

Positive Ways to Promote Academic Integrity: A Multi-Stakeholder Approach to Creating a Culture of Integrity

Dublin City University, Ireland

Sarah Elaine Eaton, PhD

Associate Professor, Education

Educational Leader in Residence, Academic Integrity

Twitter: DrSarahEaton

October 20, 2021



I would like to acknowledge the traditional territories of the people of the Treaty 7 region in Southern Alberta, which includes the Blackfoot Confederacy (comprising the Siksika, Piikani, and Kainai First Nations), as well as the Tsuut'ina First Nation, and the Stoney Nakoda (including the Chiniki, Bearspaw, and Wesley First Nations). The City of Calgary is also home to Métis Nation of Alberta, Region 3.



Ice Breaker

When you hear the term
“academic integrity”
what comes to mind?

Agenda



Academic Integrity Foundations



Starting with Integrity: Talking to Your Students About Academic Integrity



Integrity through the Semester: Ethical Teaching and Practice



Ending with Integrity: Summative Assessments and Addressing Breaches of Integrity



Develop systems to recognize academic integrity as part of teaching, learning, and service work.

Objectives

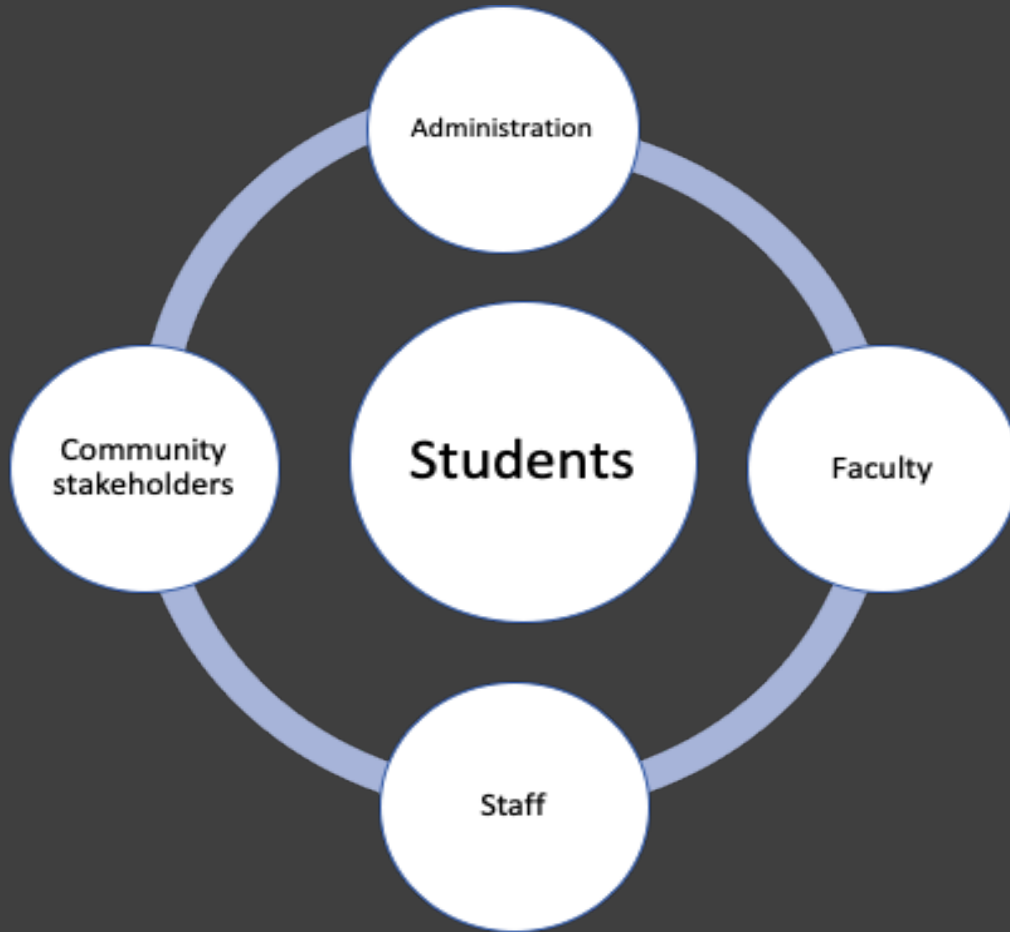
By the end of today's session, you will be able to:

- Describe what a multi-stakeholder approach academic integrity is.
- Analyze how pro-active measures are needed in addition to policies and procedures.
- Discover practical tips and strategies to promote academic integrity across the institution.
- I have presented some of this content previously.

