

Managing Academic Integrity at Griffith

An Overview

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What is Academic Integrity?

The core values of academic integrity lie at the heart of all activities of a university committed to graduating students who will be **honest** and **trustworthy** throughout their **professional lives**.

Academic integrity is important because, without honesty and trust, true academic discourse becomes impossible, **learning is distorted** and the **evaluation of student progress** and **academic quality** is **seriously compromised**.

Why is Academic Integrity important?

Competency	Finding
Honesty and integrity	Relates to ‘ethics and responsibility’ Ranked by employers as the most important employability skills
Communication	Writing skills ranked as vital (71% of employers) Written communication ranked 16 th as skill most satisfied with by employers Many employers were unsatisfied with oral communication skills
Team working	Ranked 10 th most important skills of 28 85% recent graduates demonstrated skill

(IOD, 2007; CIHE, 2008; cited in Jackson, 2010) sourced from Dr Erica Morris, Academic Lead (HEA, UK) presentation **AI: Lessons and Tensions** which formed part of the EAIP Speaking Tour. March 2013.

Griffith's Students

- Griffith remains true to its foundation philosophy of social justice with a strong track record in widening participation in tertiary education, **by attracting a diverse group of students** and supporting them to successful completion of their degree.
- Many students do not arrive at University with the requisite **'cultural capital'**, are **'first in family'** to attend university, come from **low socio-economic** backgrounds or **English is not their first language**. These students often enter the University by **non-traditional pathways** (QIBT, TAFE, OUA or private HE providers)
- **Students need to believe that they can succeed at University and if they perceive a system is not fair and biased against them, this has implications for their ability to participate and be successful.**

Academic Integrity

The University's policy on academic integrity is:

- **The Institutional Framework for promoting Academic Integrity among Students**

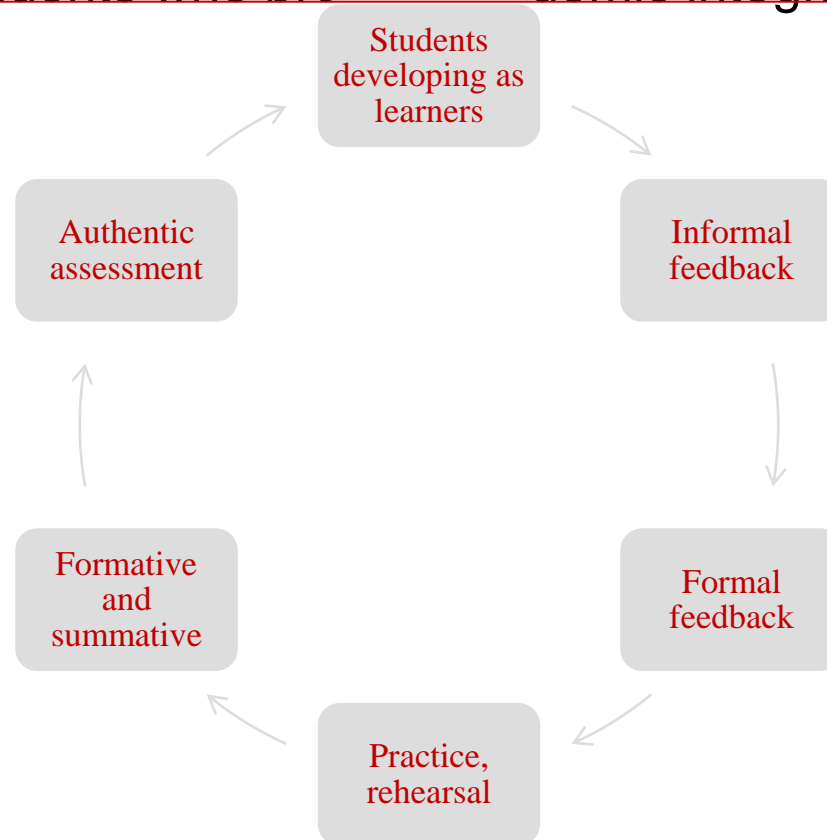
and it can be found in the Policy Library at [http://policies.griffith.edu.au/pdf/Framework for Promoting Academic Integrity.pdf](http://policies.griffith.edu.au/pdf/Framework%20for%20Promoting%20Academic%20Integrity.pdf)

The Theory Behind the Policy

- Uses the theoretical elements of prevention science.
- Includes **primary prevention** strategies that develop the necessary skills of all students to ensure they succeed at university including online referencing tools, workshops and providing text-matching software as a formative tool.
- Includes **secondary prevention/structural** strategies that reduce students' opportunities for misconduct such as the **design of assessment** and the online submission of assignments. In addition, the number of cases and consequences associated with detection are published to deter students from such behaviour.
- **Tertiary strategies** are implemented to ensure students who are detected in breaching the policy are dealt with swiftly with proportional, escalating and transparent responses.

