

Restorative Justice & Post-Secondary Education Collective

British Columbia

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DRAFT

WHAT IS CHEATING?

Cheating is like a weed; a weed is any plant you don't want in your garden, and cheating is any practice that the campus community and instructor have forbidden. What counts as cheating in your course may be different from what counts as cheating in mine. We can't hold students to standards of academic integrity that we haven't clearly established.

- Lang, J.M. (2013). Cheating lessons: Learning from academic dishonesty, p. 165.

WHAT IS ACADEMIC INTEGRITY?

- The International Center for Academic Integrity defines academic integrity as a commitment, even in the face of adversity, to six fundamental values: honesty, trust, fairness, respect, responsibility, and courage. From these values flow principles of behavior that enable academic communities to translate ideals into action.
- The Fundamental Values of Academic Integrity describes these core values in detail and provides examples of how to put them into practice on campuses, in classrooms, and in daily life and can be found here.

SHARED VALUES OF ACADEMIC INTEGRITY & RESTORATIVE JUSTICE

- The six fundamental values related to Academic Integrity honesty, trust, fairness, respect, responsibility and courage are consistent with the values of Restorative Justice
- Restorative Justice values include respect, empowerment, honesty, empathy, sharing, inclusion, humility, curiosity, interconnectedness, inclusivity, safety, equality, voluntariness, and accountability/responsibility
- Restorative Justice and Academic Integrity approaches need to be holistic, community-based, and relational while promoting both support and accountability to all impacted.



ACADEMIC INTEGRITY AS A SOCIAL CONSTRUCT

- **Academic Integrity (AI) is a Social Construct** and is not in and of itself an absolute value; no one AI system can claim superordinate correlation to the values of integrity and honesty.
- Rather, an AI system attributes to it named precepts such as honesty and integrity. Within the system such precepts are **culturally** defined by a) the system itself, b) the culture in which the system dwells. – is **culturally bound**
- Not same across culture - For example, a Westernized view of AI equates the intention and fact of plagiarism with dishonesty and a breach of integrity. In another system, within another culture, plagiarism, or the act of using someone's work without attributing or crediting it to the author, demonstrates deference, respect or honor. In that system plagiarism equates to the very opposite of dishonesty and a breach of integrity.



IMPLICATIONS OF AI AS A SOCIAL CONSTRUCT

- One should be careful in framing terms such as ‘honesty’ and ‘integrity’ as absolute terms relative to Western AI.
- One should validate that there are diverse AI systems around the world; that while a participant in the Canadian system of AI is bound to its rules and protocols, the system itself is nothing more than a social construct, a cultural norm, a subscription to a particular philosophy.



EXPLORING INTENTIONALITY

- Reasons for academic integrity infractions range from fully intentional (i.e. contract cheating) to fully unintentional (i.e. poor understanding of language or academic expectations)
- Restorative justice explores beyond the binary (honest/dishonest) and seeks to respond more meaningfully to the range of intentions and needs



DEFINING RESTORATIVE JUSTICE

- "Restorative justice is a process whereby the parties with a stake in a particular offense come together to determine collectively how to deal with the aftermath of the offense and its implications for the future."

--Tony Marshall

- "Restorative justice, in its most comprehensive form, is relational, transformative democratic peacebuilding that attempts to transform communities and schools toward recognizing that people are not objects to be manipulated, but rather organic, interconnected, worthy human beings."

-- Dorothy Vaandering



RESTORATIVE JUSTICE PRINCIPLES

1. Inclusive Decision Making
2. Active Accountability
3. Repairing the Harm
4. Rebuilding Trust

- Kuecker-Grotjohn, Hermanny, 2018



WHY USE RESTORATIVE JUSTICE TO PROMOTE ACADEMIC INTEGRITY?

