

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

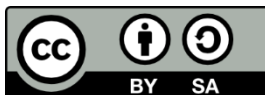


Final Report 2014

University of South Australia
Griffith University
Queensland Institute of Business and Technology

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University of South Australia

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- Dr Catherine Howell and Dr Melissa Russell, Project coordinators, From Academic Integrity to Responsibility (FAIR) project, CSHE, The University of Melbourne.

List of acronyms used

AI	Academic Integrity
AISP	Academic Integrity Standards Project
DDOGS	Deans and Directors of Graduate Studies
EAL	English as an Additional Language
EAIP	Exemplary Academic Integrity Project
ELP	Educationally Less Prepared
HDR	Higher Degree by Research
HE	Higher Education
HEA	Higher Education Academy, United Kingdom (UK)
ICAI	International Centre for Academic Integrity, United States of America (USA)
IELTS	International English Language Testing System
OLT	Office for Learning and Teaching
TEQSA	Tertiary Education Quality and Standards Agency
TESOL SA	Teaching English to Speakers of Other Languages, South Australia

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Executive summary

This OLT project aimed to extend and embed the five core elements of exemplary academic integrity policy identified by a previous ALTC project (Bretag et al 2010-2012) – access, approach, responsibility, detail and support – across the Australian higher education (HE) sector. Central to these elements is a commitment by providers to fostering a culture of academic integrity. As support is crucial to enact exemplary policy, this OLT project developed resources accessible to both public and private HE providers to embed these elements. Two critical areas identified by Bretag et al (2012) were addressed in this project.

First, support systems were developed for vulnerable student groups including international English as Additional Language (EAL) students, and educationally ‘less prepared’ (ELP) students who struggle to understand the concept of academic integrity without assistance. Second, the lessons about exemplary academic integrity policy and support frameworks were extended to include postgraduate research (Higher Degree by Research – HDR) students. The project aimed to deliver:

- an academic integrity toolkit for HE providers in an interactive online format,
- tailored support resources for ELP students in HE,
- evidence-based academic integrity policy and support framework for HDR students,
- a final research report targeting those in the learning and teaching community who are well informed, and who will utilise the report as a reference and framework, and
- a high level summary document suitable for a wide variety of audiences.

In Phase 1 of the project, a roundtable of project team members, reference group members and selected invitees was held in Brisbane on 28 February and 1 March 2013. The roundtable provided an opportunity to share implementation details of exemplary academic integrity policy, adapt best practice for specific student groups and for public and private HE providers to collaborate on issues of academic integrity. On Day 1 of the Roundtable, five Australian universities identified as having exemplary academic integrity policies shared details of practices that demonstrated the efficacy of their policies in their specific contexts.

During Day 2 of the Roundtable, three discussion groups focused on adapting best practice for specific student groups i.e. HDR, EAL and ELP students (recognising there is considerable overlap between the needs of the latter two groups). Preliminary analysis of the discussion groups was included in the international experts’ national speaking tour presentation and was used by the team to inform the key deliverables of the project.

Following the Roundtable, key recommendations for enacting exemplary academic integrity policy were identified by the project team for immediate dissemination via the National Speaking Tour led by our two international experts, Dr Tricia Bertram Gallant and Dr Erica Morris. The seminars were open to all Australian HE providers. Based on a qualitative analysis of the transcripts of exemplary practice presentations, the project identified the following six recommendations for the framework

to enact exemplary academic integrity policy:

- i. Regular review of academic integrity policy and process.
- ii. Establishment of academic integrity champions.
- iii. Academic integrity education for all stakeholders.
- iv. Student engagement.
- v. Robust decision making systems.
- vi. Record keeping for evaluation.

In Phase 2, the project deliverables were developed and refined based on the findings of the Roundtable and further research by the project team. In Phase 3 of the project the deliverables were trialled. Dissemination occurred across all three phases of the project.

Deliverable 1: Academic Integrity Policy Toolkit

The toolkit was developed by the Exemplary Academic Integrity Project to ensure that all Australian HE providers have access to a range of resources to develop and implement an institution-specific academic integrity policy. This will assist them to meet the standards required by the [Tertiary Education Quality and Standards Agency](#) (TEQSA). Support is crucial for the development and enactment of effective policy and the Academic Integrity Policy Toolkit aims to provide that support by:

- Transferring evidence-based, efficacious principles of exemplary academic integrity policies to all TEQSA registered HE providers; and
- Building capacity within Australian HE providers to develop an institutional culture of academic integrity.

The template was designed to facilitate the drafting of an appropriate academic integrity policy instrument for consultation, decision-making and implementation at specific Australian HE institutions. Once the template has been completed, users can save the academic integrity policy form as a word document, which can be further edited as required. Policy makers can access internationally recognised resources and suggestions for best practice to address institutional issues in relation to academic integrity by clicking on the question icon. The stand-alone resources in the toolkit are also available on the project website <www.unisa.edu.au/EAIP>. The toolkit was refined following its trial in September 2013 by a select number of HE providers in Australia (five private and five public) and review by international experts associated with the project.

Deliverable 2: Tailored support resources

In consultation with Teaching English to Speakers of Other Languages (TESOL) SA, the project developed a plain English definition of academic integrity for EAL and ELP students as: "Academic integrity means acting with the values of honesty, trust, fairness, respect and responsibility in learning, teaching and research. It is important for students, teachers, researchers and all staff to act in an honest way, be responsible for their actions, and show fairness in every part of their work. Staff should be role models to students. Academic integrity is important for an individual's and a school's reputation."

