

Embedding Exemplary AI Policy

THE GRIFFITH EXPERIENCE

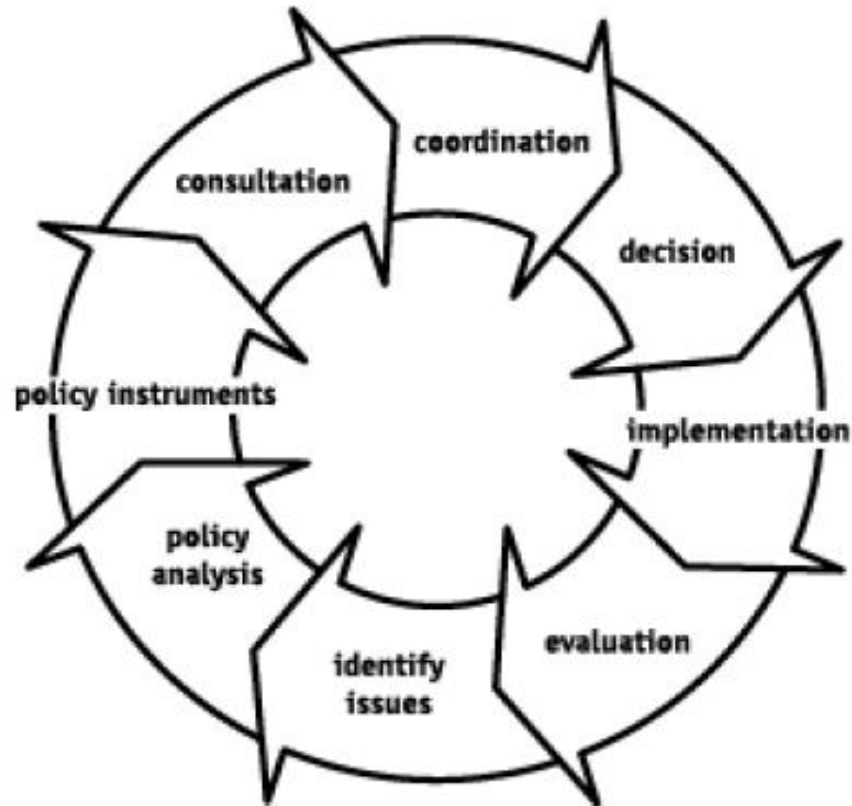
OLT Embedding Academic Integrity Project (EAIP) Roundtable
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An Australian Policy Cycle Model

(Bridgman & Davis)



‘A policy cycle cannot capture the full ebb and flow of a sophisticated policy debate’

Policy Context Pre-2007 – Identifying Issues

Policy on Academic Misconduct

- Subject to an FOI request for 2005 (257) & 2006 (109) cases.
- Academic staff reluctant to deal with academic misconduct cases according to the policy – too punitive.
- Cases dealt with formally result in penalties being applied, many the subject of student appeal and 65% of appeals upheld.

Identifying Issues – 2006/2007

- **Literature Review** - Ogilvie, J A, Holistic Systemic Perspective on Academic Misconduct: A Research-Based Approach to the Understanding of Misconduct, November 2006
- **Staff Survey** - Adaptation of the JISCPAS Staff Survey
<http://www.jiscpas.ac.uk/documents/surveys/TutorSurvey.pdf>
- **Student Survey** - Ogilvie, J. (2007). *The Application of Self-Efficacy and Deterrence Theory to Academic Misconduct: An Examination of Plagiarism among Australian University Students*. Honours Thesis. Griffith University.