Academic Integrity Education

The focus of the **Framework** is on promoting academic integrity, designing assessment for learning and providing educative responses to students who breach academic integrity.



(Adapted from Sambell, McDowell and Montgomery, 2012, p5) sourced from Dr Erica Morris, Academic Lead (HEA, UK) presentation **AI: Lessons and Tensions** which formed part of the EAIP Speaking Tour. March 2013.

Academic Integrity Framework

The focus of the **Framework** is on educating students. This is stated in its opening commitments of:

- educating students about what is intellectual property, why it matters, how to protect their own, and how to legitimately access other people's work.
- advising its students of the need for academic integrity, and providing them with guidance on best practice in studying and learning.

The Framework achieves this by:

- An Academic Integrity PowerPoint provided for presentation at the first lecture of every course each semester.
- Course Convenors enrolling their students in the AI Tutorial in conjunction with an assessment task. The AI Tutorial is included as part of Study Smart in the first year courses and is again to be conducted in conjunction with an assessment item.**
- For International students AI is addressed in EnglishHelp and the mandatory ELE course.
- Formative use of text matching software, retention and use of assessment exemplars, and access and referral to Student Learning Advisors.**
- Student AI website - **<https://intranet.secure.griffith.edu.au/student/academic-integrity>**

Referencing

<http://www.youtube.com/watch?v=BIBXJAWHWOC&list=PL5D0FE90E1C6811D3&index=9>

Group Etiquette

<http://www.youtube.com/watch?v=dsU2JDDoPc4&list=PL5D0FE90E1C6811D3&index=11>

How we manage academic misconduct at Griffith

There are two policies governing student academic misconduct at Griffith. They can be found in the Policy Library on the web and are:

- Student Academic Misconduct Policy
- Academic Misconduct Policy – Research Higher Degree Students

Assistance for academic staff

The University has appointed a Student Academic Integrity Co-ordinator (SAIC), Ms Rachel Farnsworth, to centrally administer the process. The role includes:

- Providing advice to academic staff
- Maintaining a central database where cases of academic misconduct are recorded in a secure environment

A Two-Tiered Approach

Academic misconduct can be dealt with:

- At School level by a Tier 1 Decision maker (Course Convenor); or
- At an Institutional level by a Tier 2 Decision maker (Dean (Learning & Teaching)).

Course Convenors are central to the process as they are responsible for:

- **Assessment design;**
- **Detection/determination;**
- **Educational responses.**

Course Convenor



Academic Services
Secretariat

http://resource.unisa.edu.au/file.php/6633/Roundtable/2_Susan-Dennison.mov

Good Decision Making

The Course Convenor as the Tier 1 Decision Maker has:

- Authority to identify, report, investigate, record and decide on cases of academic misconduct for the purpose of providing an educative response.
- Authority to gather all necessary information relevant to the case and are required to observe the principle of natural justice.
Provide a person who might be adversely affected by an administrative decision with a fair hearing before the decision is made.
- Authority to conduct a fair hearing – disclosure, provide a reasonable opportunity for the student to respond and act impartially.
- Authority to make, explain and record findings

Tier 1 response

- Educational/developmental response
- Managed by Course Convenor
 - Student invited to respond (in writing or at interview)
 - Senior academic staff (Program Convenor/HoS) supports CC
- Outcomes
 - Official warning
 - Student to seek study skills from a Learning Adviser
 - Student required to undertake Academic Integrity Student Tutorial
 - Reduced mark for assessment item based on portion unaffected by misconduct
 - Resubmit or Supplementary assessment for mark no higher than 'pass' mark
 - Refer up to Dean for institutional response
- Response recorded on Student Academic Integrity Management System and matter completed (within a specified time)
- No official record