The project developed scenarios for HDR students and their supervisors based on the *Australian Code for the Conduct of Responsible Research*. The project also selected a range of support resources for EAL and ELP students (which are also useful for students generally) on academic integrity including YouTube videos, tutorials, and online resources and made these available at the project website < www.unisa.edu.au/EAIP>.

Deliverable 3: Evidence-based policy and support framework for HDR student

The project developed an evidence-based policy and support framework for integrity in postgraduate research that consists of:

- A commitment to foster a culture of academic integrity.
- Academic integrity policy that includes the five core elements of exemplary policy, i.e. Access, Approach, Responsibility, Detail and Support.
- Policy on integrity in postgraduate research that meets the standards of exemplary academic integrity policy.
- Measures to enact such policy including adherence to the *Australian Code for the Responsible Conduct of Research*, consistency in policy and practice, and socialisation of trainees with researchers modelling responsible research practice.

Findings from the project were disseminated at academic conferences, in peer review publications, presentations to HE providers, through the project website, through social media and via publications of peak HE representative bodies e.g. Australian Council for Private Education and Training (ACPET), International Educational Association of Australia (IEAA) and Association for Tertiary Education Management (ATEM).

Chapter 1: Introduction¹

Universities are operating in a competitive environment, characterised by a diverse student body and resource pressures (Mahmud & Bretag 2013). Breaches of academic integrity appear to be rife in universities (McCabe & Bowers 1994, McCabe 2005, Trevino, McCabe & Butterfield 2012, p.164, Brimble & Stevenson-Clarke 2005, Marsden, Carroll & Neill 2005) and these breaches undermine the values and goals of higher education (Hughes & McCabe 2006). Concerns for maintaining academic standards and academic integrity are increasing.

An effective academic integrity policy (Whitley & Keith-Spiegel 2001) is a way for institutions to foster academic integrity. A systems framework (Bertram Gallant & Kalichmann 2011) in combination with the international call for a holistic approach (Bertram Gallant 2008; 2011; Davis, Drinan & Bertram Gallant 2009; Macdonald & Carroll 2006; Sutherland-Smith 2008) provided the foundation for the analysis by Bretag et al (2011) of the academic integrity policies of Australian universities. The *Academic Integrity Standards Project* (AISP, Bretag et al 2010-2012) analysed the publicly available academic integrity policies of the 39 Government-funded Australian universities to determine the 'five core elements' of exemplary policy: Access, Approach, Responsibility, Detail and Support (Bretag et al 2011). While there has been a shift from a punitive to an educative focus (Bretag et al 2011) in academic integrity policies at Australian universities, many issues in the implementation of academic integrity policy remain, including consistency and transparency (Mahmud & Bretag 2013, under review).

In 2012, Bretag and colleagues responded to a call by the Australian Government Office for Learning and Teaching to develop research projects with tangible outputs to address issues of academic integrity. This project *Embedding and extending exemplary academic integrity policy and support frameworks across the higher education sector* (Exemplary Academic Integrity Project) was a strategic collaboration between UniSA as project leader, Griffith University and Queensland Institute of Business and Technology (QIBT). Griffith University's *Academic Integrity Framework* has been nationally recognised as being exemplary, not only by the former Australian Learning and Teaching Council (ALTC) Academic Integrity Standards Project, but also via commendations by the Cycle 2 AUQA Audit Panel (2008), and the AUQA Good Practice Database (2009). The *Exemplary Academic Integrity Project* (EAIP) aimed to extend and embed the work of the *Academic Integrity Standards Project*, with reference group members comprising representatives of Australian universities identified as having commendable academic integrity policies, and international experts Erica Morris (Higher Education Academy UK), and Tricia Bertram Gallant (International Centre for Academic Integrity). Representatives from each of the five exemplary universities joined national and international experts on academic integrity to form an effective and engaged reference group.

¹ This section draws from Bretag et al (2012)

Chapter 2: Aims, Deliverables and Outcomes

This project responded to the findings of Bretag et al (2011) on exemplary academic integrity policy. The focus of the UniSA-led ALTC *Academic integrity standards: Aligning policy and practice in Australian universities* (AISP) project was to examine academic integrity policies in Australian universities and develop an evidence base for exemplary policy and practice. The five core elements of exemplary academic integrity policy identified were Access, Approach, Responsibility, Detail and Support, with no element given priority over another. According to Bretag et al (2011), the purpose of the policy should be to develop shared values with all stakeholders based on a genuine and coherent commitment to academic integrity. In the United Kingdom, the Higher Education Academy developed 12 recommendations for good practice in relation to academic integrity policy, which resonated strongly with the five core elements.

Within the broader context of all HE providers in Australia, both public and private, this OLT project focused on the development of targeted support frameworks for identified student groups: international English as an Additional Language (EAL) students, and educationally less prepared (ELP) students. The other group of students specifically identified by the AISP research (Bretag et al 2013) as being less than satisfied with the information and support provided were Higher Degree by Research (HDR) students. The current project has developed an evidence-based policy and support framework for postgraduate research students.

