

Leeanne Morrow 2/18/2025 ↻

Equity, Diversity, Inclusion, Belonging & Academic Integrity

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UDL base as the way to move forward. Using scenarios and various avenues to promote understanding

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don't assume we have the same base of knowledge.

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understand cultural and economic pressures to help students. recognizing those realities

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intersections of integrity and accommodations don't always work. Some students need tools like Grammarly but there is confusion on what they can do with the tool

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There is a gap between what the students needs and what the office of accessibility can provide and integrity issues can arise from this gap

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at risk students like first in family, international students can be more at risk of misconduct and they have less support and less coaching

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sometimes instructor dhave bias and they tend to look more closely at certain students like international students

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policies tend not to be accessible and can be overwhelming. Its a lot to ask students to undertand these policies.

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helping students understand policy
through different languages and making
things straightforward to avoid barriers

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are we communicating policy only in writing or can we use other options.

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the use of video and role play can help
make policy a lot more relevant and clear

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moving away from stretch grading. asking ourselves why this needs to be graded. Pressures of getting grades are what can drive students to making the wrong choice.

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instructors have misconceptions
about students from certain cultures

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integrity can create an emotional response to misconduct. and it can go back to redefining what is learning and our role as educators. taking more of a collaborative approach rather than sage on stage.

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communications between student groups and the university need to be clear around tools otherwise some students will immediately trust the student groups like the SU.

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varying at home supports and supports need to be developed to help equity deserving groups

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access to different tech tools and economic constraints can be a challenge.

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bias needs to be examined with under represented groups as with EAL students. Strong bias against these students due to their speaking and writing techniques match. Racialized students can be targeted. especially if they are using language that is not understood by instructors.

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consequences for misconduct can be very different between canadian born students and international students. International students can have a greater impact on their situations.

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EAL student can struggle with speaking but are better at writing but these



students can be disadvantaged and looked more closely at for misconduct.

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how we integrate and support international students should be a priority. Challenge of when we offer students support as these students get offered support from bad actors early on.

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students at risk as they have no understanding of the approaches to certain areas in a new country. trying to sort through the students experiences and understanding the context in important.

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peer to peer communication that is founded in integrity is critical to at risk students

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easier to address this area in smaller institutions. varying differences in high school experiences before they enter pos secondary. And this can be harder at larger isntutution.

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