Academic Integrity Foundations: Fundamental Values



International Center for Academic Integrity (2021)



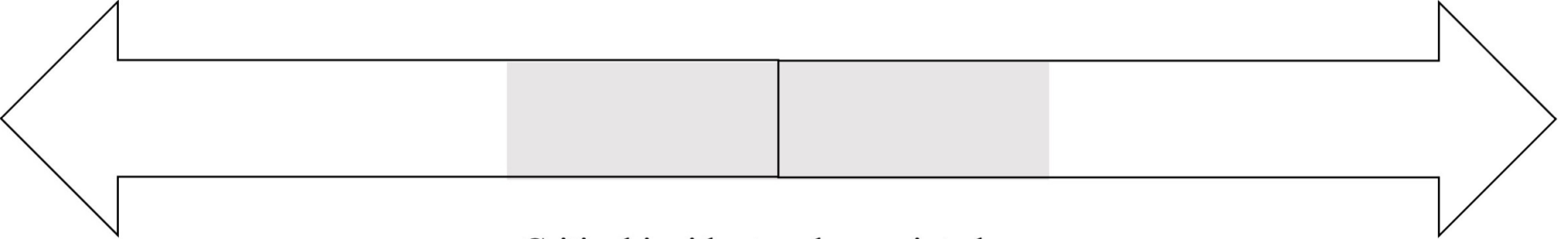
Foundations:
Academic
Integrity as a
Shared
Responsibility

Foundations: Academic Integrity Continuum

Eaton, Pethrick, & Turner (2021)

Academic integrity breach:
Investigation, case management,
hearing(s), sanction(s), appeal(s)

Academic integrity: Education, skill-
building and communication of
expectations



Critical incident and associated
grey area: Identification of alleged
or actual breach and initial steps

**Starting with Integrity:
Talking to Your Students About Academic Integrity**



Brainstorming Question:
How do you talk to your students
about academic integrity?

5 Strategies to pro-actively talk to your students about academic integrity

1

Be straight forward

2

Use humour

3

Be (a little) vulnerable

4

Show compassion

5

Show them where help is available



Strategy #1: Be Straight Forward

Key messages to share as an educator:

- I care about academic integrity.
- I expect you to care about academic integrity.
- If you find yourself on the brink of making of a decision you might regret later, reach out to me.
- If you are not sure about something, ask me.
- Our focus is on learning, but in the case of a break of academic integrity, I am responsible for reporting it.

Strategy #2: Use Humour

- Example: University of Alberta video “Acceptable / Unacceptable”
- <https://youtu.be/8Bx5DAqTPhU>
- Length: 02:22



Strategy #3: Be (a little) vulnerable

- Tell your own story.
- Show your humanity.
- Conclude on a positive note.



Image source: Colourbox

Strategy #4: Show compassion

Offer formative assessment opportunities.

“Get out of jail free card”
(Shoutout to my colleague, Dr. Meadow Schroeder for this idea).

Put dignity before deadlines.


Strategy #5: Show students where to get help

DCU Teaching Enhancement Unit

[Click here for information on working and studying on campus](#)



Search... Q

Accessibility & Language | Loop | Staff | Library | Vacancies | People...



COURSES ▼ RESEARCH ▼ INTERNATIONAL ▼ ENGAGEMENT ▼ SUPPORT ▼ FACULTIES ▼ [MORE](#)

Teaching Enhancement Unit

Home ▼ Professional Learning ▼ Scholarship of T&L ▼ Learning Design ▼ Learning Technologies ▼ Current Focus ▼ Contact Us ▼  

Academic Integrity

Tweets by teu

Several other TEU projects fall under the umbrella of assessment and academic integrity - the largest of which is the IUA led project "[Enhancing Digital Teaching and Learning](#) (EDTL)" where the main focus for DCU is assessment. This project builds on work of the "[Y1Feedback](#)" project led in DCU by the Open Education Unit and "[Integrity](#)," project led by the TEU. "Students as Partners in Assessment" is an area of current focus and aligns with national initiatives such as [NSTeP](#). We have also formed a community of practice around the use of Interactive Orals as an approach to improve academic integrity. This [selection of case studies](#) illustrate examples of impact of the various projects relating to assessment where they led to change in teaching practices and publications for the staff involved. Another example of impact would be the for the last two years we have, with the support of the Student's Union, run [Academic Integrity week](#), a suite of activities and events to promote academic integrity with staff and students.