Achieved deliverables:

- An academic integrity toolkit for HE providers in an interactive online format.
- Tailored support resources for EAL and ELP students in HE.
- Evidence-based academic integrity policy and support framework for postgraduate research (HDR) students.
- Final research report targeted at those in the learning and teaching community who are well informed, and who will utilise the report as a reference and framework, and
- High level summary document suitable for a wide variety of audiences.

Achieved outcomes:

- Build capacity within Australian HE providers to develop an institutional culture of academic integrity.
- Transfer evidence-based, efficacious principles of exemplary academic integrity policy to all TEQSA registered HE providers, and
- Address the needs of vulnerable student groups in relation to academic integrity.

This project responded to TEQSA's Framework for Teaching and Learning standards by informing decision-makers at the government and sector level of good practice in academic integrity policy for diverse student groups, and providing tangible resources that can be adapted according to context.

Chapter 3: Approach and Methodology

The project was scheduled to conduct activities over a 12 month time frame in three phases (see Figure 1 below). Formative evaluation and dissemination was included in all phases of the project.

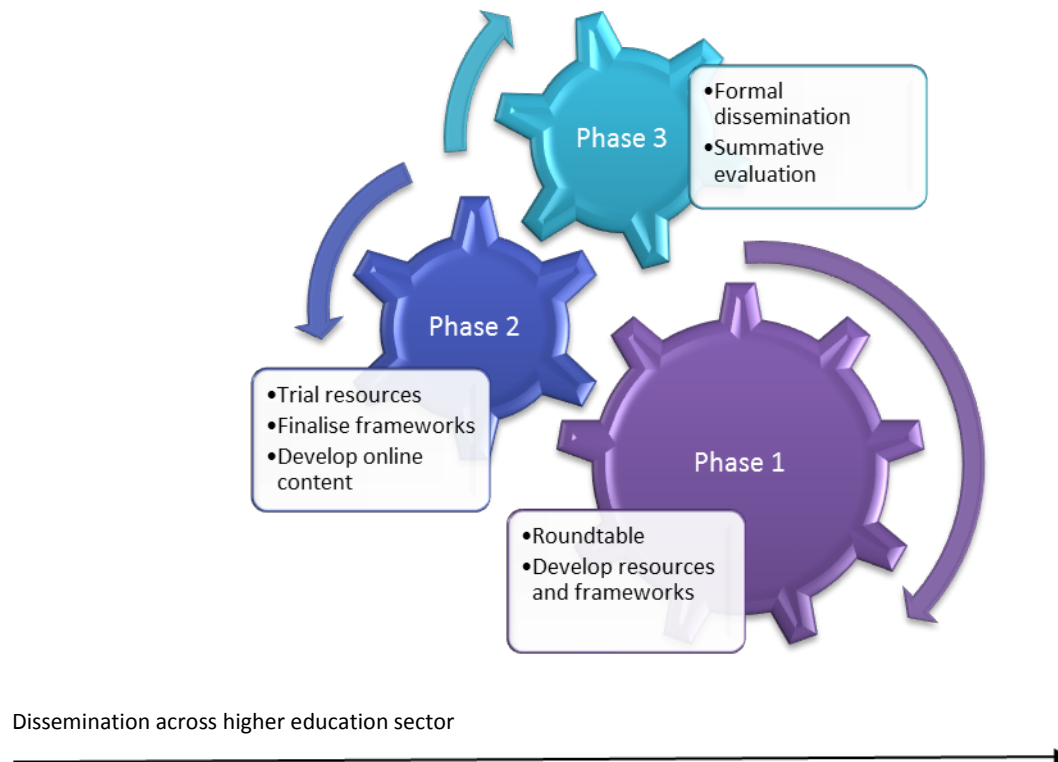


Figure 1: Phases of Exemplary Academic Integrity Project

Phase 1 (December 2012-June 2013)

Roundtable

The EAIP project team held a Roundtable of Reference Group members and selected invitees in Brisbane on 28 February and 1 March 2013. The Roundtable provided an opportunity for public and private HE providers to:

- share implementation details of exemplary academic integrity policy.
- adapt best practice for specific student groups, and
- collaborate on issues of academic integrity.

The Roundtable had participants from nine universities, two HE private providers and three other institutions (Details in Appendix A). Each participant was provided an Agenda (Appendix B), Information Sheet (Appendix C), Consent Form (Appendix D) and the Core Elements of Exemplary Academic Integrity Policy paper by Bretag et al (2011).

Five Australian universities identified as having exemplary academic integrity policies shared details of practices that demonstrated the efficacy of their policies in their specific contexts. Each presenter used the framework for sharing best practice (Appendix E) provided by the EAIP. The presentations and videos were uploaded on the EAIP website at <www.unisa.edu.au/EAIP>. Transcripts of the video recordings were analysed using thematic analysis in NVivo 9 to inform project deliverables. The presentations on implementation details of exemplary academic integrity policy at their institutions were:

- Griffith University, presented by Ms Karen van Haeringen and Associate Professor Wendy Loughlin.
- University of South Australia, presented by Dr Rowena Harper.
- La Trobe University, presented by Mr Bruce Carboon.
- The University of Western Australia, presented by Assistant Professor Lee Partridge.
- Victoria University, presented by Dr Fiona Henderson on behalf of Professor Helen Borland, Associate Professor Bill Eckersley and Dr Fiona Henderson.

