

Culture of Academic Integrity

Presentation prepared by:

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VU's Profile

- One of only 4 Dual Sector Universities (3 in Victoria)
- Multiple campuses from the City to the outer reaches of the western region of Melbourne
- Many undergraduate and VET students are first in family to attend tertiary education
- Great student diversity and high % low SES
- Mid-sized Graduate Research, also very diverse with high % internationals

VU's HE Profile

2011	Undergraduate	PG Coursework	PG Research
Number	19556	4787	807
% Low SES (Domestic only)	22%	n/a	13%
% International	27%*	41%	33%
	* Comparatively high proportion offshore		

Academic Integrity @ VU

- Overarching University Policy and Procedures:
Victoria University Academic Honesty and Preventing Plagiarism (AHPP) Policy
- For Research and Research Training, including Graduate Research (HDR), additional policies and procedures:
Research Integrity Policy
Research Misconduct Policy

Access

- All relevant policies are easily accessible on the University's Central Policy Register,
<http://wcf.vu.edu.au/GovernancePolicy/PDF/POA040915000.PDF>
and relevant elements are also reproduced in guides and unit guides.
- The AHPP policy:
 - has clear descriptions of the context and meaning of Academic Integrity, although it then
 - focuses primarily on areas of academic integrity relevant to students in coursework programs, such as plagiarism and collusion.

Access

Context

“Academic integrity and honesty are fundamental to the work of the University in advancing the histories of individuals and communities. Ethical and honest behavior is integral to maintaining the academic standing of Victoria University’s qualifications.

The University requires that all its staff and students behave according to high standards of academic honesty in any assessment, research and publications in which they engage. This policy reflects the vigilance of Victoria University in curbing the incidence of plagiarism and providing clear and fair procedures for managing this.”

Access

Definition

Academic integrity:

“comprises important values that shape the work of the University in teaching, research and engagement. These are:

- **Respect** for the participatory nature of learning and the work and perspectives of others;
- **Honesty** so that commitment is given to acknowledging the work and ideas of others that is built upon;
- **Fairness** through realistic assessment expectations and clear standards that are applied fairly;
- **Trust** so that there is confidence in people and in services that enable students to achieve to the best of their abilities; and
- **Responsibility** because every person at the University has a duty to maintain academic integrity.”

LIBRARY



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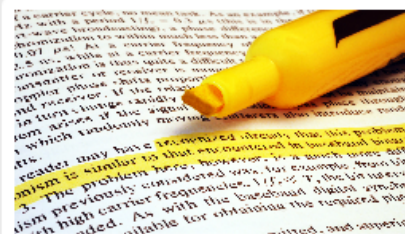
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About This Guide



This guide contains information and resources about how to reference and practical advice on avoiding plagiarism.

Popular Topics - click the link below

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[Endnote](#) [Oxford Guide](#)
[Plagiarism](#) [Reworks](#) [Harvard](#)
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Approach

- Emphasis on shared responsibilities and obligations
- Strong educative focus
- Reflected through its enactment operationally in a multifaceted way:
 - Guide which all students are directed to
<http://guides.library.vu.edu.au/content.php?pid=216851&sid=1802998>
 - Information and guidance provided in individual unit guides (based on a standard template) reinforced through classroom discussions and activities
 - A range of learning support initiatives to support student learning, including learning support workshops and peer mentoring, eg. Students supporting student learning (SSSL) program: <http://www.snap.vu.edu.au/sssl>

STUDENT LEARNING ONLINE

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Students Supporting Student Learning



What is SSSL and why is it the new face of learning? See what the students above say about their participation in *Students Supporting Student Learning* programs. Pick a face!

On This Page

- [What is SSSL?](#)
- [Student Mentors](#)

Responsibility

- Shared responsibility emphasised:

“Maintaining academic integrity requires a collective approach by the University, teaching staff and students.

