



THEME 5 - ACADEMIC INTEGRITY IN ACADEMIA

How can institutions of higher learning improve and support the development of academic integrity? What sorts of policy formation, adjudication, and decision-making should guide the process of developing academic integrity? What outcomes or sanctions, if any, should be applied to students for breaches of integrity? What might motivate ethical behaviour promoting academic integrity (fairness, consistency, accountability, trust, transparency, or communication)?

Recent research and development around the globe has contributed to a rapidly expanding interest in academic integrity. While networks such as the European Network for Academic Integrity (ENAI), the International Center for Academic Integrity (ICAI), and resources, including the Academic Integrity Toolkit (Bretag et al., 2020), and the Exemplary Academic Integrity Policy Framework (Bretag et al., 2011; Bretag & Mahmoud, 2016) have been developed, research tends to focus more on policies concerning academic integrity and less on the broader picture of the place of academic integrity within institutions of higher education. So too, research tends to focus on specific breaches of academic integrity and less on academic integrity for exemplifying and guiding conduct within institutions.

Currently receiving significant attention are both contract cheating (Dawson, 2020; Dawson & Sutherland-Smith; Sutherland-Smith & Dullaghan, 2019, Bretag et al., 2019, Eaton, Curtis et al., 2022) and plagiarism (Carroll, 2005; Park, 2004). What other areas of student, teacher, professor, or institutional breaches of academic integrity deserve further analysis and critique? Policies and procedures around academic integrity have undergone comprehensive investigation and analysis, such as the evaluation of national and institutional policies for academic integrity across Europe and Eurasia (Glendinning, 2013; Foltýnek et al., 2017; Glendinning et al., 2022). How could we further extend analysis of national and institutional approaches to academic integrity to better investigate and address integrity in the academy?

This call for proposals seeks input on how educational institutions are addressing academic integrity; and seeks questions or critiques of how they ought best do so. Accepted proposals are expected to be presented as complete drafts of papers at a workshop in February 2024 and, following peer feedback, subsequently published in a themed book or special issue of a journal. Views from different perspectives, including

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students and scholars across regions and disciplines, are most welcome. The workshop will be conducted in English.

Contributions may address a variety of research interests including, but not limited to, the following:

- What values are best connected to academic integrity? (Honesty, trust, fairness, respect, responsibility, courage, consistency, accountability, proportionality, transparency, communication, regulation? Only a small selection of these? Or other values)?
- How might students best cultivate the motivation to pursue key values of academic integrity? What might best motivate academic integrity or disinhibit academic dishonesty?
- How do violations of academic integrity undermine individual students' progress, institutional reputation, the value of degrees, or student / faculty morale? What other impacts of academic dishonesty might extend beyond such areas of concern?
- To what extent ought instructors be responsible for deterring academic dishonesty and promoting academic integrity? To what extent, if at all, should educational institutions be responsible for addressing instructors' failures to uphold academic integrity? Do current initiatives or policies meet common expectations?
- Who ought to be involved in policy and procedure formation for addressing academic integrity in institutions of higher education? Students, professors, instructors, alumni, and administrators? A subsection of these? How ought representation of marginalized groups be integrated into such policy and procedure formation? (Consider students for whom the language of instruction is not their first language, cultural differences in approaches to collaborative and individual research, and so forth).
- What are ethically sound or practically preferable forms of education and initiatives for promoting academic integrity within institutions of higher learning?
- What is the scope and what are the most common elements of policies and procedures for academic misconduct? What should be the most important elements?
- How well do policies and procedures address different types of academic misconduct in higher education institutions? What are impediments or contributors to their effectiveness?
- How can institutional policies or procedures be made adaptable to respond to old, new and future threats to academic integrity?
- How can institutions and educators maintain fairness or

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consistency with penalties, sanctions, and other consequences for academic integrity breaches?

- What institutional supports best promote academic integrity and how might these mutually support one another? (Consider writing centers, disability support centers, English as a second language support, access to technology and the internet, library accessibility, and so on).

The abstracts will be evaluated for inclusion in the publication based on the following criteria:

- Relevance to the theme and form of publication
- Innovation and novelty of the topic
- Quality of writing and expression of ideas
- Demonstration of scholarship, research, or approach
- Evidence of familiarity of previous research in this field and ability to respond adequately through critique or extension of previous research.

Please submit a 500 word abstract (plus references) by **September 1st, 2023** to Irene Glendinning ireneg@coventry.ac.uk . You will be informed if your proposal is accepted by **October 30th, 2023**. If accepted, you are invited to submit an electronic copy of your full paper (approximately 5000-6000 words) by **February 15th, 2024** for peer discussion and review at the PUPPP workshop in Gatineau, Quebec, Canada (conference attendance must be in person). Following revision, the expected publication date will be **December 2024/January 2025**.



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