Team member Leigh Pointon presented the QIBT perspective as a private HE provider. Team member Karen van Haeringen presented her analysis of online academic integrity policies of private HE providers using the five core elements framework. Dr Saadia Mahmud and Dr Tracey Bretag presented some preliminary findings from their review of academic integrity policy for HDR students in Australia.

On Day 2 of the Roundtable three discussion groups focused on adapting best practice for specific student groups i.e. HDR, EAL, and ELP (recognising there is considerable overlap between the needs of the latter two groups). Following the Roundtable, key recommendations for enacting exemplary academic integrity policy were identified by the project team for immediate dissemination via the international experts' National Speaking Tour. These recommendations were further refined by Tracey Bretag and Saadia Mahmud, based on analysis of Roundtable presentation transcripts and were fully explored in a journal article (Bretag & Mahmud 2013, under review).


National Speaking Tour

Following the Roundtable in Brisbane on 28 February and 1 March 2013, our two international experts Dr Tricia Bertram Gallant and Dr Erica Morris, engaged in a National Speaking Tour. The seminars were open to all HE providers. Dr Gallant's seminars in Australia were held at The University of Western Australia (Perth, Western Australia) on 5 March 2013; and Macquarie University (Sydney, New South Wales) on 6 March 2013. Dr Morris' seminars in Australia were at Griffith University (Brisbane, Queensland) on 4 March 2013, University of South Australia (Adelaide, South Australia) on 6 March 2013; and La Trobe University (Melbourne, Victoria) on 8 March 2013.

An overview of the project was presented at each seminar by a project team member (Dr Bretag at Perth, Adelaide and Melbourne), Ms Karen van Haeringen at Brisbane and Dr Mahmud at Sydney. The presentation of the findings from Roundtable and seminar videos can be accessed on the project website.

Roundtable

The Project Roundtable was held in Brisbane on 28 February and 1 March 2013 ([Roundtable Agenda](#)). Following an introductory presentation by Dr. Tracey Bretag (Project Leader) and an overview of the work of the Higher Education Standards Panel by Professor David Siddle, the Roundtable brought together the project team and reference group in a collegial environment to allow participants to share the practical implementation details of exemplary academic integrity policy. Participants were encouraged to share details of institutional practices which show the efficacy of their policies in their specific contexts using the Framework for sharing best practice provided by the Project. Each participant at the Roundtable was also provided an [Information Sheet](#), [Consent Form](#) and the [Core elements paper](#) by Bretag et al (2011).



Video of Dr Tracey Bretag's presentation at the EAIP Roundtable

The Roundtable provided an opportunity to public and private providers of higher education to:

- share implementation details of exemplary academic integrity policy
- adapt best practice for specific student groups
- collaborate on issues of academic integrity

Presentations were videotaped and notes were taken during the Roundtable to enable the project team to analyse and adapt current best practices for the identified student groups. The findings from the Roundtable have been disseminated via a [national speaking tour](#) by international academic integrity experts, Dr Erica Morris and Dr Tricia Bertram Gallant.

Representatives from five Australian universities gave presentations on implementation details of exemplary academic integrity policy at their institution:

1. Griffith University¹ (wmv, 91.2MB) presented by Ms. Karen van Haeringen and Associate Professor Wendy Loughlin (PDF, 1.14MB). Videos embedded in the presentation: [Theoretical underpinnings](#), [Responsibility](#), [Support](#).
2. University of South Australia (wmv, 81.8MB) presented by Dr. Rowena Harper (PDF, 247KB).
3. La Trobe University (wmv, 100MB) presented by Mr. Bruce Carboon (PDF, 322KB).
4. University of Western Australia (wmv, 68.5MB) presented by Assistant Professor Lee Partridge (PDF, 1.53MB).
5. Victoria University presented by Dr. Fiona Henderson (wmv, 75.3MB) on behalf of Professor Helen Borland, Associate Professor Bill Eckersley and Dr. Fiona Henderson (PDF, 3.01 MB).

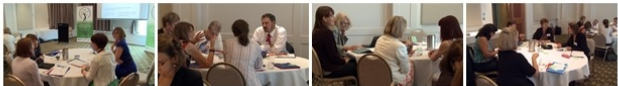


Figure 2: Screenshot of Roundtable page on EAIP website

Resources and Frameworks Development

Suggestions from the Roundtable for tailored support resources for EAL/ELP students included: develop a plain English definition of academic integrity (e.g. in consultation with IELTS or other appropriate body); collate academic integrity YouTube videos (identify gaps in information and create new resources); produce/collate materials for peer-to-peer mentoring; and develop learning materials to articulate the difference between collusion and collaboration. Suggestions from the Roundtable for support frameworks for HDR students included: identify and collate good academic integrity resources for HDR students and develop draft HDR academic integrity policy and practice guidelines for Deans and Directors of Graduate Studies (DDOGS).

The project team met in April 2013 in Adelaide to finalise decisions on the resources to be developed. The following deliverables were agreed upon by the team:

1. Framework for enacting exemplary academic integrity policy.
2. Academic integrity policy and support framework for postgraduate research.
3. Online academic integrity policy toolkit.
4. Plain English definition of academic integrity in consultation with TESOL SA.

5. Selection of academic integrity You Tube videos.
6. Scenarios for postgraduate research students based on sections of the Australian Code for Responsible Conduct of Research.
7. Compilation of appropriate online resources on integrity for HDR students.