Policy Analysis – Evidence Informed - **AI Policy**

- **Standards-based benchmarking** using the JISC Plagiarism Advisory Service Roadmap to assess institutionally its stage of development. JISC 2005 identifies '*one of five stages of development ranging from baseline institutions with little or no formal policies in place, through to institutions with a well developed, Sustainable Model of practice.*' Griffith in 2007 assessed itself as at the second or 'Recognition' stage and would now assess itself at stage 5.
- **Sector-based benchmarking** by reviewing the academic integrity policies and procedures in other universities (e.g. Curtin University, University of NSW, University of Newcastle, AUQA Good Practice Database) to identify good practices nationally. The Seriousness Matrix developed at Curtin was identified.
- **International benchmarking** by visiting Oxford Brookes and Lancaster universities to discuss with Professor Jude Carroll and Professor Chris Park their institutions' approach to promoting academic integrity. Achieving agreement from Lancaster that Griffith could adapt their institutional framework.
- **Institutional benchmarking** by conducting a survey of staff to ascertain their views of student academic misconduct, to determine how they currently deal with misconduct and if there are any disciplinary differences in the responses.

Policy – Theoretical Underpinnings

- 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.

Our 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** (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.

Policy – Theoretical Underpinnings



Policy Instruments - AI Policy

The **Griffith University Act 1998** allows for a statute to be made about the disciplining of students and other persons undertaking courses at the University. Griffith has no statutes, so the policies are resolutions of the University Council:

- Institutional Framework for Promoting Academic Integrity among Students
- Student Academic Misconduct
- Academic Misconduct Policy – Higher Degree Research Students
- Policy on Student Grievances and Appeals

The University has used two types of policy instruments to construct a framework for promoting academic integrity (“a policy through advocacy”) and to manage cases of academic misconduct (“a policy through law”).

Policy – Key Features

1. A framework for the **promotion** of academic integrity, the **prevention** and the **management** of academic misconduct be established
2. An Academic Integrity Manager (AIM) be appointed
3. **Educational focused responses** be emphasised as the main means of promoting integrity within the University.
4. A centralised tracking system be implemented to **record all concerns, allegations and instances of misconduct by students.**
5. A **two-tiered response** be introduced to address concerns of academic misconduct. The lower level responses be handled within the host element, while higher level responses will be handled by the Chair of the relevant assessment board as the decision-maker.
6. A committee comprising the Chairs of Assessment Boards to **monitor consistency in the application of the framework.**

Five Elements of Exemplary Policy - Access

- Policy instruments are available in the University policy library, a general google search on the term 'ai policy' on the Griffith website will bring up the secure view for current students first and the public view second.
- Policy instruments are available in the policy library translated into 9 languages other than English, with the translations funded by the SRC & Student Guild.
- The policy instruments include links to related policies and a glossary
- Policies are supported by public, student and staff websites. A search on google for Griffith academic integrity policy brings up 1. Academic Integrity public site 2. Why AI matters? 3. AI Student Tutorial and 4. AI Resources.
- The University publicises the Student Academic Integrity Co-ordinator as the contact point for internal and external enquiries.

Five Elements of Exemplary Policy - Approach

The focus of the **Framework** is on for promoting academic integrity and providing educative responses to students. This is stated in its opening commitments of:

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

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 and the AI Tutorial is included as part of Study Smart in the first year courses and again 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

Five Elements of Exemplary Policy - Responsibility

- The framework states in the **Policy Description** that it explains the roles and responsibilities of various officers and students of the University to **promote** academic integrity and **prevent** academic misconduct.
- The University Assessment Committee is responsible for **monitoring** the application of **the Framework** across the University and that its implementation is consistent and fair across the University.
- The Framework also specifies the following as having a role in dealing with a concern of **academic misconduct**:
 - Student Academic Integrity Co-ordinator
 - Head of School
 - Program-based support – Program Convenor & FYC
 - Course Convenor
 - Dean (Learning & Teaching)

Five Elements of Exemplary Policy– Responsibility



Five Elements of Exemplary Policy - Details

The University has a two tiered response for dealing with instances of student academic misconduct and this is described in the **Framework**.

The **Framework** specifies four factors to be considered in determining the seriousness of an act of academic misconduct:

1. the type of misconduct
2. the extent of the misconduct
3. the experience of the student
4. the intent of the student

The Framework provides decision-makers with a Seriousness Matrix to determine the seriousness and whether the response is to be a Tier 1 or Tier 2 response.