- Academic integrity violations cause **harm** to individuals (student, instructor, families), relationships, institutional reputation and the community such as lowering the quality or perceived quality of academic achievement
- Research demonstrates RJ is effective in **preventing** future harm and **responding** meaningfully and effectively to harm
- Healthy **relationships** are essential to learning: RJ aims to build and/or rebuild relationships
- RJ **aligns** with mission/vision/values/strategic plan of most universities/colleges
- RJ and institutions of higher learning both aim to promote good citizenship, inclusion and accountability

EXAMPLE OF MISSION STATEMENT WITH RJ ALIGNMENT

KPU | KWANTLEN POLYTECHNIC UNIVERSITY

- Mission: By thinking and acting **together**, we **transform** lives and **empower** positive change

- The Student Rights and Responsibilities Office provides **educational**, **empowering** and **restorative** opportunities in response to misconduct

COMPARING RESPONSES TO HARMFUL BEHAVIOUR

Typical Responses

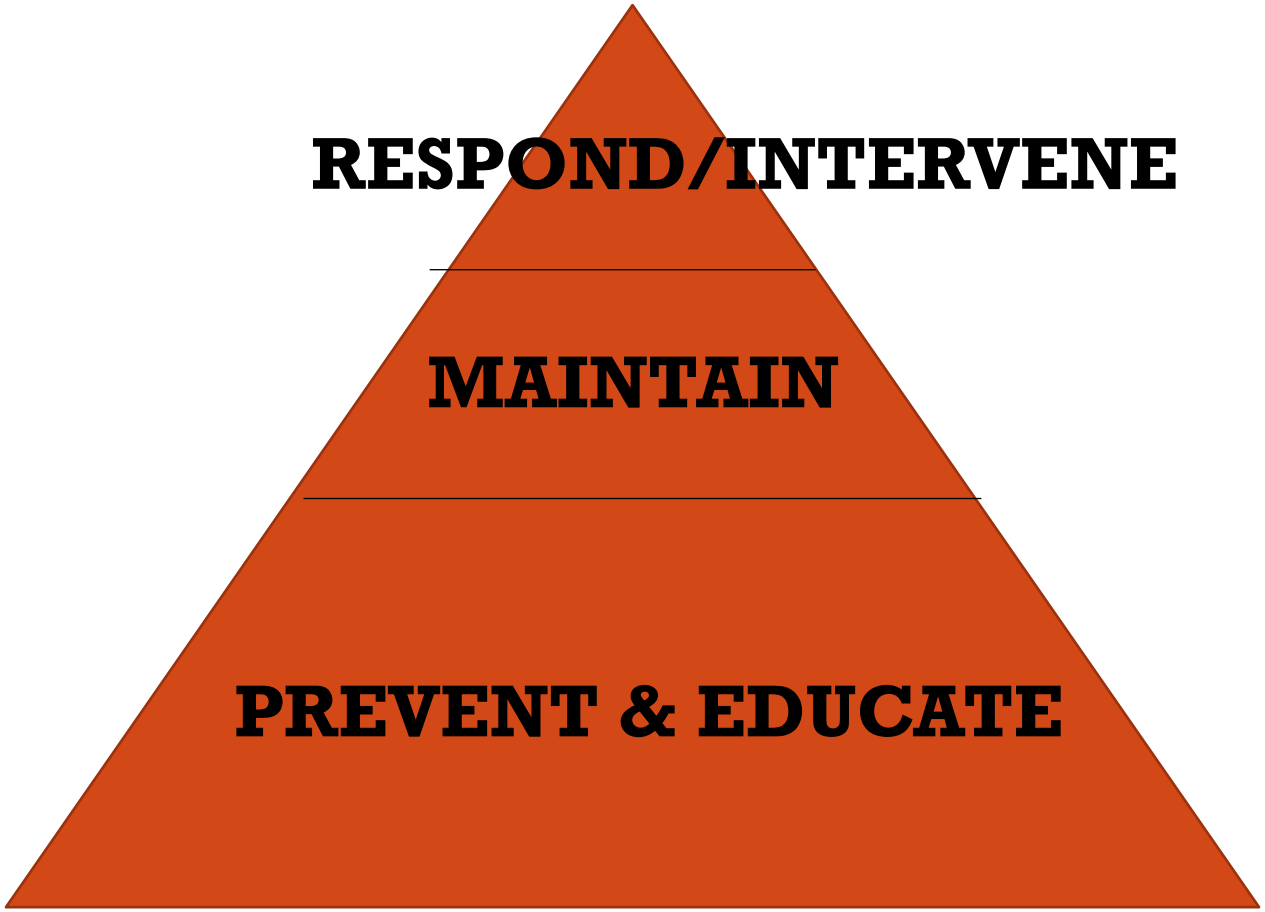
- Focuses on assigning responsibility and culpability and administering penalties
- Affected parties often excluded from process
- Backward-looking: what happened?
- Adversarial
- Deals only with issue at hand; may add to injustices already suffered