Phase 2 (July-September 2013)

During this phase the team finalised the frameworks and resources identified in Phase 1 of the project. Dissemination was ongoing through the project website. The project team evaluated the success of dissemination by tracking the visitors on its website and by being active in social media.

The Academic Integrity Policy Toolkit was presented at the International Centre of Excellence in Tourism and Hospitality Education (THE-ICE) at Sydney on 28 July, and trialled in September 2013 by 25 higher private HE providers. The HDR framework was presented at the Australasia Research Managers Conference (ARMS 2013) and accepted for publication in *Accountability in Research* (Mahmud & Bretag 2013, forthcoming). The project's work on postgraduate research (Mahmud & Bretag 2013) received national attention (*The Australian*²).

Phase 3 (October-November 2013)

The project presented its findings and the Academic Integrity Policy Toolkit at the 6th Asia Pacific Conference on Educational Integrity Conference in Sydney on 2 October 2013. The project also presented at the OLT Showcase for commissioned projects in Canberra on 20 November 2013.

² Hare, J. (2013). "Integrity lessons lacking at uni's peril", *The Australian*, Higher Education, August 22.

Available at : www.theaustralian.com.au/higher-education/integrity-lessons-lacking-at-unis-peril/story-e6frgcjx-1226701547500>.

Chapter 4: Research Findings

Research on plagiarism and ways to deal with it (Carroll & Appleton, 2001, Harris 2001, Gilmore 2008, Blum 2009, Sutherland-Smith 2008) emphasises the need for student education. Trevino et al (2012, p.174) advocate an alignment of values and academic integrity policy with an emphasis on training of students in the creation of a 'community of integrity'. This is in line with the earlier calls for more student engagement (McCabe & Makowski 2001, Bertram Gallant 2008).

East and McGowan (2012) extrapolated eight recommendations for implementing policy and developing a culture of integrity including provision of professional development, student engagement, development of academic literacies, provision of dedicated academic integrity breach decision-makers and centralised record-keeping. The Higher Education Academy in the UK have similarly developed 12 recommendations for implementing academic integrity policy (Morris with Carroll 2011), and these resonate strongly with the work of the AISP including staff engagement and development, student education, cross-institutional group, and a centralised record keeping system.

In implementation of policy, the Oxford Brookes Model of Academic Conduct Officers (Carroll & Seymour 2006, Carroll & Appleton, 2001 & 2005) which aimed to establish a consistent approach to the handling of plagiarism cases in the UK, is considered by many to be a best practice model (Bretag 2008; Bretag & Green 2010).

Framework to enact exemplary academic integrity policy³

The five core elements of exemplary academic integrity policy identified by Bretag et al (2011) were Access, Approach, Responsibility, Detail and Support, with no element given priority over another. According to Bretag et al (2011), the purpose of the policy should be to develop shared values with all stakeholders based on a genuine and coherent commitment to academic integrity. The five core elements are detailed below:

- **Access:** The policy is easy to locate, easy to read, well written, clear and concise. The policy uses comprehensible language, logical headings, provides links to relevant resources and the entire policy is downloadable as in an easy to print and read document.
- **Approach:** Academic integrity is viewed as an educative process and appears in the introductory material to provide a context for the policy. There is a clear statement of purpose and values with a genuine and coherent institutional commitment to academic

³ This section draws from Bretag and Mahmud (2013, in progress) and the project website.

integrity through all aspects of the policy.

- **Responsibility:** The policy has a clear outline of responsibilities for all relevant stakeholders, including university management, academic and professional staff, and students.
- **Support:** Systems are in place to enable implementation of the academic integrity policy including procedures, resources, modules, training, seminars, and professional development activities to facilitate staff and student awareness and understanding of policy.
- **Detail:** Processes are detailed with a clear list of objective outcomes, and the contextual factors relevant to academic integrity breach decisions are outlined. The policy provides a detailed description of a range of academic integrity breaches and explains those breaches using easy to understand classifications or levels of severity. Extensive but not excessive detail is provided in relation to reporting, recording, confidentiality and the appeals process.

Following the Roundtable, key recommendations for enacting exemplary academic integrity policy were identified by the project team for immediate dissemination via the National Speaking Tour. These recommendations were further refined by Tracey Bretag and Saadia Mahmud, based on analysis of Roundtable presentation transcripts and are currently being fully explored in a paper for review.

The six recommendations are:

1. **Regular review of academic integrity policy and process:** Exemplary policy is not enough. Policy requires constant revision based on an institutional commitment to academic integrity and feedback from breach data, academic integrity breach decision-makers, appeals committees, senior managers, teaching staff, students and policy-makers in other functional areas.
2. **Academic integrity champions:** Data from all five institutions' presentations were coded under this theme. 'Academic integrity champions' were identified to come from outside the academy, management, staff and students.
3. **Academic integrity education for all stakeholders:** Data from all five institutions were coded under the theme 'educative approach', corresponding with the project team's preliminary analysis that indicated the importance of academic integrity education, and with the AISP recommendation for support.
4. **Student engagement:** Presenters recognised the importance of encouraging students to be partners, rather than passive recipients in academic integrity education, and data from all five institutions were coded under 'student engagement'.
5. **Robust decision making systems:** All five universities recommended that there should be a person or persons with a 'designated academic integrity role'. Four out of five universities said they should be located within the faculty.
6. **Record keeping for evaluation:** All five institutions emphasised the need for centralised records. Academic integrity breach data should be confidentially maintained, managed and analysed for the purpose of process improvement, quality assurance, procedural fairness, transparency and improvement of teaching and learning.