Five Elements of Exemplary Policy - Details

Criteria	<div>TIER 1 CASE</div> <div>An overall judgement as to whether a case is Tier 1 or Tier 2 is made on the basis of an overall qualitative assessment based on the four criteria set out in this matrix.</div> <div>TIER 2 CASE</div>		
Type of misconduct Nature of the breach.	For example: Referencing or attribution of work is not clear or adequate, or has numerous errors Inappropriate paraphrasing	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 Recycling parts of previous assignments Resubmitting parts of previous assignments without the permission of the University	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
Extent of misconduct Amount or proportion of assessment item or work that is not the student's own. Extent to which the assessment process is compromised.	For example: Few sentences, one paragraph, one (minor) graphic Few elements of computer source code	For example: Two or three paragraphs or a segment of the work Segments of computer source code	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
Experience of the student Relates to your expectation that the student should be aware of the seriousness of their actions.	For example: First year student, first semester undergraduate student who has not previously attempted this type of assessment Early draft of dissertation/thesis	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	For example: Final year, experienced student Where student is expected to fully understand and exhibit academic integrity Final dissertation/thesis drafts/submitted dissertation/ thesis
Intent of student Intentionality of the act	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.	For example: Plagiarism appears intentional Intent to cheat is probable Two or more students involved	For example: Plagiarism appears deliberate and planned Actions contravene clear instructions Intent to cheat is evident

Five Elements of Exemplary Policy - Details

Tier 1 recognises that some students who engage in academic misconduct do so inadvertently, because of poor time management, inadequate study skills and a lack of familiarity with academic writing conventions. As a result *Tier 1 cases* are handled by the *Course Convenor* and the University provides for an *educational response* such as resubmission, a reduced mark or referral to Learning Services or to the Academic Integrity Tutorial.

Tier 2 acknowledges some students engage deliberately in academic misconduct, with intent to deceive. This conscious, pre-meditated form of misconduct is a particularly serious breach of the core values of academic integrity for which the University imposes *penalties*. *Tier 2* cases are considered formally by the Dean (Learning & Teaching)

Five Elements of Exemplary Policy - Details

The **Student Academic Misconduct Policy** specifies the Tier 1 and Tier 2 decision makers, the process for appealing decisions at each Tier, the responses and penalties.

Tier 1 Educational Responses	Tier 2 Educational Responses
Give the student a warning	Tier 1 Educational Responses
Require the student to seek appropriate study skills advice from Learning Services	require the student to exclude the affected work from an honours/postgraduate coursework dissertation/thesis
Require the student to undertake the Academic Integrity Student Tutorial within one month of receiving the letter from either a Tier 1 or Tier 2 decision maker advising them to do so	Require the student to rewrite an honours/postgraduate coursework dissertation/thesis in a specified timeframe.
Allocate a mark for the student's assessment item, based on the portion of the assessment item unaffected by the academic misconduct	Tier 2 Penalties
Allow the student to resubmit the assessment item to achieve a mark no higher than a "pass" mark for the item	a nil mark for the assessment item affected by the academic misconduct.
Require the student to undertake supplementary assessment. A student may not be awarded a grade higher than "Pass" for a course in which supplementary assessment is granted. [Section 5.2 Assessment Policy].	a fail grade for the course in which the academic misconduct occurred
	exclusion from the University.

DIAGRAM 1 STUDENT ACADEMIC MISCONDUCT PROCESS

Management of Concern

Identification of Concern

Academic Misconduct detected or suspected - affected areas of assessment item annotated

Notification of Concern

Notified to Course Convenor (Tier 1 Decision Maker)

Receipt of Concern

Tier 1 Decision Maker may choose to advise the student that a concern has been raised and return a copy of the annotated assessment item

Course Convenor (Tier 1 Decision Maker) completes Concern Form and with annotated assessment item forwards to Student Academic Integrity Co-ordinator to determine decision maker

Initial Action by Student Academic Integrity Coordinator (SAIC)

