These three instances of recent data on academic integrity (AI) establishes the topic as current and critically important for post-secondary institutions situated not only in Canada but also globally.

Project Objectives

- Reflect on academic integrity policies and practices for inclusion in classroom teaching.
- Bridge the gap in materials development and availability in this field.
- Share disciplinary knowledge that can inform educative approaches on academic integrity.
- Publish Open Access learning material written for undergraduate (graduate) students at post-secondary institutions.
- Create materials that can be readily used to promote discussion on topics such as, academic integrity in the professions, academic misconduct, contract cheating, use of artificial intelligence systems, to name a few.

Sample Chapters

- Dr. Brenda M. Stoess, Dr. Robin Attas, and Haifzat Sanni-Anibre (UManitoba) discuss academic integrity in relation to accommodations for students experiencing learning challenges.
- Dr. Mike Grekul (UBCO) focuses on various kinds of ethical considerations associated with academic integrity in the context of creative writing.
- Dr. Gary Hartse (SFU) explores the complexities surrounding academic integrity in relation to seeking writing assistance – from school-related supports like writing centre consultations and peer tutoring, to private or paid services like language tutoring or proofreading, to the darker side of online companies that offer to “help” students in need but actually do the work for them.
- Dr. Lisa Grekul (UBCO) focuses on how these considerations inform academic integrity.
- Dr. Mary Prince (UBCO) examines how artificial intelligence might be appropriate or not in teaching and learning.
- Dr. Laura Patterson (UBCO) explores the connection between academic integrity and professional identity among undergraduate students.
- Dr. Joanne Hui (SFU) discusses academic integrity and professional identity in relation to the use of online resources in computer science programs.
- Dr. Laura Patterson (UBCO) examines the concept of ownership in academic writing.
- Dr. Naeem Nedaee (UBCO) will review the role of ethics in academic integrity.

Citation:

References