Tier 2 response

- Course convenor prepares case and submits via online system (Student Academic Integrity Management System)
- SAIC assigns the matter to the Dean (Learning & Teaching)
- Student Academic Integrity Management System
 - Provides letter template to Inform the student of the allegation
 - All documentation is available to the relevant Dean via the online system
- Graduated proportional responses but includes three further penalties (nil mark for assessment, fail grade for course and exclusion)
- Focus still on education/developmental - exclusion as a last resort
- Student provided every opportunity to respond to allegations
 - Students provided with ***independent*** advice
- Formal assessment process
 - Mitigating circumstances included in deliberation

Seriousness matrix

To assist decision-makers in determining the seriousness of a breach:

- A matrix is provided (adapted, with permission, from one used by Curtin University);
- It takes into account the extent and nature of the breach; and the experience and intent of the student;
- This assists in determining whether a breach should be treated as Tier 1 or Tier 2;
- It is, however, only a guide.

Criteria	<p style="text-align: center;">TIER 1 CASE TIER 2 CASE</p> <p style="text-align: center;">An overall judgement as to whether a case is Tier 1 or Tier 2 is made on the basis of a qualitative assessment integrating the four criteria set out in this matrix.</p> 		
<p>Type of misconduct</p> <p>Nature of the breach.</p>	<p>For example: Referencing or attribution of work is not clear or adequate, or has numerous errors Inappropriate paraphrasing</p>	<p>For example: Failure to reference and/or cite adequately Copying segments of other students' assignment work False indication of contribution to group work Copying fragments of material from websites, book or other publications Resubmitting parts of previous assignments without the permission of the University</p>	<p>For example: Fabricated references or citations Significant amount of work copied (from students or other sources) Purchased assignment Stealing others' work Cheating in an examination</p>
<p>Extent of misconduct</p> <p>Amount or proportion of assessment item or work that is not the student's own. Extent to which the assessment process is compromised.</p>	<p>For example: Few sentences, one paragraph, one (minor) graphic Few elements of computer source code</p>	<p>For example: Two or three paragraphs or a segment of the work Segments of computer source code</p>	<p>For example: More than 10% of the work is copied Significant appropriation of ideas or artistic work Multiple pages or sections of text or graphics copied</p>
<p>Experience of the student</p> <p>Relates to your expectation that the student should be aware of the seriousness of their actions.</p>	<p>For example: First year student, first semester undergraduate student who has not previously attempted this type of assessment Early draft of dissertation/thesis</p>	<p>For example: Students after first semester of program but before final year After completion of known instruction in avoiding plagiarism Mid-course dissertation/thesis drafts</p>	<p>For example: Final year, experienced student Where student is expected to fully understand and exhibit academic integrity Final dissertation/thesis drafts/submitted dissertation/ thesis</p>
<p>Intent of student</p> <p>Intentionality of the act</p>	<p>For example: Plagiarism appears accidental, unintentional or due to lack of knowledge Cultural considerations/mitigating circumstances e.g. no prior instruction or unclear instructions given Intent to cheat is unlikely or doubtful</p>	<p>For Example: Plagiarism appears intentional Intent to cheat is probable Two or more students involved</p>	<p>For example: Plagiarism appears deliberate and planned Actions contravene clear instructions Intent to cheat is evident</p>

Self-Plagiarism

<http://www.youtube.com/watch?v=d9oF8UmK4is&list=PL5D0FE90E1C6811D3&index=12>

Sharing Tests

http://www.youtube.com/watch?v=12iLLj_RipQ&list=PL5D0FE90E1C6811D3&index=13

Student Academic Integrity Management System

The online management system can be accessed via the portal under Learning and Teaching, then Academic Integrity Management.

The following screen shots will give you an idea of how it looks. A workbook, job aids and self-paced tutorials are available on the staff academic integrity website in the portal.