<https://www.dcu.ie/teu/academic-integrity>

Integrity through the Semester: Ethical Teaching and Practice



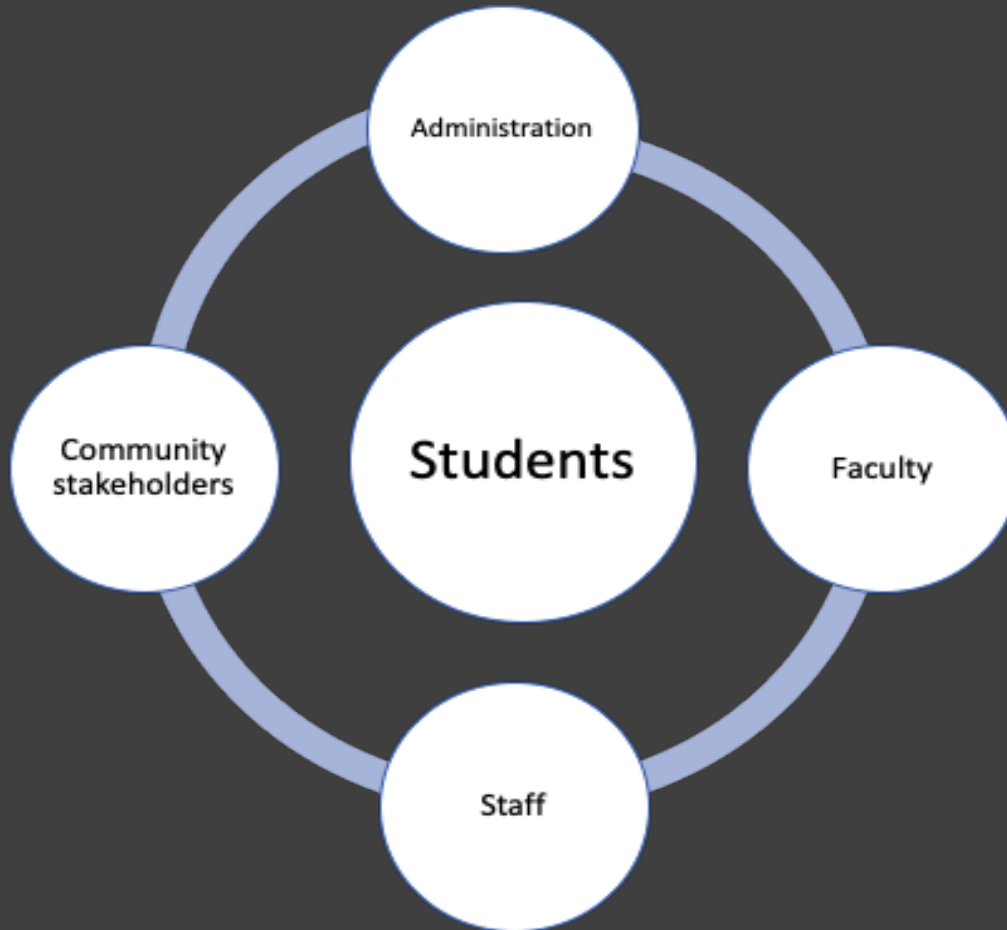
Brainstorming Question:
What are your key recommendations
to support instructional integrity?

Integrity through the Semester: Ethical Teaching and Practice



“Students cheat when
they feel cheated.”