The Victoria University Academic Honesty and Preventing Plagiarism Policy is important to:

- Teachers
- College Deans
- Student Advisors
- Students”

- Policy spells out both *responsibilities* and *rights* for:

- The University
- Teachers, and
- Students

BUILDING ACADEMIC INTEGRITY

Resources for university academics to use in their teaching practice

Welcome

About the Project

▼ Resources

National Policy Database

MERLOT Database

Online Tutorials

Journal Citations

News and Blogs

Source Material

Approach and Methodology

Project Team

Project Updates

Project Downloads

Join Our Discussion



Welcome



Support

Multi-layered support and opportunities for learning and professional development

For plagiarism and collusion:

- a University guide contains information and resources about how to reference and practical advice on avoiding plagiarism
<http://guides.library.vu.edu.au/content.php?pid=216851&sid=1802998>
- Brief material in all unit guides linked to the main guide
- Online resources and support, including videos, quiz, online peer and expert support <http://tls.vu.edu.au/altc/studentresources.cfm>
- Instruction and learning in mainstream and support classes and workshops
- Peer support programs

Knowing & Knowledge 2013



ACADEMIC LITERACY PROJECT

on into academic literacy for Chinese students



RESOURCES

IMPROVING ACADEMIC LITERACY RESOURCES



Click here to access one of the five multimedia resources:

1. [The Road to Academic Literacy \(Video\)](#) »Download »Feedback
2. [Richard & Kim Encounter Academic Literacy \(Video\)](#) »Download »Feedback
3. ['Behind Closed Doors' with Grumpy Lecturer - Episode #1: Improving Your Assignment \(Video\)](#) »Download »Feedback
4. [April's Journey \(Video\)](#) »Download »Feedback
5. ['Battle Royale' with Grumpy Lecturer, PhD \(Comic Strip Serial\)](#) »Download »Feedback

» [FAQs](#)

About the resources

[The Road to Academic Literacy \(Video\)](#) - Key theoretical concepts and interactive examples



Support for Research Integrity

Multi-layered support and opportunities for learning and professional development

For research integrity:

Through learning and support mechanisms geared to the graduate research context, including:

- Core PhD coursework unit on ‘Research Integrity and Ethics’ (8 core topics and supporting online resources)
- Advanced information literacy programs
- ‘Research Ambassadors’ – senior peer mentors providing orientation, support and referral
- Research Integrity Officers – independent advisors
- Workshops with ‘specialist’ integrity focus for supervisors and/or grad researchers, such as ‘Intellectual Property and Authorship’, specific ethics topics.

All additional to the research supervisors’ input in supervision sessions!

RESEARCH AMBASSADORS

seekRA@vu.edu.au



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Research Ambassador Support

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Welcome



WELCOME

Support • Referral • Advice • Transition • Skills

Research Ambassador Summer Hours

Research Ambassadors are back - February 2013

The Research Ambassadors are available for consultations from 5th February. We are still on 'summer' hours so we are not advertising drop-in times - consultations are via appointment only. Send us an email seekRA@vu.edu.au

About the Research Ambassador Program

Research Ambassadors at Victoria University provide peer-to-peer research support to research (including honours) students and staff in a range of areas including quantitative and qualitative

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Research Integrity and Ethics PhD Unit

Attendance: 9 x 2 hour seminars (or 3 burst days) + mini-conference

Topics covered:

- Introduction to Ethics and Integrity Concepts
- Conduct in Research Relationships
- Authorship and Intellectual Property
- Intellectual Property, Data and Recordkeeping
- Research Limits (across a variety of areas of research)
- Consent and Confidentiality (Human Research)
- Animal Research Ethics
- Health and Safety in Research
- Sponsoring and Commercialising Research: Where market and community meet academia

Key features include:

- Strong focus on case studies/scenarios, identifying options and problem solving
- Scenarios cover breadth of disciplines and issues based on 'real life' situations in universities
- Supported with online learning materials – 'Global Research Ethics and Integrity Modules (GREIM)' (developed by UniMelb for U21)
- Assessment negotiated and closely tied to each researcher's integrity and ethics learning and development priorities
- Posters on ethics and integrity issues in research displayed and assessed at mini-conference

“... human beings are intrinsically vulnerable ...” SO WHAT REGARD SHOULD RESEARCHERS HAVE FOR CANCER SURVIVORS?