See Figure 3 below for a framework to enact exemplary academic integrity policy developed by the project.

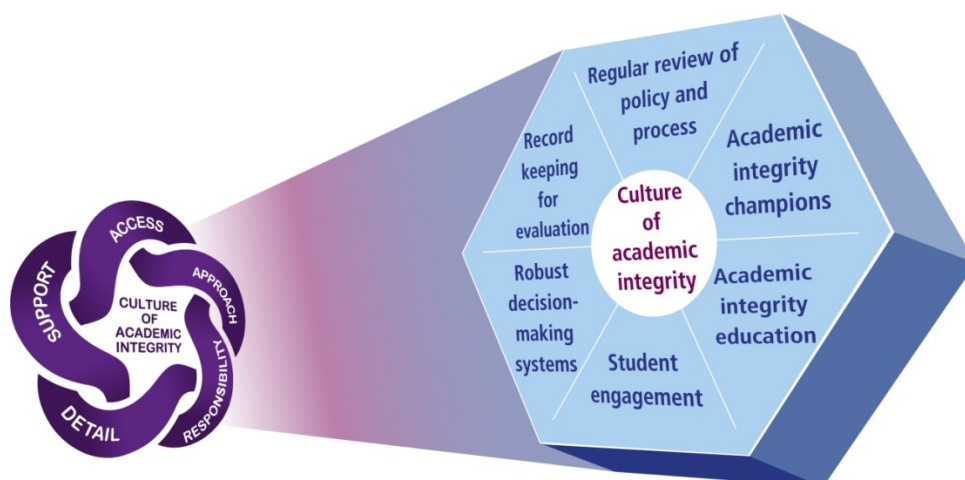


Figure 3: Framework for enacting exemplary academic integrity policy

Culture of academic integrity

Data from all five institutions presenting at the Roundtable were coded under this theme. All five representatives prefaced their presentations and reiterated the importance of an institutional commitment to a culture of integrity as both an aspiration and as a tangible practice. Most of the presenters directly or indirectly referred to the Fundamental Values of Academic Integrity, honesty, trust, respect, fairness and responsibility (ICAI 1999). Analysis indicated that all five institutions adhered to the requirements for an aspirational and educational ‘approach’ to academic integrity, as recommended by the AISP (Bretag et al 2011). The following excerpt is one example:

...the language that introduces both staff and students to this concept is positive rather than negative in that it focuses on the attitudes and behaviours that we want to encourage through scholarship rather than the attitudes and behaviours to be avoided, i.e., here’s how we would like you to practice rather than don’t do this. (University C)

Data from every institutional presentation was also coded under the theme of ‘multiple stakeholders’, which again fulfilled the recommendation of the AISP for clear articulation of ‘responsibility’ for all relevant stakeholders (Bretag et al 2011). One particular university articulated this aspect very clearly in relation to reporting potential breaches of academic integrity:

“The...institutional framework also very clearly states that everybody is responsible for academic integrity at [our university] and we allow students, anybody to report academic integrity.”
(University E)

Academic integrity champions

Data from all five institutions were coded under this theme. 'Academic integrity champions' were not specifically given this title, and could come from all organisational levels, from both within and outside the organisation. They were grouped as follows:

- From outside the academy: e.g. the media, Government bodies (e.g. ALTC, OLT), regulatory bodies (AUQA, TEQSA).
- From management: Academic Board, DVC: A (or Education), Deans Teaching and Learning, Heads of School, Academic Services, Student Council.
- From staff: Professors, Program Directors, Course Coordinators, Academic Developers, Learning Advisors, Lecturers.
- From other key stakeholders: undergraduate, postgraduate and research students.

Academic integrity education

Data from all five institutions were coded under the theme 'educative approach', corresponding with the project team's preliminary analysis that indicated the importance of academic integrity education, and with the AISP recommendation for support which includes "proactive measures to educate students about academic writing and referencing conventions as well as practical strategies to prevent breaches of academic integrity" (Bretag et al 2011, p. 4). Participants at the Roundtable emphasised the importance of recognising the diversity of institutions, disciplines, staff and students when designing appropriate academic integrity education.

Presenters recognised the importance of encouraging students to be partners, rather than passive recipients in academic integrity education, and data from all five institutions were coded under 'student engagement'.

The key suggestions for good practice from this category included:

1. The policy should state that everyone is responsible for academic integrity.
2. There needs to be a student declaration of commitment to academic integrity on all assessments.
3. There should be an academic integrity module for all students⁴.
4. Student learning should be supported with online resources.

⁴ There was extensive discussion at the Roundtable about whether this module should be compulsory or not, with opinion divided about the advantages of either approach. Concerns were raised that it was not conducive to building a culture of integrity if students were compelled to complete such a module, while completion by staff was optional.

5. Students should be encouraged to mentor other students.
6. Assessment tasks such as posters and essays on integrity may be more engaging.
7. Students should be encouraged to contribute to policy development by participating in focus groups.
8. Students should be encouraged to be academic integrity champions, e.g. through work in student-run organisations.