Restorative Responses

- Focuses on meeting needs of all parties
- Affected parties remain central to the process
- Forward-looking: what happens now?
- Dialogue-based, relational
- Looks at underlying causes; separates the doer from the deed
- Is educative and skill-enhancing, preventative and reintegrative



A WHOLE-SCHOOL APPROACH TO RESTORATIVE JUSTICE



- Adapted from Brenda Morrison, 2004, Restoring Safe School Communities

THE HOW OF RESTORATIVE JUSTICE

Restorative justice is not one model of practice. Restorative justice approaches are diverse and aim to address the needs of all (person responsible for the harm, persons harmed, the university/college community):

- Relationship-centred: focused on understanding and promoting just interconnections between individuals, groups and communities
- Comprehensive and holistic: taking into account the contexts and causes of harm and its impacts
- Inclusive and participatory: culturally appropriate, and trauma-informed; attentive to the safety and well-being of participants
- Responsive: contextual, flexible in practice
- Focused on individual and collective responsibility
- Collaborative and non-adversarial
- Forward-focused: educative, not punitive; problem-solving, preventative and proactive

▪ Jennifer Llewelyn, 2019

SPECTRUM OF RESTORATIVE JUSTICE PRACTICES

Restorative conversations - between instructor and student

Restorative conversations - between an administrator and student

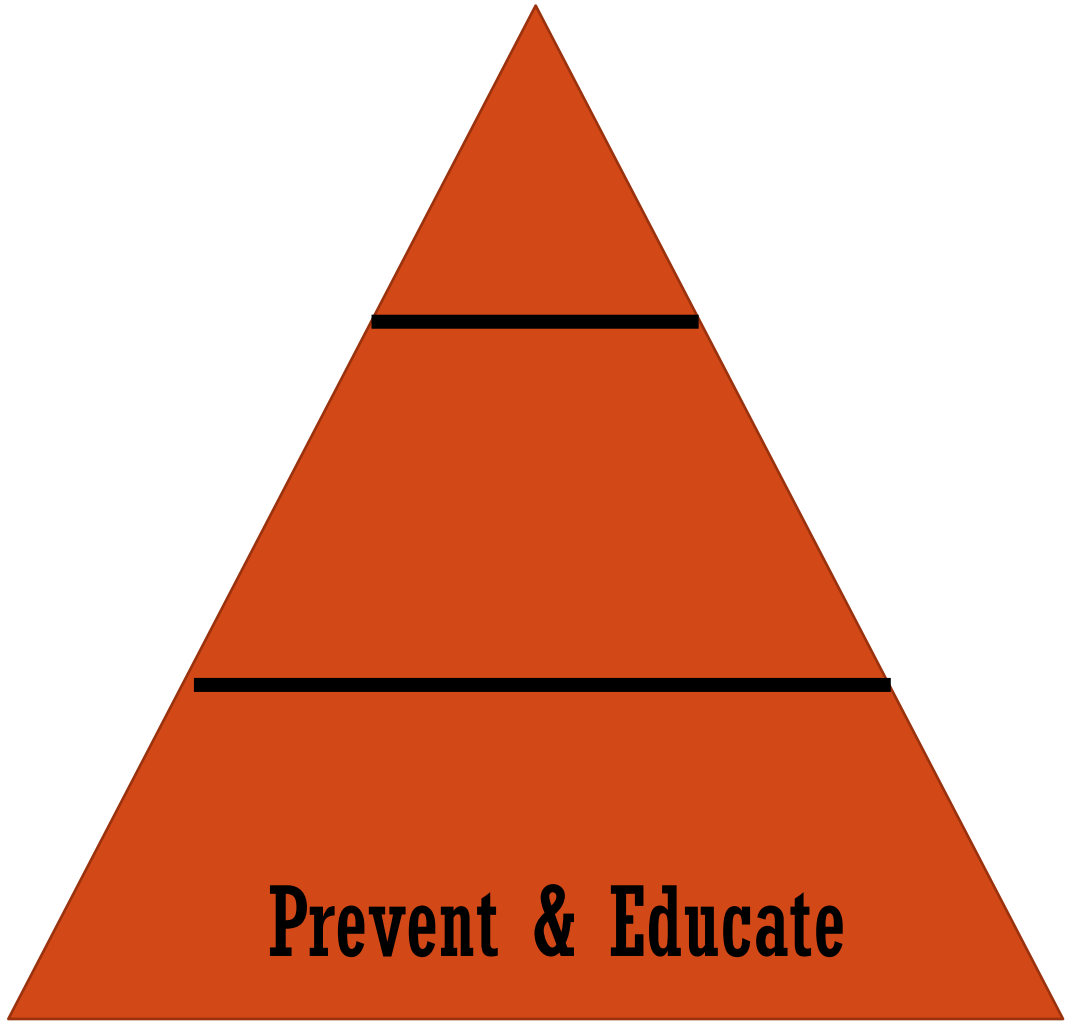
Facilitated Conferences (involving student, instructor or Faculty reps, student reps, etc.) or Circles which include careful, advance preparation for all parties

Exchange of letters, messages between parties (alternative to face-to-face dialogue)

Restorative justice is not for everyone or all situations but should be offered to everyone. The conventional system can function as a back up.

