

# Scorecard for Academic Integrity Development: Benchmarking and evaluating institutional strategies and programs on academic integrity

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# Introduction



- Irene
  - Computer scientist from England, UK
  - Researcher into aspects of higher education “student experience”

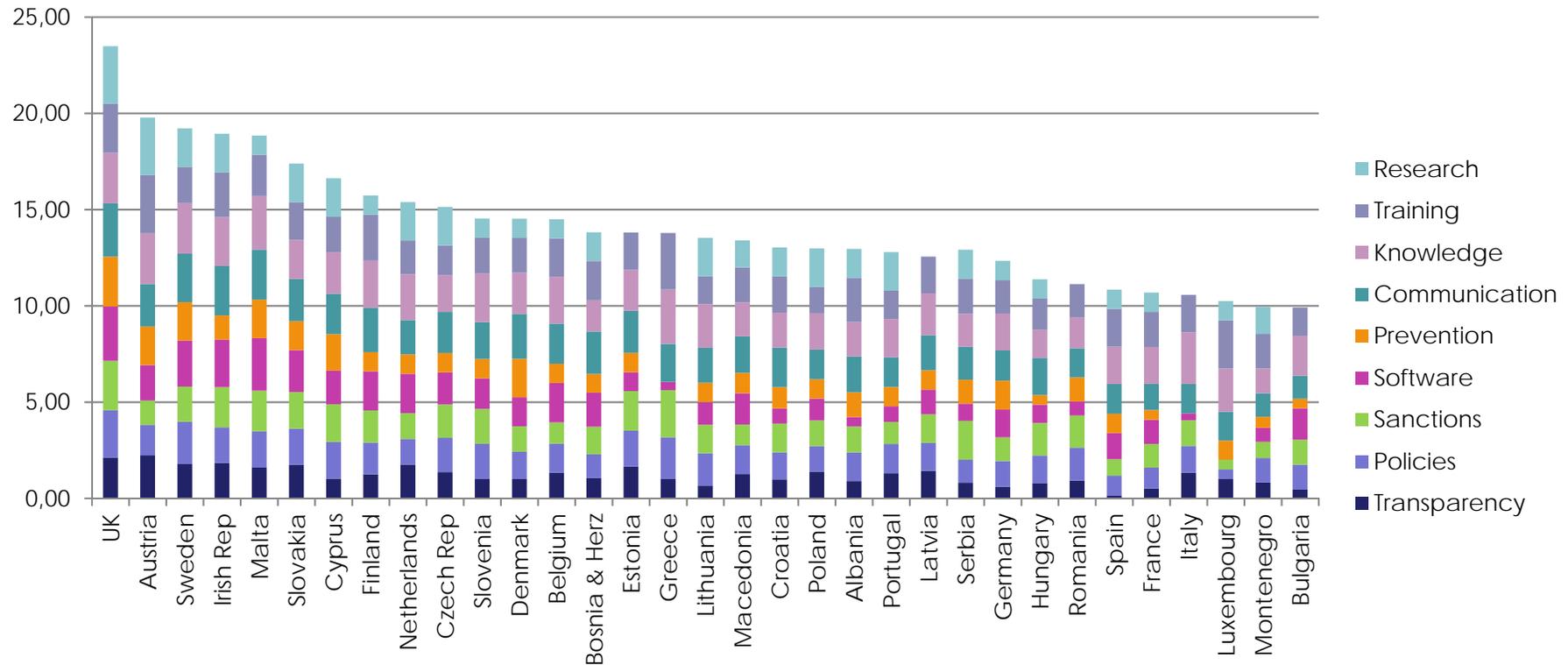
# Summary of recent research

- Principal Investigator for EU funded project *Impact of Policies for Plagiarism in Higher Education Across Europe (IPPHEAE) 2010-2015*
- Partner in Council of Europe project *South-Eastern Europe Project on Policies for Academic Integrity (SEEPPAI) 2016-17*
- Development of benchmarks and tools for evaluating institutional policies for academic integrity (AIMM, SAID)
- Contributed to Sir John Daniel's *Advisory Statement* on Corruption in Education July 2016
- ICAI working group on Contract Cheating: *International Day of Action* 19<sup>th</sup> October 2016; *QAA report 2016*; *UK HE Bill 2017*
- Partner in EU funded *European Network for Academic Integrity (ENAI) 2016-19*