Kristina Nelson
School of Biomedical and Health Sciences, Victoria University

CONCEPTUALISING VULNERABILITY IN THE RESEARCH CONTEXT

A contentious discourse and lack of definition

- The word vulnerable is derived from the Latin *vulnerare* meaning ‘to wound’, or susceptible to physical or emotional injury. (Haines et al., 2006)
- Research Codes stipulate special consideration and safeguards be applied to ‘vulnerable’ research populations.
- However exactly who is considered ‘vulnerable’ is a contentious issue, and definitions lack consensus (Table 1).
- Alternate definitions have been proposed that extend the notion of vulnerability beyond current Codes.
- e.g. “... social groups who have increased susceptibility to adverse health outcomes.” (Lipschitz, 2005)

TABLE 1: VULNERABLE SUBJECTS AS DESCRIBED IN RESEARCH CODES

- “... they may have insufficient power, intelligence, education, resources, strength, or other needed attributes to protect their own interests.” (Lipschitz, 2005)
- “... subjects [who] are likely to be vulnerable to coercion or undue influence, such as children, prisoners, pregnant women, mentally disabled persons, or economically or educationally disadvantaged persons ...” (Lipschitz, 2005)
- “... those who cannot give or refuse consent for themselves and those who may be vulnerable to coercion or undue influence.” (Lipschitz, 2005)
- Pregnant women and the human foetus, children/young people, dependent/ unequal relationships (e.g. health care professionals and patients), people dependent on medical care, or with an intellectual disability or mental illness, illegal activity involvement, or Aboriginal and Torres Strait Islanders (Lipschitz, 2005)

“There is no single approach to definition of vulnerability ... no definition or purposeful categorisation at all ...” (Morris, 2001)

TABLE 2: ADVERSE HEALTH RISKS ASSOCIATED WITH CANCER SURVIVORSHIP

Physical	Psychosocial
CANCER RECURRENCE	FEAR OF CANCER RECURRENCE
DIABETES	DIMINISHED SELF-CONFIDENCE
HEART DISEASE	REDUCED QUALITY OF LIFE
OSTEOPOROSIS	HEIGHTENED ANXIETY, STRESS
HYPOTHYROIDISM	COGNITIVE IMPAIRMENTS

ARE CANCER SURVIVORS A VULNERABLE COHORT?

- A cancer survivor is someone who has completed active treatment, and is not in palliative care.
- Cancer survivors are not ‘cured’. Rather, survivorship has been likened to living with a chronic illness, with increased risk of developing adverse physical and psychosocial effects (Table 2). (Haines et al., 2006)
- Other factors have also been identified that highlight potential vulnerability of cancer survivors in clinical trials (Table 3).

Cancer survivors are not explicitly listed as “vulnerable” in current research definitions



TABLE 3: ADDITIONAL VULNERABILITY CONCERNS WITH CANCER SURVIVORS IN CLINICAL TRIALS

	Stark et al. 2007	Partridge et al. 2009	Brennan et al. 2011
FINDINGS	All cancers <ul style="list-style-type: none"> Emotional motivations for participation e.g. hope of a cure Physicians were found to be the most influential factor in participation 	Breast cancer <ul style="list-style-type: none"> Heightened anxiety upon receiving trial results by nearly 1/4 of participants 	Breast cancer <ul style="list-style-type: none"> High level of trust placed in health practitioners by cancer patients Abandonment felt when treatment ends
ISSUES	<ul style="list-style-type: none"> Diminished ability to act in own best interests Power differentials Potential undue influence 	<ul style="list-style-type: none"> Informing trial outcomes requires additional sensitivity 	<ul style="list-style-type: none"> A dependent relationship (Item 26, Declaration of Helsinki) (Jenkins, 2005) May consent under duress

CONCLUDING REMARKS

- Cancer survivors as a cohort are not specifically recognised as a vulnerable research population.
- A number of health and psychosocial factors persist during survivorship that may diminish an individual's ability to protect their own interests, or increase their susceptibility to undue influence.
- Appropriate safeguards are required within trial designs, irrespective of the intervention, to manage and consider potential vulnerabilities within cancer survivor cohorts.
- e.g. managing unexpected stress by offering psychosocial support.
- Incorporating an ethical component within methodology, design and reporting may improve trial integrity and increase care when inviting cancer survivors to participate in trials.