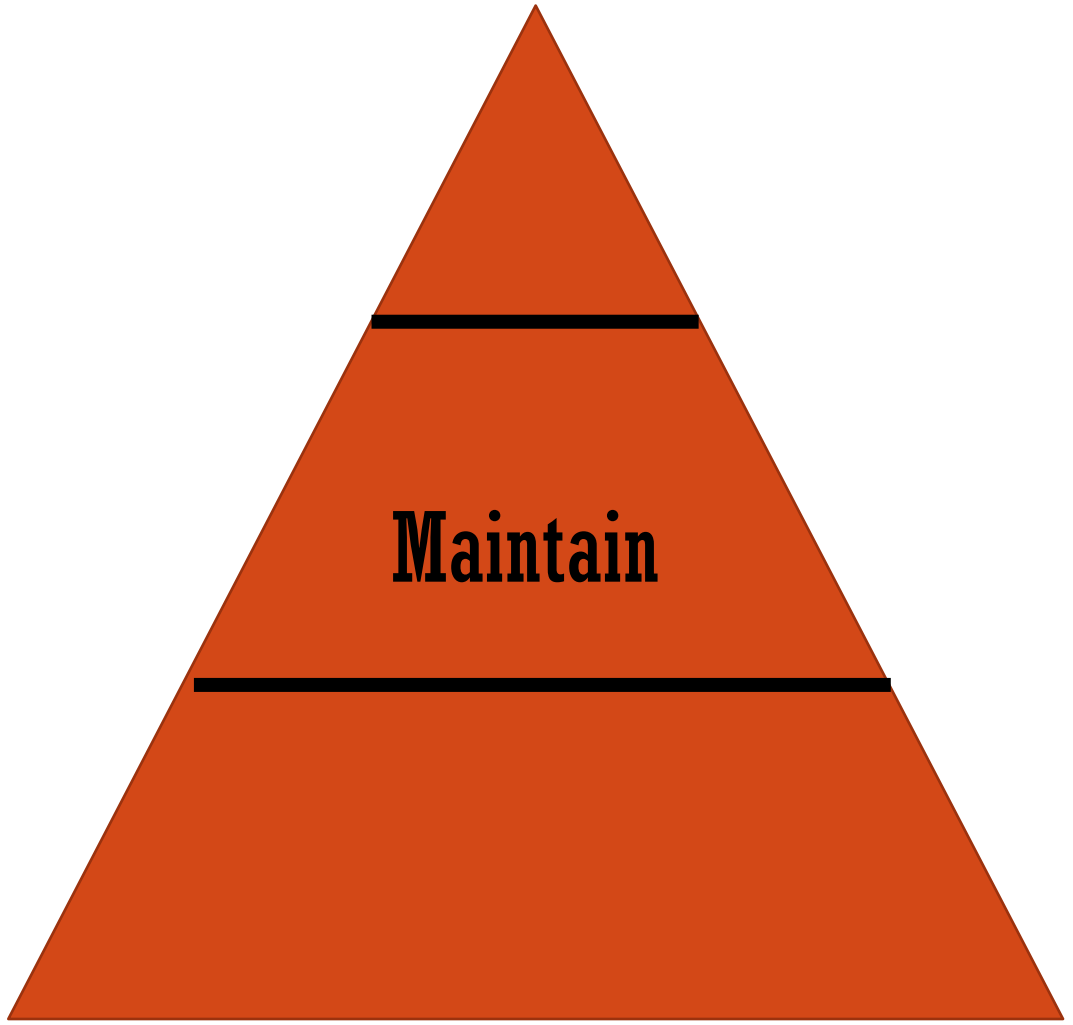
UNIVERSAL

- Creating a culture of academic integrity across the university/college through curriculum development, teaching and learning, authentic assessments, policy development, in-class interactions, student recruitment and admissions, education and support to student and instructors (i.e. library tutorials, writing, stress & time management)



