

BC Academic Integrity Day Program

October 13, 2023

9:00-9:15 Opening Remarks

- Dr. Christina Hendricks, Vice-Provost and Associate Vice-President Teaching and Learning *pro tem* at UBC Vancouver.
- Heather Berringer, Associate Provost, Academic Operations and Services UBC Okanagan
- Dr. Ainsley Rouse, Academic Integrity Senior Manager, Office of the Provost and Vice -President Academic, UBC Vancouver

9:15-10:45 Panel: Academic Integrity Research in BC

Moderator: Kirsten Bennett, Senior Manager, Strategic Projects, Office of the Provost and Vice President Academic, UBC Okanagan

Research in the area of academic integrity can help to inform evidence-based decision making, refine and improve programming, identify emerging trends, and shape approaches to policy, awareness and education. This panel brings together scholars and practitioners from diverse disciplines to discuss their area of research and share perspectives on academic integrity in higher education. Presentations will be followed by discussion and Q&A.

Indigenous Perspectives on Academic Integrity in Post-Secondary Institutions in British Columbia *Dawn Cunningham Hall*

Presenter Bio: Dawn Cunningham Hall is Assistant Registrar, Curriculum and Calendar at Vancouver Community College. She earned an MA in Intercultural Studies from Taylor University College and an MSc in Education from the University of Glasgow. Dawn's research exploring Indigenous perspectives of academic integrity started her on a journey of understanding the impacts of colonialism on higher education. As a settler and ongoing learner, she draws on the wisdom of Indigenous colleagues and students to envision a future of academic integrity that embraces Indigenous ways of knowing and being.

Presentation description: Following the Truth and Reconciliation Commission's Calls to Action in 2015, post-secondary institutions across the nation now known as Canada have made advancements towards decolonizing and Indigenizing academic spaces. Yet the policies and practices designed to ensure that institutional standards of academic integrity are upheld remain largely unscrutinized. Findings from a small-scale research study exploring Indigenous perspectives of academic integrity offer a starting point for reimagining integrity through a relational paradigm. Using the imagery of the Medicine Wheel as a framework, the study reveals a holistic vision of academic integrity that emphasizes relationships with people and knowledge. This perspective challenges dominant approaches to academic integrity and

encourages consideration of how Indigenous views of relationality may strengthen integrity in and beyond academic institutions.

Understanding why some multilingual international students in BC pay for academic “help”: an agnostic approach to academic integrity research

Dr. Joel Heng Hartse

Presenter Bio: Joel Heng Hartse is a Senior Lecturer in the Faculty of Education at Simon Fraser University. His research and teaching focuses on the teaching of language (especially writing) in the context of the internationalization of higher education, and his academic work has appeared in, among other venues, the *Journal of Second Language Writing*, *Asian Englishes*, *Composition Studies*, *Across the Disciplines*, the *Journal of English for Research Publication Purposes*, and *English Today*. He is author of four books, including the recent *TL;DR: A Very Brief Guide to Reading & Writing in University* (On Campus/UBC Press, 2023). He is president (2022-2024) of the Canadian Association for the Study of Discourse and Writing, and former co-editor of the journal [*Discourse and Writing/Rédactologie*](#).

Presentation Description: This presentation reports on a study that examines some international undergraduate students’ use of what we call *private academic support services* (PASS), a growing phenomenon in Canadian higher education in the last decade whose practitioners often advertise to international and/or multilingual students. We situate the use of PASS at the intersection of three constructs: literacy brokering (Curry and Lillis, 2006), contract cheating (Lancaster & Clarke, 2016), and private supplementary tutoring/“shadow education” (Bray, 2008), seeking to understand why some students choose to pay for help with academic work and how they understand the ethics of their choices.

Putting Plagiarism Under Scrutiny: Punjabi International Students and Barriers Within Canadian Higher Education

Dr. Lilach Marom

Presenter Bio: Lilach Marom is an assistant professor in the Faculty of Education at Simon Fraser University, British Columbia, Canada. In her research she draws on critical theories to highlight issues of equity, anti-racism, and social justice in education. Lilach has worked as an educator in multiple contexts (in Israel, the United States, and Canada) with diverse students and communities. Her research has appeared in publications such as *Teaching and Teacher Education* (2018/2019), *Race Ethnicity and Education* (2019), *Critical Studies in Education* (2019), *Globalisation, Societies and Education* (2021), and *Higher Education* (2022). Her current projects explore barriers in the education-migration of Punjabi international students, and the recertification programs of internationally educated teachers.