NANOTECHNOLOGY IN FOOD PACKAGING

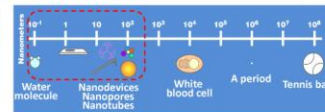
Intan Syafinaz Mohamed Amin Tawakkal
School of Engineering and Science, Victoria University, AUSTRALIA

INTRODUCTION

Nowadays, many people are selective about the food that they eat. It has been proven that contamination and spoilage are serious threats to consumer health and food quality. Packaging can offer solutions to overcome some of these problems. One of the earliest commercial applications of nanotechnology within the food sector is in packaging¹. Nanoparticles are defined as particles of less than approximately 100 nm diameter in size. The basic categories of nanotechnology applications in food packaging include: the improvement of plastic materials properties; the incorporation of active components that can deliver functional attributes; and the sensing of relevant information. It is important to note that nanotechnology may result in contentious ethical issues in the context of safety and risks for human health and environment. Moreover, the existing laws and regulations or safety testing are inadequate to assess the risks posed by nanotechnology especially in food packaging and food related applications.

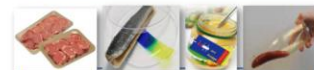
Table 1. Selected food packaging/contact materials using nanotechnology.

Nano-Content	Application
Multi-walled carbon nanotube-based biosensor	'Smart' packaging, detects microorganisms, toxic proteins and/or spoilage of foods and beverages
Plastic containers treated with nanosilver	Active packaging, inhibits the growth of pathogen and spoilage microorganisms on food products
Nanoclay incorporated with nanobiopolymers	Strengthens bioplastics properties, improves thermal properties
Nanosilica in a polymer based nanocomposite	Prevents penetration of oxygen and moisture, inhibits the growth of pathogen and spoilage microorganisms
Nanolayer surface coating	Non-stick nanolining for mayonnaise and tomato sauce bottles
Nanotitanium dioxide	Protective UV additive for transparent food packaging



Risks associated with nanoparticles

- Nanoparticles are more chemically reactive than larger particles
- Greater bioactivity may introduce new toxicity risks to humans and the environment
- Nanoparticles have greater access to our bodies than larger particles
- Nanoparticles may have longer term pathological effects



FACTS:

The US Food and Drug Administration (FDA) requires manufacturers to provide their own safety testing data, from which the FDA also specifies the conditions for its use². However, they can legally market a product (e.g. food additive) if the **chemicals have already been approved** for commercial use. If they have already been approved for use in larger particle form, **nanoparticles do not legally require any additional authorisation or trigger new safety testing**³.

Approaches to minimise the risk associated with nanoparticles

Nanoparticles should be identified as new substances

Nanoparticles should be subjected to rigorous new safety assessments/testing before being permitted for commercial use

Nanoparticles must be subjected to appropriate testing

Risk assessments for nanoparticles should be specific to their new risks (e.g. physico-chemical characterisation of particles including size, shape, charge, surface properties, solubility and catalytic properties)³

Nanoparticles in food packaging must be clearly labelled

Nano ingredients should be clearly labeled as consumers have a right to know in order to make an informed choice

Transparency

All relevant data related to safety assessments and methodologies used by manufacture must be placed in the public domain

CONCLUSION

There are several main aims required to anticipate potential ethical problems that may arise from nanotechnology in packaging. These include identifying preventable harms, evaluating conflicts about justice and fairness, issues concerning respect for individuals as well as fostering sensitivity and responsibilities at every level of decision making from both technical and policy perspectives. Thus, the invention of new and novel strategies and techniques in line with the ethical concerns will give nanotechnologies a reasonable and justified evaluation. This will undoubtedly be considered as assurance for the public to safely enjoy high technology products in the food industry.

References

1. Haines, S. (2006). Most companies will have to wait years for nanotech's benefits. *Foodpackagingtechnology.com*. Available at: <http://www.foodpackagingtechnology.com/news/foodpackaging.asp?article=48884> (accessed 30 June 2012).
2. U.S. FDA. (2007). *Nanotechnology: A Report of the U.S. Food and Drug Administration Nanotechnology Task Force*. July 25, 2007. Available at: <http://www.fda.gov/oc/ohrt/nanotechnology/taskforcereport2007.html> (accessed 15 April 2012).
3. O'Hara, W. M., Li, Y., Li, W., Wang, L. B. (2011). Application and safety assessment for nano-composite materials in food packaging. *Chinese Science Bulletin* 56, 2210-2225.