SAIC checks the students' academic misconduct records and refers the Concern Form to either Tier 1 or Tier 2 decision maker via partially completing either Tier 1 or Tier 2 Closure Form

Tier 1 Case

Tier 1 Decision Maker

Sends a letter formally notifying the student of the concern and asking them to respond within 14 days

Investigation

Conducts an investigation of the possible breach, giving the student the opportunity to respond in writing or via a meeting

No student response

Student response received

Finding

Tier 1 Decision Maker on the basis of the investigation reaches a decision & completes Tier 1 Closure Form

Tier 1 Outcomes

Advises SAIC of no breach

Advises SAIC of breach & recommended outcomes

SAIC prepares letter informing student of the decision

On advice from SAIC Tier 1 Decision Maker changes or confirms selected Tier 1 outcome

SAIC receives from Tier 1 Decision Maker partially completed Tier 1 Academic Integrity Closure Form plus information gathered as a result of the Tier 1 investigation and on the basis of this information prepares a partially completed Tier 2 Closure Form for consideration by the Tier 2 Decision Maker

Advises SAIC of decision to refer to Tier 2 Decision Maker

SAIC advises Tier 1 Decision Maker of previous breaches

Tier 2 Case

Tier 2 Decision Maker

Sends a letter formally notifying the student of the concern and asking them to respond within 14 days

Investigation

Conducts an investigation of the possible breach, giving the student the opportunity to respond in writing or via a meeting.

If the concern has been referred by a Tier 1 Decision Maker then the Tier 2 Decision Maker may reach a decision based on the investigation carried out by the Tier 1 Decision Maker or choose to carry out further investigations.

No student response

Student response received

Finding

Tier 2 Decision Maker on the basis of the investigation reaches a decision & completes Tier 2 Closure Form

Tier 2 Outcomes

Advises SAIC of breach & recommended outcomes

Advises SAIC of no breach

On advice from SAIC Tier 2 Decision Maker changes or confirms selected Tier 2 outcome

SAIC prepares letter informing student of the decision

Five Elements of Exemplary Policy - Support

Systems are in place to enable implementation of the policy including training and professional development activities to facilitate staff and student awareness. These include:

- **Support for the Framework** - The establishment of the position of Student Academic Integrity Manager, the development of the centralised Student Academic Integrity Management system (SAIMS) in PeopleSoft Student, Good Decision-Making workshops and the University Assessment Committee ensure fairness, consistency and compliance. There is also frequent and broad promotion of the Framework to staff and students.
- **Student Support** - A Griffith intranet site has been developed to assist students to understand and avoid academic misconduct. This site also links students to learning resources and services that are available. The site also includes reports for each teaching period detailing the number and types of academic misconduct cases managed. Formative use of text-matching software.
- **Staff Support** - A Griffith intranet site has been developed to assist staff in managing the process when a breach has occurred. This site also links staff to professional development resources and services available. Two Good Practice Guides — *Developing Effective Assessment* and *Issues of Academic Integrity* developed by the Griffith Institute for Higher Education (GIHE) are provided to all academic staff and a GIHE workshop *Designing Assessment to Promote Academic Integrity and Reduce Plagiarism* is delivered to Schools.

Five Elements of Exemplary Policy– Support



Conclusion

The policy cycle provides a framework for understanding

(Althaus, Bridgman & Davis 2007)

AUQA commends Griffith for the adoption of an evidence-based approach to academic integrity underpinned by research literature and practice.

(Griffith AUQA Audit Report September 2008)

‘Given the considerable level of interest in academic integrity across the sector, ...AUQA is happy to include the Institutional Framework for Promoting Academic Integrity among Students as an additional entry in the GPdb (AUQA Good Practice database)’.

(AUQA Audit Director, December 2009)

ALTC Citations for Outstanding Contributions to student learning awarded in 2009 to Professor Anna Stewart for her leadership in developing the Institutional Framework and in 2010 to Jenny Martin and Karen van Haeringen for the Framework’s development and implementation.