- Dr. Julia Christensen Hughes (2017)



Foundations:
Academic
Integrity as a
Shared
Responsibility

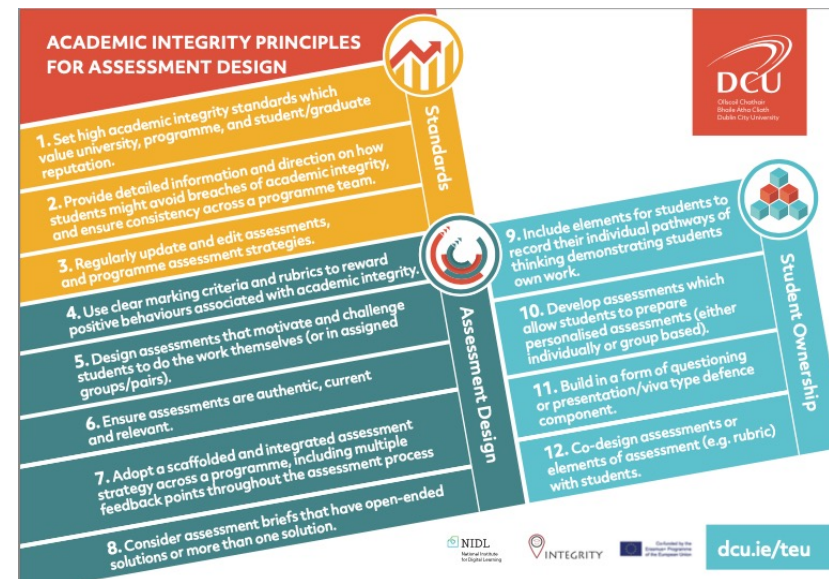
Discussion Question

What are some key principles of ethical assessment can be applied in any class, regardless of discipline or class size?

Integrity through the Semester: Ethical Teaching and Practice

Academic Integrity Principles for Assessment Design

https://www.dcu.ie/sites/default/files/2021-02/2021_academic-integrity-principles-for-assessment-design.pdf



Integrity through the Semester: Involve others in resource creation & activities

- It is not enough for resources to exist.
- Engage faculty in ongoing dialogue about what works. Resources created by peers, for peers, may be more effective than “top down” resources.
- Leverage your own internal expertise.

Integrity through the Semester: Students as Partners

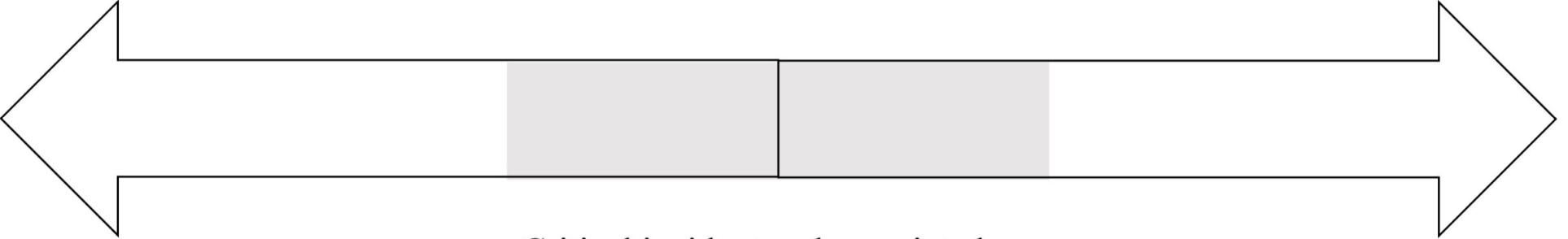
- It is essential to include students as partners in academic integrity:
 - Student-led awareness campaigns
 - Training for student teaching assistants and TAs
 - Student representation on committees
 - Strengthen relations with student government

Foundations: Academic Integrity Continuum

Eaton, Pethrick, & Turner (under review)

Academic integrity breach:
Investigation, case management,
hearing(s), sanction(s), appeal(s)

Academic integrity: Education, skill-
building and communication of
expectations



Critical incident and associated
grey area: Identification of alleged
or actual breach and initial steps

