

Editorial

Responding to the Needs of the Community: Evolving Nature of the *Canadian Perspectives on Academic Integrity*

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Abstract

In this editorial, we reflect on the origins of the Canadian Perspectives on Academic Integrity and provide an overview of the evolution of this journal. Despite its continued development, an important goal has remained: Creating “space for practitioners to connect and feel connected to one another on a professional level” (Eaton, 2018, p. 1).

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The launch of Volume 4 of this journal presents an opportunity to reflect on our origins: A discussion between an academic integrity researcher, Dr. Sarah Elaine Eaton, and a practitioner-scholar, Brandy Usick, contemplating how to document the innovative and exciting work being done – in a hands-on way – within Canadian universities and colleges. The landscape of academic integrity in Canada has grown considerably since this original conversation and its outcome in 2018 with the launch of the *Canadian Perspectives on Academic Integrity*.

Since February 2018, we have published 47 articles: 7 editorials, 17 practitioner and 4 peer-reviewed articles, and 1 position and 18 reflection papers. A total of 73 authors contributed to these submissions representing 22 universities and colleges across 6 provinces. One submission was from an international contributor, Dr. Thomas Lancaster from Imperial College of London. The reach of the journal has grown as well with an overall total of 8,132 abstract views with the highest 806 in March 2021.

As the Canadian academic integrity community has grown, so has its needs. The journal continues to demonstrate its responsiveness by providing additional ways for contributors to share their work. Researchers looking to have their submissions peer-reviewed were given that opportunity in Volume 2 in 2019. In that same volume, we published the proceedings of the inaugural *Canadian Symposium on Academic Integrity* hosted by the University of Calgary,

signaling that our journal can serve as a repository for national and provincial conferences and symposia alike. Since that time, we have added the option for authors to submit position papers as well as book reviews. We have also had a change in co-editors, with Brenda M. Stoesz taking on Sarah Elaine Eaton role's as co-editor-chief to join Brandy Usick.

This contemplation of where we began and our journey brings us full circle to highlight an initial goal: Creating a "space for practitioners to connect and feel connected to one another on a professional level" (Eaton, 2018, p. 1). Our activities to date suggest that the journal has helped contribute to the professional and scholarly discourse of academic integrity within Canada. We look forward to continuing to offer a forum for researchers and practitioners to share their empirical findings, promising practices, as well as forward arguments on vexing issues and challenges facing our campuses.

We want to highlight the developmental support that is offered to contributors who have little to no experience writing articles for publication. We remain committed to assisting authors document and share their valuable work. Recently, Gilbert (2021) put out call to encourage post-secondary environments to support and nurture student affairs and arguably other higher education professionals to engage in research and to document their impact and outcomes and to see themselves as practitioner scholars or "pracademics" (para. 1). A review of the inaugural issue, in particular, the editorials (Eaton, 2018; Usick, 2018) and the article entitled the "Writers' Guide for Prospective Contributors to Canadian Perspectives on Academic Integrity" (Usick & Eaton, 2018) will offer encouragement and direction to those who have considered submitting their work but have not yet. The academic integrity community is eager to learn from you.

For Volume 4, Issue 1, we debut a new feature for the journal: Publishing *online first* versions of articles to support authors to share their work and mobilize knowledge in a timely way. E. D. Woodford of the University of Lethbridge shared strategies for promoting academic integrity in online Indigenous Studies courses. Jason Aaron Openo and Rick Robinson of Medicine Hat College were the authors of the first peer-reviewed original research article published as online first. The authors shared their findings from a study conducted at their postsecondary institution about the emotional (and often negative) impact of reporting academic misconduct on instructors. The authors concluded with recommendations for further faculty development opportunities related to reporting academic misconduct and supports to deal with the potential emotional experiences associated with reporting violations of academic integrity policies. Azimeh Takrimi of Farhangian University and Sarah Elaine Eaton of the University of Calgary shared their position on the phenomenon of *Rogereting*, a practice in which words are replaced with synonyms. This practice has been described as a type of plagiarism; however, it may also be an important part a novice writer's writing process. The authors suggested that Rogereting points to the need for more support for students to develop their writing skills and knowledge of academic integrity. These works are important contributions to the Canadian academic integrity literature.

Volume 4, Issue 1 also includes an additional three peer-reviewed research articles and the proceedings of the fourth annual Academic Integrity Inter-Institutional Meeting (AIIIM 2021), a Manitoba Academic Integrity Network (MAIN) event, hosted by Red River College this year. AIIIM is a teaching and learning event for post-secondary academic staff and students from across the province of Manitoba, Canada, designed to be a forum for sharing strategies and resources to help to provide students with a learning experience centred on integrity.

Volume 4 launches in the middle of 2021 when the world remains deeply impacted by the pandemic and many Canadian universities and colleges are still operating remotely for the summer with plans for the fall term vary depending on the province and territory. COVID-19 has not slowed down research about and programming for academic integrity within post-secondary institutions. This issue is a testament to this remarkable dedication of our community to further develop our knowledge as well as deliver excellent supports and programming on our campuses across Canada.

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