Detail

Procedures for the management of plagiarism cover the following areas:

- Staff Responsibilities
- Preliminary discussions
- Clarifying the severity of the plagiarism: Levels 1, 2 and 3.
- Taking disciplinary action: Levels 1, 2 and 3 (The investigation and hearing of complaints; Appeals)
- Record keeping
- Schedule of penalties and remedies and who can impose them.

Detail in Research Integrity

Procedures for the management of research integrity are covered in the **Research Misconduct Policy**. This includes:

- Distinguishing between 'breach' vs 'misconduct' and expectations that the associated actions will relate to the nature of the misconduct and its severity
- Local level resolution, where possible, but escalation to PVC or VC Level as required.
- Research Integrity Officers provide independent advice
- Record keeping of complaints
- Option for independent 'Fact Finding' investigation
- Students have access to appeal process if not satisfied with the outcome



Working from the Centre

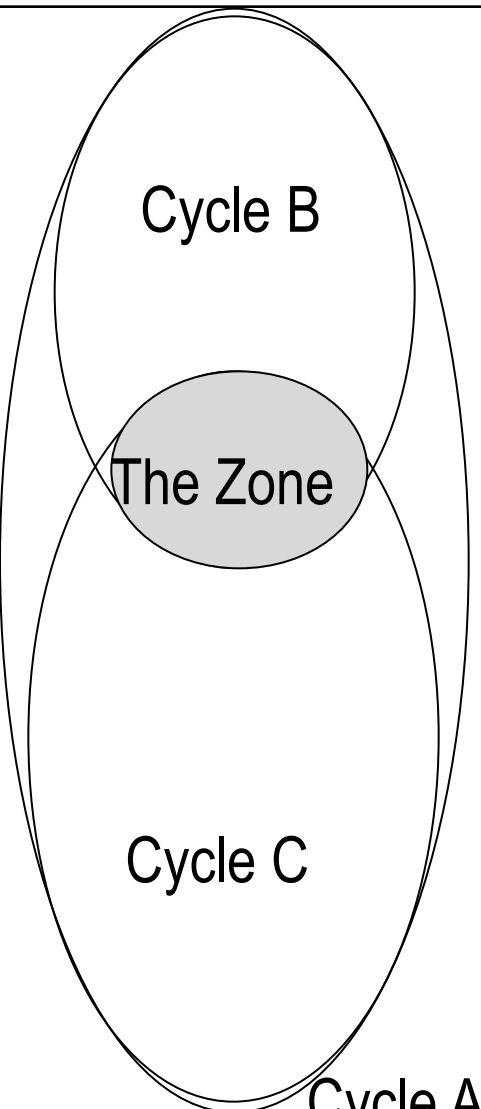
Supporting unit/course co-ordinators to implement academic integrity policies, resources and scholarship

<https://sites.google.com/site/academicintegrityresources/>

Dr Fiona Henderson

Victoria University

A MODEL OF THE THREE CYCLES OF ACADEMIC INTEGRITY

AGENT	ACTIVITY DOWNWARD (actions)	MODEL (anti-clockwise)	ACTIVITY UPWARD (reportage)
DVC T&L / Academic	Sets University wide policy Funds University wide T&L.		Receives reports from both Executive Deans and Director of T&L.
Executive Dean	Establishes faculty policy and funds such programs.		Receives reports from HoS.
Head of School	Develops School wide initiatives, provides support to academics in executing policy and programs.		Receives reports from Course Directors for on transmission to ED.
Course Coordinator	Manages implementation of policy		Compiles breach and action reports for HoS.
Unit of Study Coordinator	Implements policy and supervises lecturers and tutors in executing policy		Oversees management of breaches and developmental actions.
Lecturer	Executes policy Managers breaches of policy		Reports breaches to Unit of Study leader.
Tutor	Identifies breaches of policy		Reports breaches to Lecturer.
Student	Breaches policy Undertakes “development”		Demonstrates “cure”.
Leader of Study Group*	Delivers “development” activity		Assesses the progress of the student and reports
Director Teaching and Learning	Establishes and oversees developmental programs as requested by DVC Students..		Reports on execution and efficacy of developmental program.

Team

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