

Facilitator: Sarah

Contract Cheating

Focus on concrete actions – either that you currently take at your institution, to identify it, to reduce it, address it etc.

- Pledges – having students commit to pledges
- Look at skills that students are not getting (note when the offence occurs) and then address them/provide the resources and a plan of action (give avenues and pathways for skills to avoid the same situation again)
- Part of the sanction is following through on the resources
- Faculty find it so hard to identify - can't prove in many instances it is a contracted paper
- Getting help from legal – to get the contract cheating sites to be prohibited from entering the classroom
- To advocate for services to be extended beyond the 8-5p.m. timeframes
- Use labels on posters to discourage students (keeping the posters up but add the stickers)
- Hard to determine where to file the action since the companies are all over
- Cease and desist letters given out by legal departments
- Exam 'jams' – led by faculty to prepare by exams however the contract cheating agencies are posing as reps of the universities too (which students cannot differentiate between the legit and the non-legit)
- Addressing it in the classroom that profs know about these sites
- Bring up with faculty association – for sessional instructors particularly
- Saying to faculty 'it's not ok' and educating them about the subject matter and why it matters
- What makes tutoring legitimate – help students to navigate it
- Breaking essays into drafts, chunks for submission, how they were going to do different pieces of the submission
- Do case assessments that can be changed
- Have students create the rubric/ assessment
- Do interviews – have to write it up based on process, and then have to apply it to their project
- Having a variety of assessments to demonstrate knowledge
- Where do you draw the line?
- Affects people all over the institution – to educate about who these companies are, their intentions (i.e. posing as T.A's) – how to navigate who is legit,
- An institutional response – pulling all players in – how to address it, recognize it to stop/prevent permeation of these companies coming in
- Ensuring exams are different from year to year
- Prepare scripts for faculty so that they are informed about how to talk about this subject matter
- Use the informativeness, credibility and involvement as our tools (i.e. as per the article)
- 'you are better than that' – campaign – don't get 'scammed'
- sneaking in a reading and doing a debate

- tutoring services – as it relates to parallel courses, how do you disrupt the industry (to put them out of business and convince students not to use them), change the demand (i.e. The issues that these agencies are offering a more responsive service)
- offering services other than in English
- change space policy to address this
- rise in impersonation cases, sometimes inappropriate collaboration – training for writing tutors and peer editing guidelines (training them in AI)
- it is a continuum – professional, student, - changing the language
- get hands on the document properties in word – editing times, name, where/when file was created
- address recruitment practices
- address pedagogy and curriculum – to help faculty to change their own practices
- looking at preparing high school students for integrity – rampant in high schools right now with grade 12 students
- Note to committee: can we put this out as a resource – formalize it a bit?