# Development of AIMM

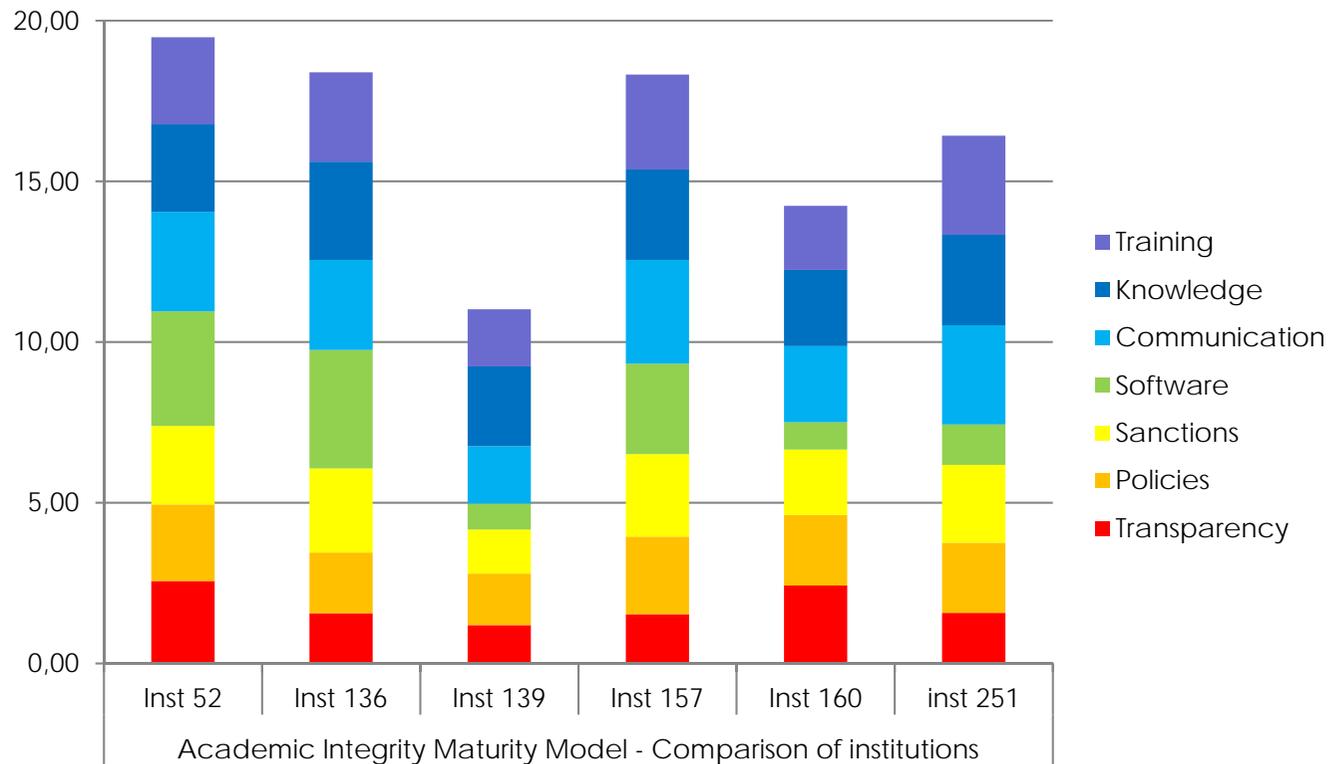
- IPPHEAE Project <http://plagiarism.cz/ippheae/>
- Needed tool to compare results for 27 EU member states: developed the Academic Integrity Maturity Model (AIMM)
- Inspiration Capability Maturity Model (CMMI)
- Application: retro-fitted to IPPHEAE survey questions and responses
- Based on 9 categories, assessment by institutional survey
- Tools adapted for evaluating institutional policies
  - Omitting *preventative strategies* and *research and innovation*
  - Applied to 6 institutions in 5 countries
  - Comparison of results