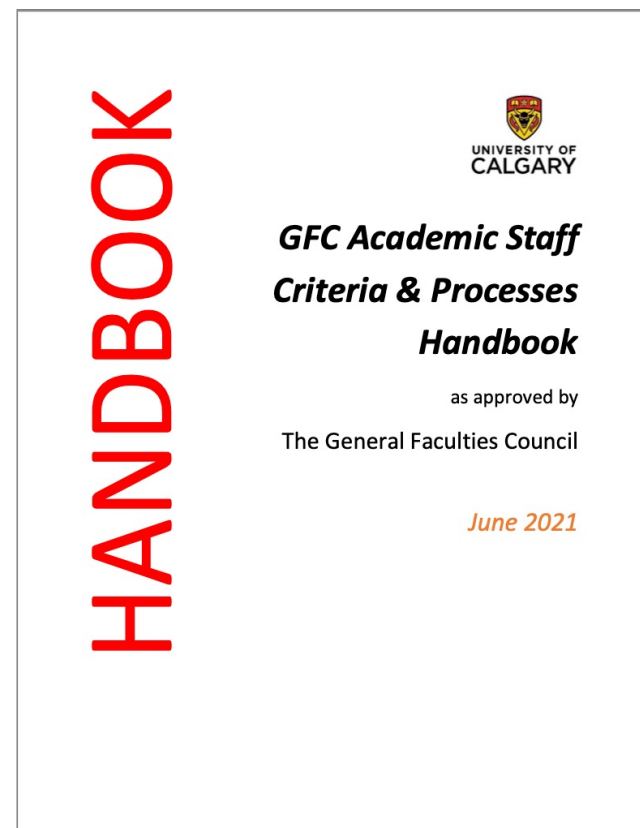
Ending with Integrity: Addressing Breaches of Integrity

- We do all we can to promote integrity through pro-active education, but when breaches occur, we report the misconduct.
- Research over more than half a century has shown faculty are reluctant to report academic misconduct (Eaton, 2021). Establishing clear policies and procedures that are fair, equitable, and easy can help.
- Ensure that a finding of academic misconduct is not an “academic death penalty” (Howard, 1995).

Institutional Leadership:

Recognize Academic Integrity Work as Academic Labour

- If we truly promote multi-stakeholder approaches to academic integrity, then the work of upholding integrity must be recognized.
- Example: Approved at the University of Calgary in June 2021 - Academic integrity is now formally recognized as:
 - Teaching (Section 1.3)
 - Service (Section 1.4)