Griffith UNIVERSITY Public website | Feedback | Phonebook search intranet

Griffith Portal > Learning and teaching > Managing your teaching > Academic integrity management

My Links Select One: Logged In: [Name] | Logout

Griffith Portal

- > Academic integrity management
- > Manage concerns
- > Duplicate concern
- > Concern status
- > Academic integrity
- > Academic transcript
- > Adding to reserve
- > Assignment and exam processing
- > Book a video
- > Learning material distribution
- > Lecture and tutorial timetable
- > Room bookings

Griffith Portal > Learning and teaching > Managing your teaching >

Academic integrity management

Manage concerns Duplicate concern Concern status

Manage concerns - IBM Lotus Notes

File Edit View Create Actions Tools Window Help

Open Home sa-coordinator - Mail Jennifer Martin - Mail Re: UAT Link and Access Manage concerns

Tahoe! Search Search

Back Forward https://www.w87-test.griffith.edu.au:4711/psp/GP90U8/GUINTRA/HE/c/GU_MC_AIMS.GU_MC_MNG_CRN.GBL/PORTALPARAM_PTONAV=GU_CR_MANAGE_CONCERNS&EOPP.SCNode=GP&EOPP.SCPortal=GUINTRA&EOPP.SCName=GU_FDR_TEACHING&EOP

Public website | Feedback | Phonebook search intranet

Griffith Portal > Learning and teaching > Managing your teaching > Academic integrity management

Logged In: Jennifer Martin | Logout

My Links Select One

New Window help

Griffith Portal

- Academic integrity management
 - Report
 - Configuration
 - Manage concerns
 - Duplicate concern
 - Append appeal outcome
 - Refer concern
 - Complete actions
 - Send reminders
 - Concern status
 - Send letters and notifications
- Academic integrity
- Adding to reserve
- Assignment and exam processing
- Book a video
- Learning material distribution
- Lecture and tutorial timetable
- Room bookings
- Submitting a course outline
- Text matching (SafeAssign)
- Course administration
- Technology support
- Scientific labs and workshops
- Student support
- Research

Manage Concern

Enter any information you have and click Search. Leave fields blank for a list of all values.

[Find an Existing Value](#) [Add a New Value](#)

Concern ID:

Student ID:

First Name:

Last Name:

Catalogue Nbr:

Status:

[Search](#) [Clear](#) [Basic Search](#) [Save Search Criteria](#)

[Find an Existing Value](#) | [Add a New Value](#)

https://www.w87-test.griffith.edu.au:4711/psp/GP90U8/?cmd=login

Office (Network)

Contact details

- Student Academic Integrity Coordinator,
sai-coordinator@griffith.edu.au
- Ext. 54275
- Website for staff
<https://intranet.secure.griffith.edu.au/teaching/academic-integrity-staff>

Group Project

<http://www.youtube.com/watch?v=miEpSfz1aFs&list=PL5D0FE90E1C6811D3&index=10>

Ethics of Plagiarism

<http://www.youtube.com/watch?v=QPpvQIDH7qM&list=PL5D0FE90E1C6811D3&index=14>

References

- Jackson, D. (2010) An International profile of industry-relevant competencies and skill gaps in modern graduates. *International Journal of Management Education*, 8(3), 29-58. Available from: <http://www.heacademy.ac.uk/IJME/vol8/vol8no3>
- Sambell, K., McDowell, L. and Montgomery, C. (2012) *Assessment for Learning in Higher Education*. Abingdon, Oxon: Routledge.
- <http://www.youtube.com/watch?v=F7O6EgNeWjY> clip art with bits relating to cheating, etc accompanied by Billy Joel's 'Honesty'
- <http://www.youtube.com/watch?v=BIBXJAWHWoc&list=PL5D0FE90E1C6811D3&index=9>
- Plagiarism
- <http://www.youtube.com/watch?v=miEpSfz1aFs&list=PL5D0FE90E1C6811D3&index=10>
- Group work - collusion
- <http://www.youtube.com/watch?v=dsU2JDDoPc4&list=PL5D0FE90E1C6811D3&index=11>
- Group work etiquette – leading to inaccurate reflection of student performance
- <http://www.youtube.com/watch?v=d9oF8UmK4is&list=PL5D0FE90E1C6811D3&index=12>
- Self-Plagiarism
- http://www.youtube.com/watch?v=12iLLj_RipQ&list=PL5D0FE90E1C6811D3&index=13
- Sharing Tests
- <http://www.youtube.com/watch?v=QPpvQIDH7qM&list=PL5D0FE90E1C6811D3&index=14>
- Moral dilemma (right or wrong)