# Evidence from IPPHEAE & SEEPPIAI



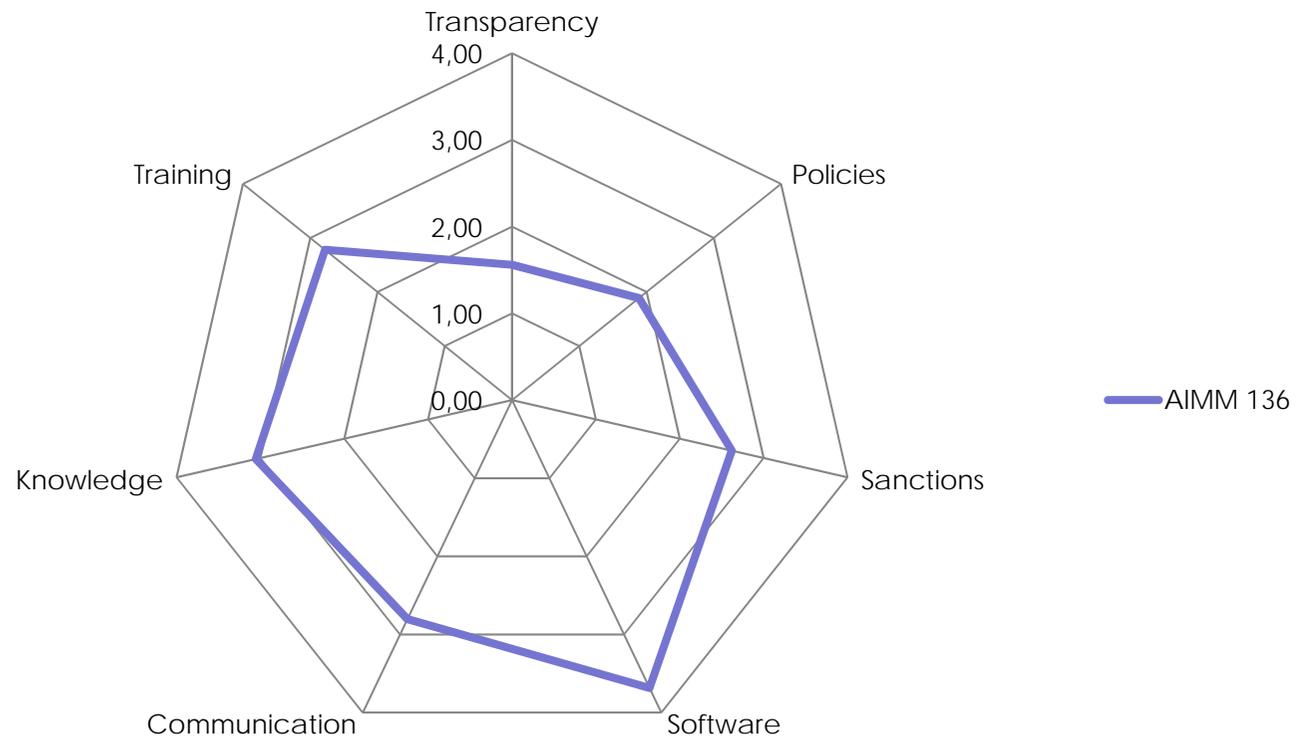
**COMPARISON OF ACADEMIC INTEGRITY POLICIES IN 33 COUNTRIES**  
 Based on ~5800 survey responses (CoE SEEPPIAI report 2017, AIMM)

# Comparison of institutional profiles



# AIMM Institution 136

## AIMM Institution 136



# Academic Integrity Rating System (AIRS)

- ICAI Project – [www.academicintegrity.org](http://www.academicintegrity.org)
- Designed to:
  - identify benchmarks for institutionalizing academic integrity
  - allow colleges and universities to compare themselves
  - publicize efforts of campuses on academic integrity
  - stimulate and provide data for the international conversation
- Inspiration: AASHE's Sustainability Tracking, Assessment & Rating System
- Application: any institution can complete and submit for rating
- Based on 10 categories—stemming from research on institutionalization and academic integrity
  - assessment by self-audit and peer review
- Rating based on a point system