Presentation Description: This presentation will focus on the concept of plagiarism through a case study of Punjabi international students (PS) in Canadian higher education. While plagiarism by international students is often seen as a sign of deficiency and a lack of academic abilities, this talk aims to conceptualize and contextualize the phenomenon of plagiarism. The quick association of international students with cases of plagiarism overlooks structural and academic barriers that push some students to commit plagiarism. The presentation also distinguishes between unintentional and intentional plagiarism; while the first is often rooted in academic and language barriers, the second reflects wider structural barriers. Understanding the factors underlying plagiarism can help institutions provide relevant support for international students rather than invest in increased surveillance mechanisms.

Fostering a Culture of Integrity Using Social Constructivist Pedagogy in STEM

Dr. Jessica Kalra

Presenter Bio: Dr. Jessica Kalra is an assistant professor of teaching in the Faculty of Pharmaceutical Sciences at UBC, a principle investigator in the Applied Research Centre at Langara College and a staff scientist in Experimental Therapeutics at the BC Cancer Research Centre. She graduated from UBC with PhD in pathology and laboratory medicine. Dr. Kalra has had many roles in post-secondary education. She has been teaching undergraduate students in STEM for over 20 years. She was integral to designing developing and implementing three new undergraduate programs at two institutions. Dr. Kalra also worked with faculty as a curriculum consultant and a facilitator of professional development for educators and is an academic integrity advocate with an ongoing program of scholarship in the area of academic integrity and universal design for learning.

Presentation Description: Dr. Kalra will share her research hypothesis and work examining how the integrating social constructivist pedagogy into STEM undergraduate programming can support students in their perception and practice of academic integrity in a dynamic higher education setting.

'Heart' Starters: New Applications of the "Cheating Hearts" Project Findings

Dr. Laurie McNeill

Presenter Bio: Dr. Laurie McNeill (she/her) is Professor of Teaching in the Department of English Language and Literatures and Associate Dean, Students in the Faculty of Arts. Since 2015, she has been leading initiatives at UBC related to rethinking academic integrity (AI) policy, procedure, and pedagogy, including as principal investigator of the "Our Cheating Hearts?" TLEF project. In 2022, her contributions were recognized with a Tricia Bertram Gallant Award for Outstanding Service from the International Centre for Academic Integrity.

11:00-12:30 Panel: Generative Artificial Intelligence Tools and Academic Integrity

Moderator: Dr. Ainsley Rouse, Academic Integrity Senior Manager, Office of the Provost and Vice - President Academic, UBC Vancouver

Since the release of ChatGPT in late 2022, the world has been grappling with the impacts of this technology. Higher education has been impacted in a variety of ways and responses have been both varied and vocal. Artificial intelligence tools were quickly and enduringly associated with academic integrity risks even though the relationship is much more complex.

The objective of this panel is to consider how institutions in British Columbia have been responding at the intersection of academic integrity and artificial intelligence, ranging from classroom approaches to institutional ones, from resources that have been created to questions that are coming up and work just beginning. What is the relationship between the two AIs? How can we support students and instructors in this space? Panelists provide their perspectives and thoughts on this complex interplay at the heart of higher ed and academic integrity.

Radical Transparency and the AI Moment: What a Culture of Academic Integrity Might Mean Moving Forward.

Dr. Brenna Clarke Gray

Presenter Bio: Brenna Clarke Gray is Coordinator, Educational Technologies at Thompson Rivers University, where her research interests include the pedagogical implications of generative AI, the history and future of open tenure processes, the role of care and care work in the practice of educational technology, and scholarly podcasting. Prior to her transition to faculty support, she spent nine years as a community college English professor and comics scholar. She holds a PhD in Canadian Literature from the University of New Brunswick.

Presentation Description: For some time, we have known that the top-down approach to academic integrity – where the “culture of academic integrity” at most institutions is really a set of rules for learners to follow – is less effective than one where academic integrity emerges as a shared value. Emergent generative AI technologies are not values-neutral tools, with huge environmental, labour, and other social costs, and conversations about how these tools intersect (or don’t) with our institutional values. At the precipice of the generative AI moment, let’s talk about how radical transparency and a shared set of responsibilities around these technologies for everyone on campus might allow us to avoid the academic integrity arms race that has been business as usual up to now.