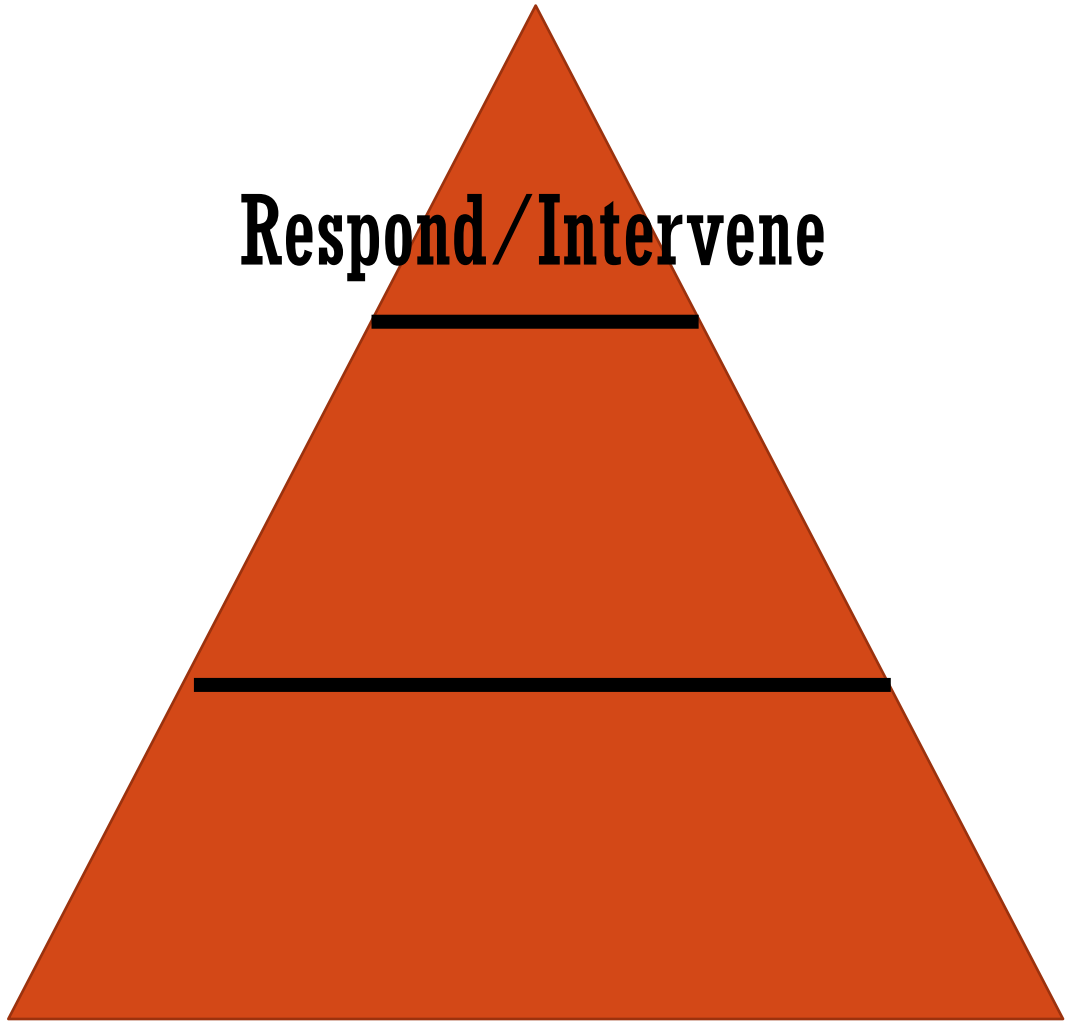
TARGETED

- Maintain culture of academic integrity and relationship through exploring intentionality, relational practice, discussion of student rights and responsibilities/ethics, respectful classrooms & good citizenship, and the use of "teachable moments," student resources (financial, mental health, learning supports)



INTENSIVE

- Respond restoratively to violations of academic integrity through restorative processes (restorative conversations, conferences, circle, mediations)



THE HOW OF RESTORATIVE JUSTICE

- A restorative justice approach to academic dishonesty allegations or cases begin by exploring the student's perspective by asking the following questions:
  - What happened? What were you thinking at the time? What led up to what happened?
  - What are you taking responsibility for?
  - Who was harmed and how?
  - What needs to happen to repair or address the harm and to prevent future harm?

SCREENING FOR A FORMAL RESTORATIVE JUSTICE PROCESS

- Student has taken responsibility
- Student has provided informed consent
- Student has supports
- All parties have been carefully prepared by an experienced, trusted Facilitator
- All parties are connected to other helping resources, if required

SUPPORT FOR STUDENTS

- Student meetings with teachers or administrators about suspected or actual academic integrity issues are opportunities for students to explain their actions and for the investigating staff member to explore intentionality and determine whether misconduct has occurred, and if so, at what level.
- These conversations provide an opportunity to help guide the student to better understand academic integrity and learn. These interactions are also a signal that the University takes these matters seriously.
- From a restorative justice perspective, these conversations are also opportunities to work and problem-solve **with** students. These interactions are invitations to students to participate in co-creating constructive and concrete ways to move forward and to repair what has been broken (i.e. trust, responsibility).
- These meetings can be intimidating and confusing for many students. Support and preparation are critical.



SUPPORT FOR FACULTY

- Faculty representatives are involved in crafting and reviewing the academic integrity policy and are active in regular discussions about which values of integrity underpin the policy.
- If the institution has a Teaching and Learning Centre or other teaching support, resources are provided to support faculty in inclusive curriculum design, authentic assessment models, and laddered assignments that review and model academic best-practices as part of curriculum. Resources might include in-class visits by the library, writing centre, research office, or other teaching support.
- Support is provided to temporary or contract faculty, who are often new to the institution and face uncompensated work, as well as potential negative professional repercussions, for upholding academic integrity. One possible strategy is to allocate resources for one or more salaried (full-time) faculty members to serve as academic integrity point-persons, who can take over and navigate academic integrity cases brought forward by all colleagues. The benefit of this model is that faculty point-persons can be trained in RJ methods and hold the position across more than one year.

