



**Embedding and extending exemplary academic integrity policy
and support frameworks across the higher education sector**

National Speaking Tour with Dr Tricia Bertram Gallant and Dr Erica Morris

www.unisa.edu.au/EAIP

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Roundtable

- Two day event on 28 Feb and 1 March 2013
- Organised by the *Exemplary Academic Integrity Project* in Brisbane, Australia.
- Presentations on higher education context, implementation of exemplary academic integrity policy, HDR policy and Higher Education providers' perspectives. Details on www.unisa.edu.au/EAIP

Roundtable participants

Project Partners

- University of South Australia (Lead institution)
- Griffith University
- Queensland Institute of Business and Technology

Project Reference Group

- Australian National University
- Higher Education Academy, UK
- La Trobe University
- University of California (San Diego)
- University of Western Australia
- Victoria University

Invited participants

- Flinders University
- Higher Education Standards Panel
- Office for Learning and Teaching - Department of Industry, Innovation, Science, Research and Tertiary Education
- Southbank Institute of Business and Technology
- University of Queensland

Aims of the Roundtable

- Opportunity for public and private providers of higher education to collaborate on issues of academic integrity.
- Share implementation details of exemplary academic integrity policies.
- Explore ways to extend best practice for identified student groups.

Exemplary academic integrity policy in practice

- Academic integrity champions
- Academic integrity education
- Decision-making
- Knowledge management
- Evaluation

Academic integrity champions*

Academic integrity champions are integral to the enactment of policy

- Activator
 - Notices the problem and calls attention to it
- **Management champion**
 - Works in the background; provides resources
- Product champion
 - Commits to the innovation and 'sells' the idea
- Agents of diffusion
 - Moves innovation from idea to active implementation

*Bertram Gallant, unpublished 2008

Academic integrity education

- Recognition of diversity
 - Institutions
 - Disciplines
 - Staff
 - Students
 - Assessment
- Resourcing
 - Structures
 - Systems
 - People

Decision-making

- Clear procedures and processes for determining outcomes for academic integrity breaches
 - Authority to make a decision
 - Importance of aids to process (eg flow charts)
 - Easy links to resources
- Professional development and mentoring for decision-makers
 - Induction
 - Consultation (eg Discussion lists)
 - Collaboration tools
 - Recognition of workload

Knowledge management

- Centralised system for record-keeping
 - Breach data
 - Academic integrity education
 - Demographics
 - Confidentiality
- What is the purpose of keeping the data?
 - Process improvement
 - Quality assurance
 - Procedural fairness
 - Transparency
 - A trigger for where practice could be improved
 - To improve the student experience

Evaluation

- How do we know that what we are doing is having an impact on the culture of integrity in our institutions?
- How can we assess and evaluate this?
- What do we currently do?
- What should we be doing?
- Are teaching staff engaged in the process, making reports, etc?
 - Are all disciplines/faculties represented?
 - What might prevent staff engagement?
- Are students engaged in the process?
 - Benefits of peer-to-peer mentoring

Anticipated project deliverables

- Develop generic online academic integrity policy template in plain English (eg in consultation with IELTS)
- Collate academic integrity YouTube videos
 - Identify gaps in information and create new resources
- Produce/collate materials for peer-to-peer mentoring
- Develop learning materials to articulate the difference between collusion and collaboration
- Identify good academic integrity resources for HDR students
- Develop a draft of HDR academic integrity policy and practice guidelines for Deans & Directors of Graduate Studies (DDOGS)

Conclusion

The OLT commissioned *Exemplary Academic Integrity Project* builds on the recently completed *Academic Integrity Standards Project* and aims to address the needs of *all* higher education providers.

- Issues of diversity
- Issues of scope
- Issues of timing and resources

We anticipate that the EAIP will raise more issues that will need to be addressed in the future.

Any questions?

References

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