It was clear from the presentations at the Roundtable that exemplary universities consider the 'academic integrity education' needs of staff as well as students. Data from all five institutions were coded under the theme 'professional development for staff'.

Decision-making

While the importance of an educative approach to academic integrity was agreed by all presenters, similar agreement was reached on the importance of appropriate and consistent responses to breaches of academic integrity, often referred to as 'misconduct'. Data from all five institutions were coded under the theme 'academic misconduct', with two universities characterising their approach to academic integrity as 'mixed'.

Corresponding to the recommendation by the AISP for exemplary academic integrity policy to provide adequate 'detail' in relation to breaches and outcomes (Bretag et al 2011), the universities represented at the Roundtable provided examples of how that detail was included in the policy and enacted in practice. All five institutions were coded under the theme 'policy instruments', with extensive information provided about procedures for dealing with academic integrity breaches. All presenters agreed on the importance of providing academic integrity breach decision-makers and other stakeholders with a simple flowchart that details specific roles and tasks.

The key recommendations from the sub-category 'tools for decision-making' were that universities need to provide:

1. Clear, easy to follow guidance on the breach process, from the suspicion of an academic integrity breach, through to who makes a determination about the outcome.
2. Criteria to differentiate minor from major academic integrity breaches and associated outcomes.
3. Links to appropriate documents to aid decision-making.
4. Guidance on how and when to access academic integrity breach data.
5. Standard document templates for every step of the academic integrity breach process (e.g. proforma letter to student, standard breach data entry).
6. Professional development for academic integrity breach decision-makers, including adequate

induction and tools for collaboration and consultation.

As a subset of the above category, data from all five institutions were coded under the theme 'designated academic integrity role'. Four of the five universities recommended that there should be a decision-maker (or decision-makers, depending on the size of the department and the number of cases) located within the faculty with designated authority to determine outcomes for academic integrity breaches. This person might be referred to as an Academic Integrity Officer, Academic Conduct Advisor or Faculty Academic Misconduct Officer. One university used a slightly different model, with a Student Academic Integrity Coordinator working in an administrative role, and liaising with trained academic decision-makers for both minor and major breaches.

Knowledge Management

Enacting exemplary policy in practice requires that academic integrity breach data is confidentially maintained, managed and analysed for the purpose of process improvement, quality assurance, procedural fairness, transparency, and improvement of teaching and learning. Data from all five institutions were coded under the theme 'central record keeping' and the importance of thorough record keeping was a recurring refrain.

Evaluation

Preliminary analysis of Roundtable inputs indicated that 'evaluation' was an important theme. Given the number of questions raised from discussions at the Roundtable, it is not surprising that data from all five institutions were coded under the general theme 'challenges', with a range of issues being highlighted such as:

1. Concerns about integrity issues for online and Open University Australia students.
2. The need for a shared understanding of academic integrity for all HE providers.
3. The importance of using breach data to inform and improve practice.
4. The need for resources to address 'grey areas' of academic integrity breaches (e.g. proof-reading, editing).
5. The challenge of ensuring a consistent educative approach in both policy and practice.
6. The importance of consistently applying academic integrity policy across disciplines.
7. The need for better links between academic integrity decision-makers and university services (e.g. learning advisors, counsellors).
8. The need to engage staff at all levels in understanding and applying academic integrity policy (including senior staff such as Heads of School).
9. The opportunity for academic integrity decision-makers to take a proactive, educative role (rather than simply respond to breaches).
10. The imperative to adequately consider workload issues for academic integrity decision-makers.

Evidence-based policy and support framework for integrity in postgraduate research⁵

Postgraduate research students have a unique position in the debate on integrity in research as they are both students and novice researchers. In Part A, the general principles section of the Australian Code for the Responsible Conduct of Research (the Code), postgraduate research students are referred to as 'research trainees'. However, no mention is made of postgraduate research students/research trainees in Part B of the Code, where explicit information is provided about breaches of the Code, research misconduct and the framework for resolving allegations. Section 11 of the Code states that "If proven, such misconduct would be expected to lead to disciplinary action by the institution in accordance with its instruments of employment". The Code in this case is clearly referring to staff engaged in research as not all postgraduate research students are employed by the university.

A recent Australian survey on academic integrity by students representing six universities (Bretag et al 2013) found that postgraduate research students were least satisfied with the information they had received about how to avoid an academic integrity breach. As compared to the proportion of overall survey respondents (79.9%), a lower proportion of postgraduate research students (70.4%) agreed that academic integrity policy is clearly communicated to students

Our research in six Australian universities challenged the presumption of HDR students holding prior knowledge of academic integrity. Our findings indicated that many postgraduate students are undertaking the research phase of their academic careers seriously under-prepared and ill-informed of their institution's requirements. We propose that Australian universities should aim to induct postgraduate research students into an overarching institutional culture of integrity (Mahmud & Bretag 2013).

Analysis of academic integrity policy in postgraduate research

As part of the EAIP, the available online academic integrity policies of Australian universities were accessed in January/February 2013. We identified nine Australian universities (9/37) which stated in their main academic integrity policy that they had a separate policy for postgraduate research students. For these nine universities, further review was done of the policy for integrity in postgraduate research. Search terms to find appropriate separate policies for HDR students within the nine university websites included: research integrity, research misconduct and students, with 'research misconduct' the most successful search term.