The View from the Dean’s Office: Intersections of Pedagogy, Policy and Procedure

Dr. Janette Tilley

Presenter Bio: Janette Tilley is Associate Dean in the Faculty of Language, Literature and Performing Arts at Douglas College in New Westminster, BC. She earned a PhD in musicology from the University of Toronto and worked as a faculty member and department chair in the United States where she taught students in undergraduate and graduate music programs. While her musicological research focuses on histories of gender and religious practices, Janette has a keen interest in digital musicology, open access research, and authentic assessment practices.

Presentation Description: The emergence of generative AI technology has brought renewed calls for clarity in our post-secondary social contract. Administrators who hear cases of academic integrity violations need to work closely with the campus community as a whole to ensure not only procedural fairness but also attention to institutional values, equity, and discipline-specific norms.

AI & I: Contemplating about an ‘uncertain ally’

Dr. Anita Chaudhuri

Presenter Bio: Anita Chaudhuri, is an Assistant Professor of Teaching in the Faculty of Creative and Critical Studies at the University of British Columbia, Okanagan campus (UBCO). Her research in the areas of identity construction of language learners and their development in writing and communication has been published in academic journals such as TESOL Quarterly, BC TEAL Journal, and Writing & Pedagogy. She is UBCO’s Faculty Advisor on Academic Integrity, chairs the EDI sub-committee for STLHE’s Contract Cheating and Academic Integrity Committee, and supports the development of an educative approach in this area.

Presentation Description: One of the most cherished parts of my job is to think along with students. Our voice, critical commentaries, research, understanding of communities of practice, to name a few, inform

this shared dialogic space. And now generative AI has joined this milieu of academic discourse with its capability to perform at command. Cochran-Smith's (1995) article titled "Uncertain allies" conceptualizes the "teacher as ally or activist... who challenge the inequities in the system by learning to teach against the grain." (p. 567). Generative AI has spurred much conversation, highlighted interests and inequities of practice, and created room to contemplate on classroom use. I employ the five core elements of exemplary academic integrity policy framework proposed by Bretag et al. (2011) to visualize an instructor's capacity to use generative AI for teaching and learning.

Student Perspective on Generative AI

Kamil Kanji

Presenter Bio: Kamil is a 4th year honors political science and international relations student who is an active and engaged student leader on the UBC Vancouver Campus. He currently serves as the Vice President Academic & University Affairs at the Alma Mater Society which is the UBCV Student Union. He represents the interests and priorities of 61,000+ students to the University administration and operates as an executive member of this 30-million-dollar non-profit organization. He also was elected to serve as a Student Senator-at-Large on the UBC Vancouver Senate and serves as its Vice Chair, assisting the President and Vice-Chancellor as required on Senate matters. Thanks to these roles Kamil is deeply attuned to what students are saying about generative AI and growing sentiments towards its implementation across the post-secondary space.

12:30-1:15 Networking Lunch

Moderators:

- Dr. Jared Taylor, Academic Integrity Program Manager, Academic Integrity Hub, Office of the Provost and Vice-President Academic, UBC
- Amanda Brobbel, Senior Manager Writing and Language Learning Services, Centre for Scholarly Communication, Student Learning Hub, UBC Okanagan

This session offers an opportunity for participants to continue discussion from the morning, pose follow up questions from the morning sessions, and share exciting resources or developments on your campus. Please add your questions and resources to this [padlet](#) throughout the morning and like posts to help the lunch and learn facilitators see what you would like to focus on.