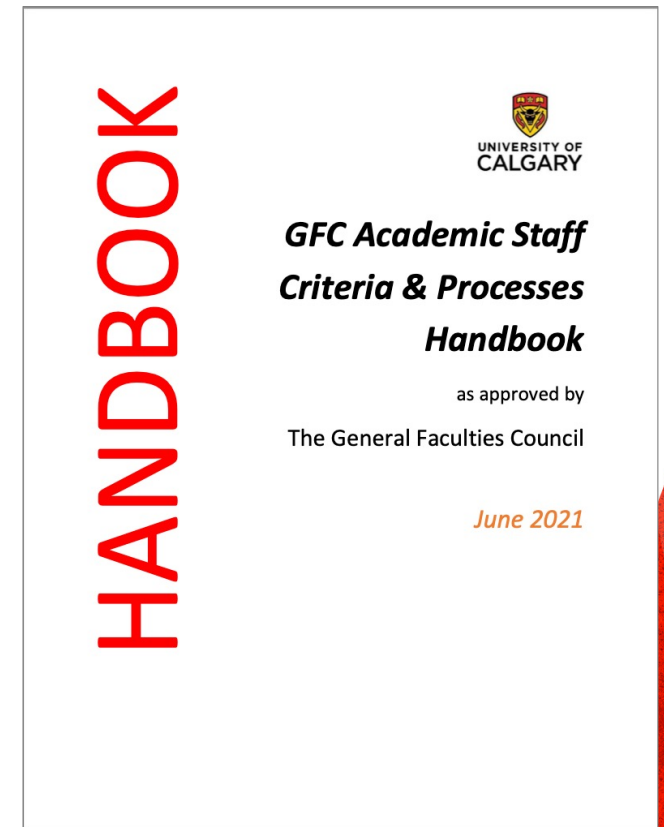


New GFC Academic Staff Criteria & Processes Handbook



- **Teaching (Section 1.3)**

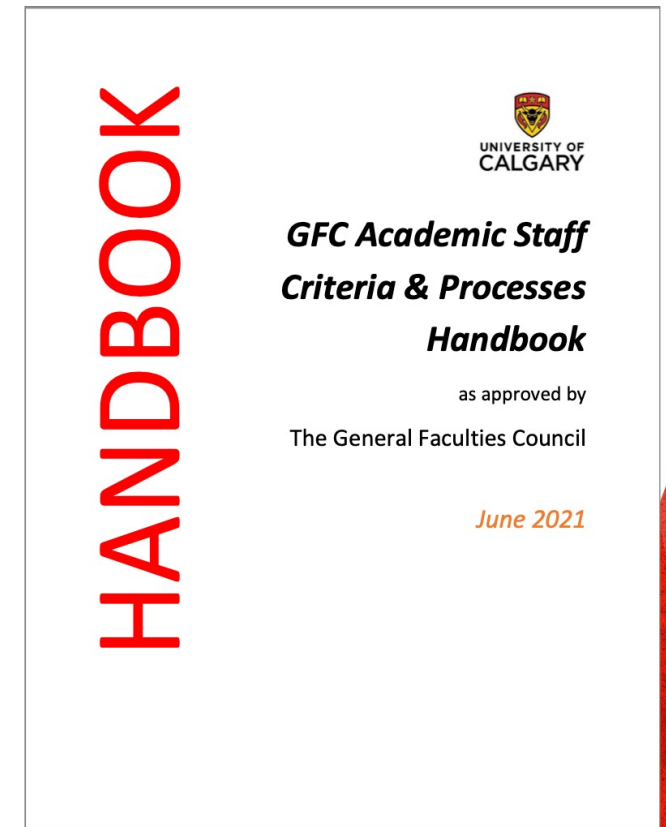
“Teaching may take different forms such as direct or classroom instruction at undergraduate and/or graduate levels, as well as competency-based education, and/or field and practicum supervision. Teaching activities may include lectures, seminars, tutorials, laboratories, clinical sets, advising/counselling, creating lesson plans, assessments, grading, and examinations, and **upholding academic integrity**. Delivery of instruction and support of student learning may be face-to-face, on-line and blended and may occur inside and outside of the classroom, on and off campus (including land-based education), in collaboration with other instructors, other faculties, associated institutions, community organizations or with Indigenous knowledge-keepers and communities.” (Section 1.3.3, p. 10) (Highlighting added).



New GFC Academic Staff Criteria & Processes Handbook



- Service (Section 1.4)
- “Service to the University may include participation in Program or Unit-level, Department or Division, Faculty, and University committees, councils, task forces, *ad hoc* teams, and governing bodies, or other parts of the University including the Faculty Association. Activities that contribute to upholding academic and research integrity across various parts of the academy shall also be considered as important service contributions to the University.” (Section 1.4.3, p. 11) (Highlighting added).



Summary



Academic Integrity Foundations



Starting with Integrity: Talking to Your Students About Academic Integrity



Integrity through the Semester: Ethical Teaching and Practice



Ending with Integrity: Summative Assessments and Addressing Breaches of Integrity



Develop systems to recognize academic integrity as part of teaching, learning, and service work.

References

- Beasley, E. M. (2016). Comparing the demographics of students reported for academic dishonesty to those of the overall student population. *Ethics & Behavior*, 26(1), 45-62. doi:10.1080/10508422.2014.978977
- Beasley, E. M. (2016). Comparing the demographics of students reported for academic dishonesty to those of the overall student population. *Ethics & Behavior*, 26(1), 45-62. doi:10.1080/10508422.2014.978977
- Christensen Hughes, J. (2017). *Understanding academic misconduct: Creating robust cultures of integrity*. Paper presented at the University of Calgary, Calgary. <http://hdl.handle.net/1880/110083>
- Christensen Hughes, J. M., & McCabe, D. L. (2006). Academic misconduct within higher education in Canada. *The Canadian Journal of Higher Education*, 36(2), 1-21. <http://journals.sfu.ca/cihe/index.php/cihe/article/view/183537/183482>
- Eaton, S. E. (2021). *Plagiarism in higher education: Tackling tough topics in academic integrity*. Santa Barbara, CA: Libraries Unlimited.
- Eaton, S. E., Pethrick, H., & Turner, K. L. (2021). Understanding the connection between academic integrity and mental well-being: A rapid review. (*Under review*).
- Fabelo, T., Thompson, M. D., Plotkin, M., Carmichael, D., Marchbanks III, M. P., & Booth, E. A. (2011). *Breaking Schools' Rules: A Statewide Study of How School Discipline Relates to Students' Success and Juvenile Justice Involvement*. Retrieved from <https://edpolicy.stanford.edu/library/publications/425>
- International Center for Academic Integrity (ICAI). (2021). The fundamental values of academic integrity (3rd ed.). <https://www.academicintegrity.org/fundamental-values/>