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

Tracey Bretag (Project Leader) and Saadia Mahmud (Project Manager), University of South Australia; Anna Stewart and Karan van Haeringen, Griffith University, and Leigh Pointon, Queensland Institute of Business and Technology
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](http://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 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*Bertram Gallant, unpublished 2008*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 (e.g., flow charts)
  - Easy links to resources
- Professional development and mentoring for decision-makers
  - Induction
  - Consultation (e.g., 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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