# AIRS Rating Levels

POINTS	RATING	EXPLANATION
800-1000	Platinum	Campus has made academic integrity an institutional priority, dedicating structural, monetary and human resources to the issue. Academic Integrity is part of the campus culture, an idea that cheating is "something we just do not do here."
600-799	Gold	Campus has implemented many helpful practices, structures and processes, but has more work to do in terms of instilling academic integrity as a core institutional value.
300-599	Silver	Campus has recognized academic integrity as important but has implemented very few practices, structures and processes to really demonstrate that academic integrity (rather than stopping cheating) is an institutional priority.
0-299	Bronze	Campus has recognized cheating is a problem and has implemented basic structures (e.g., a policy), but has not provided resources or adopted practices to enhance academic integrity

# Academic Integrity Rating System (AIRS)

Ten categories

- Policies and Procedures
- Academic Integrity Groups/Committees
- Academic Integrity Structural Resources
- Student Organization
- Education for Students
- Education for Academics/Faculty and administrative staff
- Communication to the general public
- Process Evaluation
- Data Collection

(ICAI AIRS p4-10)

# Comparison between AIRS and AIMM

Factor	AIRS	AIMM
<b>Concept</b>	Rating and benchmarking	Evaluating maturity of processes
<b>Data</b>	Factual responses collected from a campus (led by a key party or committee) and analyzed by peer review	Calculated from questionnaire data from student and teacher respondents
<b>Scoring</b>	Quick tool is self-scoring with scores very transparent to the respondents. Rating tool is scored through peer review	Based on a complex formula, averaging responses to a number of questions
<b>Criteria</b>	Ten categories	Nine categories/piloted as 7 categories
<b>Rating</b>	Bronze, Silver, Gold or Platinum, based on numeric value	Real number 0 – 4 for each category, totalled for overall score
<b>Institutional results</b>	Numerical score for each category	Radar or spider chart, depicting overall score for each category
<b>Benchmarking, comparison</b>	Scores and ratings	Stacked bar chart
<b>Feedback, Guidance</b>	Detailed notes available against each category and sub-categories	Feedback manually provided
<b>Administration</b>	Plans to develop web-site	Plans to develop web-site
<b>Funding</b>	ICAI / Self-funded	Self-funded / ENAI Oct 2016

## Moving forward, questions, decisions:

- Is there a demand for a tool that can evaluate institutional policies internationally?
- On what criteria should we base the evaluation – i.e. how to define a set of benchmarks?
- Main sources of influence: ICAI's Academic Integrity Assessment Guide, Morris 2011 Policy Works, Bretag and Mahmud Academic Integrity Toolkit, AIMM and AIRS
- What scoring system should we use?
- How should we present the results?

# Scorecard for Academic Integrity Development until May 2017

## Benchmarking criteria for the ten SAID categories

1. Institutional **governance and strategic commitment** to support academic integrity
2. **Institution-wide policies** and procedures for academic integrity
3. **Fair and proportional sanctions** applied across the institution
4. Institution-wide engagement in **strategies for deterring academic misconduct**
5. **Institutional values** encourage deep learning and scholarship
6. **Student leadership** supports the institutional strategy for academic integrity
7. **Transparency** and effective communications at all levels of the institution
8. On-going **evaluation** and enhancement to the academic integrity strategy
9. Engagement with **research and development** related to academic integrity
10. **Institutional understanding** about what is acceptable academic practice, in line with international norms

# Revised version of Scorecard for Academic Integrity Development

## Benchmarking criteria for the SAID categories

1. **Institutional governance and strategic commitment** to support academic integrity
2. **Clear, consistently applied and fair institution-wide policies, sanctions** and procedures for academic integrity
3. **Institution-wide engagement in strategies for deterring academic misconduct**
4. **Institutional values** encourage deep learning and scholarship
5. **Student leadership** supports the institutional strategy for academic integrity
6. **Transparency** and effective communications at all levels of the institution
7. **On-going evaluation** and enhancement to the academic integrity strategy
8. **Institutional understanding**, engagement with **research and development** about what is acceptable academic practice, in line with international norms

# Benchmarks for academic integrity strategies

## **1. Institutional governance and strategic commitment to support academic integrity.**

- Commitment from the top level of the institution.
- Continual investment in staff expertise, technology, and communication to maintain a culture of academic integrity throughout the community.