1:30-3:00 Panel: Students as Partners in Academic Integrity

Moderator: Dr Anita Chaudhuri, Assistant Professor of Teaching, English and Cultural Studies, Faculty of Creative and Critical Studies, UBC Okanagan

Academic integrity is enwrapped in institutional policies and viewed as a structured practice. Students are expected to demonstrate integrity in their assignment, collaborative work, and during examination. Academic integrity is also value-driven by honesty, trust, fairness, respect, responsibility, and courage ([ICAI](#)). When students are presented with academic misconduct allegations, one can argue that it questions their upholding of these fundamental values. Institutions have steadily developed resources for knowledge building exercises. Some of these are self-directed and others can be explored in classrooms. Research in academic integrity, however, continues to show gaps or challenges in

understanding and application of academic integrity. Kang (2022) raises the concern of international students and asks for a shift from “deficit focused approach” to see these learners as “knowledge producers” (p. 192) and “part of decision-making process specifically on policy making and policy implementation.” (p. 197)

This panel of graduate and undergraduate students responds to the ask for inclusion of international student voices. The panelists share their research interest, understanding, and practice of academic integrity. The panel discussion will take up questions such as - How can classrooms teach academic integrity more effectively? How can the understanding of academic ethics and integrity be promoted amongst learners? How can academic integrity practice be more inclusive for a diverse student body?

Moderator Bio: Anita Chaudhuri is an assistant professor of teaching in the Department of English and Cultural Studies at the University of British Columbia Okanagan. Her research in the areas of identity construction of language learners and their development in writing and communication has been published in academic journals such as *TESOL Quarterly*, *BC TEAL Journal*, and *Writing & Pedagogy*. She is UBCO’s Faculty Advisor on Academic Integrity, chairs the EDI sub-committee for STLHE’s Contract Cheating and Academic Integrity Committee, co-chaired the Academic Integrity Advisory Group at UBCO, and supports the development of an educative approach in this area.

Panelists:

Naeem Nedaee is an interdisciplinary humanities scholar pursuing a PhD degree in Interdisciplinary Studies at the University of British Columbia (UBC). Naeem’s doctoral research areas include Posthumanism, New Materialism, Critical Animal Studies, Critical Theory, and Visual Cultural Studies. He is also involved in research on Academic Integrity and Linguistic Justice. Naeem’s publications have appeared in [Canadian Journal of Film Studies](#) (2019), [The Midwest Quarterly](#) (2017), [Atlantis](#) (2017), and [Bulletin de la Société Royale des Sciences de Liège](#) (2017). His latest writing is a chapter contribution titled “Extending Care: Integrity, Ethics, and Social Justice in the Humanities”, expected to appear in an Open Educational Resource entitled *Discipline-based Approaches to Academic Integrity*.

Jiayi (Nancy) Lu is majoring in psychology and minoring in biology at UBCO. She is interested in pursuing studies in neuroscience after completing her undergraduate degree. Additionally, she is actively involved in a student EDI (Equity, Diversity, and Inclusion) project called *Respect Magazine* at UBCO. She also worked as a co-designer to promote academic integrity through posters and shared her insights on academic integrity as well as her thoughts on why students engage in academic misconduct.

Nataasha Khattar is a doctoral student in clinical psychology. Nataasha's research is dedicated to enhancing psychological measurement tools and fostering cultural humility among clinicians. She is a dedicated member of the Action for Inclusion, Diversity and Equity (AIDE) at UBCO. Her experiences as a teaching assistant ignited her interest in promoting academic integrity, particularly in helping international students navigate issues with academic misconduct.

Rachel Tait is studying BA in English at the University of the Fraser Valley (UFV). She has worked as an Academic Integrity Matters tutor and a level three tutor at the Academic Success Centre at UFV. Rachel has worked with other AIM mentors and administrative team to organize and deliver student workshops, contributed to program and content development. She enjoys helping students understand the importance of citing and informing them of what academic integrity is and why it is important to uphold.

Riley Farkas is studying Criminal Justice at the University of the Fraser Valley (UFV). As part of the Academic Integrity Matters program at UFV's Academic Success Centre, he has helped students understand the values of academic integrity and learn strategies to avoid engaging in academic misconduct.

Ximena Cayo Barrantes is an international student at the University of British Columbia. She is completing a Psychology major with a minor in Cultural Studies. She is interested in studying a combination of clinical and industrial psychology, among others. Academic integrity is a big part of life as a university student given that the absence of it causes learning to be deeply impaired. She has contributed to UBC's engagement with academic integrity by designing a poster for the student community and presenting at a national symposium to share student perspectives on ethical and effective ways to avoid academic misconduct.

3:00-3:05 Closing Remarks

- Kirsten Bennett. Senior Manager Strategic Projects, Office of the Provost and Vice President Academic, UBC Okanagan