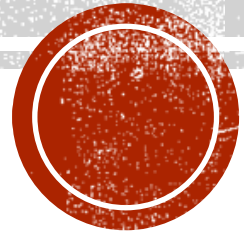


IMPLEMENTATION CONSIDERATIONS



- Who is trained and how do we know they are ready to offer RJ?
- Are Facilitators internal to the institution, external or a combination of both? Co-facilitators?
- How do referrals get made? What is communicated to student/faculty?
- What kind of cases are appropriate for RJ? Who screens the cases? Who follows up? How are records kept?
- Who else is involved for student and faculty support?
- What policies need to be in place to encourage RJ?
- How is awareness raised that RJ is an option?
- What happens if RJ is not appropriate?

FURTHER EDUCATIONAL RESOURCES



STUDENT SUPPORTS FOR ACADEMIC INTEGRITY

- Canadian Resources
  - **Simon Fraser University**
  - **University of Ottawa**
  - **University of British Columbia**
  - **University of Alberta**
  - **University of Calgary**
  - **Ryerson University**
- United States Resources
  - **University of Southhampton**
  - **University of San Francisco**
  - University of Otago

SAMPLE POLICY & PROCEDURES – RJ & AI

- MacEwan's Student Academic Integrity Policy
- MacEwan's Student Academic Integrity Procedure
- MacEwan University Streaming Restorative Practice Interviews and Testimonial Videos
- Restorative Practices - MacEwan University

STANDARDS FOR RESTORATIVE JUSTICE

Although these documents are related to RJ in criminal matters, it can be a helpful guide when setting up RJ in PSE with respect to Academic Integrity

Recommended Standards and Principles for RJ in BC

http://www.rjvictoria.com/wp-content/uploads/2019/11/Recommended-Standards-and-Principles-for-RJ-2016.pdf

United Nations Standards for Restorative Justice

https://restorativejustice.org.uk/sites/default/files/resources/files/Need%20for%20principles.pdf



PROFESSIONAL RJ TRAINING & CONSULTATION

- CTRI - https://ca.ctrinstitute.com/workshop-descriptions/restorative-justice-description/
- JustOutcomes - https://www.justoutcomesconsulting.com/
- Peace of the Circle - https://peaceofthecircle.com/
- IIRP – Paul Sopcak

HELPFUL LINKS – ACADEMIC INTEGRITY

- **Reframing Academic Integrity**
- **BC Academic Integrity Network**
- **International Center for Academic Integrity**:

Blog post: https://www.academicintegrity.org/blog/restorative-practices-for-academic-integrity/

Blog post: https://www.academicintegrity.org/webinar/using-restorative-justice-in-academic-integrity-cases/

- **Academic Integrity: Urgent and Emerging Topics (University of Calgary Taylor Institute):**
- **Langara College Academic Integrity - Tools and Resources for Instructors**

COMMON MYTHS OF RJ

- Restorative justice is the same as mediation and conflict resolution
- It will only work for minor, first time offenders
- It will undermine academic integrity and the institution's standards
- It is soft, it won't serve as specific deterrence
- It will take too much time
- It won't serve as general deterrence
- Students won't want to do it
- Faculty won't want to do it
- Restorative justice is the same as conflict resolution and/or rehabilitation



DEALING WITH RESISTANCE

- The higher the stakes, the more effective RJ is
- Active versus passive approach
- Promotion of meaningful and direct accountability
- Builds relationships and connects to other helping resources
- Inclusive, not exclusive
- Focus on problem solving and community building
- Builds resilience, does not shame
- Educative
- In line with policy and university aims
- Doesn't take more time than the punitive approach
- Helps promote culture of academic honesty which
- Include "doubters" in training and potentially in processes to demonstrate accountability and utility of RJ