# Benchmarks for academic integrity strategies

## **2. Clear, consistently applied and fair institution-wide policies, sanctions and procedures for academic integrity**

- Institutional systems to support the academic integrity process.
- Articulated set of policies and procedures relating to academic integrity, including specified definitions for cheating, plagiarism, unfair academic practice, and inappropriate collusion.
- Defined procedures for raising concerns about suspected academic misconduct and managing accusations of infringements of academic integrity.
- Defined procedures for taking and applying decisions on academic and disciplinary sanctions and appeals.
- Regular, compulsory training of all staff involved in assessment, supervision, and invigilation to ensure all policies and procedures are understood and followed.

# Benchmarks for academic integrity strategies

## **2 continued. Fair and proportional sanctions applied across the institution.**

- Established set of standard sanctions with clear instructions for how to apply them fairly, consistently, and proportionally.
- Consideration is given to mitigating factors, previous offences, and educational background in the sanctioning process.
- Sanctions have a deterrent effect to discourage misconduct, but the process is supportive and educative to ensure the student understands how they have erred.
- The hearing process and respective decisions are formally recorded.
- Established measures to monitor the decisions for fairness and proportionality.

# Benchmarks for academic integrity strategies

## **3. Institution-wide engagement in strategies for deterring academic misconduct.**

- Established guidelines on the use of technological aids for detecting and deterring plagiarism and cheating in examinations, including innovative use for teaching and learning.
- Outreach and provision of support services to students to assist with good academic practice, including advice on the consequences of cheating.
- Outreach and provision of training to staff to assist with promoting and upholding academic misconduct.
- Top level of institution encourages identification of new ideas to discourage and deter academic misconduct.
- Key stakeholders believe that the vast majority of cheating is detected and managed, resulting in a genuine decrease in number of academic misconduct cases.

# Benchmarks for academic integrity strategies

## **4. Institutional values encourage deep learning and scholarship.**

- Articulated statements of institution-wide values and principles.
- Evidence that key stakeholders adopt a shared vision and ethos for promoting and upholding high academic standards, focused on learning.

## **5. Student leadership supports the institutional strategy for academic integrity.**

- Students serve in leadership role(s) to establish strategies and policies,
- Students participate in operational procedures related to upholding academic integrity.

# Benchmarks for academic integrity strategies

## **6. Transparency and effective communications at all levels of the institution.**

- Records of misconduct accusations, hearings, and outcomes maintained in a consistent way across the institution,
- Where appropriate, records made available for key stakeholders to review.

## **7. On-going evaluation and enhancement to the academic integrity strategy.**

- Self-awareness demonstrated through annual reviews and other evaluation mechanisms.
- Findings from the reviews applied to enhance the academic integrity strategy.
- Regular evaluation and review conducted of the institution's policies and procedures related to academic integrity.

# Benchmarks for academic integrity strategies

## **8. Institutional understanding, engagement with research and development about what is acceptable academic practice, in line with international norms**

- Investment in resources for innovation and experimentation for self-improvement in the area of academic integrity.
- Contributions to new knowledge related to academic integrity for the common good.
- Engagement in a two-way exchange of knowledge and sharing of good practice.

# Developing SAID, progress

Key decisions to create a **globally relevant toolset**

- Deciding on methods for evaluating policies
  - Institutional authority's view – captured on-line
  - On-line survey of students, teachers and managers
- Detail on questions to ask to capture evidence
- How to present the tools – web-based
- How to score the responses
- How to capture and present the results and feedback - **SWOT analysis**
- What language versions to provide
- Allowing for different educational systems and cultures

# Where we are now

- On-line questionnaires in English ready for piloting
- Three institutions agreed to run autumn/fall 2017
- Working on scoring and feedback mechanisms
- Possible sources of funding being investigated

# How you can help

- Feedback welcome on benchmarks and evaluation tool
- Would you be happy to review a set of questions for working clarity and relevance
  - How would responses to this question help to provide evidence for this category?
  - Could the wording be improved?
  - Are there any important omissions?
  - How to adapt for different countries?
- Would your institution agree to take part in the pilot survey?

Please contact any of us for further information.

Thanks for your contributions.

Questions, feedback?

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