For each university, up to three documents and associated websites related to research integrity were considered in the policy review. In most cases the documents included the university policy on

⁵ This section draws from Mahmud and Bretag (2013)

the responsible conduct of research, procedures for dealing with research misconduct and the student misconduct/discipline rules.

Each of the nine institutions' policy for integrity in postgraduate research was compared against the *Australian Code for the Responsible Conduct of Research* (NHMRC et al 2007) including the principles and practices to encourage responsible research and breaches of the Code, research misconduct and the framework for resolving allegations. They were also evaluated using the five core elements of exemplary academic integrity policy identified by Bretag et al (2011) i.e. access, approach, responsibility, detail and support.

Comparison with the Australian Code for Responsible Conduct of Research

In the nine cases, HDR students were covered by an institutional code for responsible research that applied to staff and students engaged in research at that university. In all cases, policies for HDR students at the nine universities provided a direct link to the *Australian Code for Responsible Conduct of Research* (the Code).

The definition of 'research misconduct' lacked consistency within some policies and also when compared to the Code. In one third of the cases (3/9) the policy mentioned the three conditions detailed in the Code for a complaint or allegation to relate to research misconduct. In one case the policy referred to "ethics misconduct" separately in addition to research misconduct. In one case the authors found that the university policy on research misconduct was inconsistent within its own policy and with the Code in its definition and handling of 'breach' and 'research misconduct'.

Meeting the standards of 'exemplary academic integrity policy'

We further analysed the postgraduate research policies of the nine universities against the 'five core elements of exemplary academic integrity policy' (Bretag et al 2011). Table 1 below presents the evaluation of the nine universities' HDR academic integrity policy for the presence or absence of the five core elements at an appropriate level. A '+' symbol on Table 1 indicates the policy was considered to have a sufficient level of the core element while a '-' symbol indicates the policy was not considered to have a sufficient level of the core element.

Table 1: Exemplary elements of policy for integrity in postgraduate research

University	Access	Approach	Responsibility	Detail	Support
A	+	+	+	-	+
B	+	+	-	-	+
C	+	-	+	-	-
D	+	-	+	-	-
E	+	+	+	-	+
F	+	-	+	+	+
G	+	+	+	-	-
H	+	+	+	-	-
I	+	+	+	-	-

No single policy from the nine universities was assessed as including all five of the exemplary elements of academic integrity policy. Three universities' policies included four of the five exemplary elements.

In all cases (9/9), access to the relevant policy for postgraduate research students was determined to be appropriate based on the premise that a student would be able to find the relevant policy document in three or less 'clicks' from the university's main home page. However a student would need to review at least three or more documents, including websites, to gain an understanding of the university policy on research integrity.

In the category 'approach', universities generally included a statement about the values of the university being upheld. However, most often the values and importance of research integrity was well articulated in related documents or on the website, rather than in the actual policy or regulations document. For example, one university explained the importance of "intellectual honesty and integrity, and scholarly and scientific rigour" and then provided a well enunciated explanation of the responsibilities of both the university and the researcher. But as this approach

was provided in a related web document for ‘researchers’ (not hyperlinked in the actual student policy document), it could be argued that many postgraduate research students would not necessarily understand that this rationale applied to them. Furthermore, even though most universities’ policies did have an upfront statement detailing their university’s approach to integrity, in 3/9 cases it was not consistently articulated throughout the policy document. In one case, the heading ‘Research Integrity’ should actually have been titled ‘Research Misconduct’ as no mention at all was made of the positive values of integrity. One policy referred to research as a “vital function in higher education”, while another as a “vital institutional function” without providing any rationale for why this was important.

In 8/9 policies there was a mention of ‘responsibility’ for numerous stakeholders, including staff, students, associates, managers and most often the university itself for upholding research integrity. In some cases specific responsibilities were more explicitly stated. In relation to the category of support, less than half (4/9) of the policies reviewed provided specific information about the different types of support and training available to students.

The weakest area in the policies was detail (1/9). The areas not covered adequately included the procedure applicable to students who had breached the policy. In one case the procedure related only to staff research misconduct while the policy applied to staff and students. In some cases, penalties and appeals processes were not covered. In one case the research conduct policy referred to HDR student misconduct procedures that could not be located. In other cases, mention was made of the Rules for Student Conduct but no link was provided.

Staff members facing an allegation of breach or research misconduct were dealt with under the enterprise bargaining agreement or staff employment contract. In almost half of the cases (4/9) research misconduct by students was dealt with under the student misconduct/discipline rules. In three cases (3/9) there was a separate procedure to handle allegations of research misconduct by HDR students. However in one such case the procedure for student research misconduct was mentioned in the policy but could not be located on the website. In two cases (2/9), research misconduct by staff and students was dealt with under the same procedural document.

There were numerous opportunities for confusion in most of the policies. In one case the Responsible Conduct of Research policy stated that students were dealt with under rules for student conduct; however there was a procedure for managing complaints of research misconduct that “applied to any person involved in the conduct of research”.

Evidence-based framework policy and support framework for integrity in postgraduate research

- i. Based on our analysis, we proposed a framework for policy and support for integrity in postgraduate research that consists of:
- ii. A commitment to foster a culture of academic integrity.
- iii. Academic integrity policy that includes the five core elements of exemplary policy, i.e. access, approach, responsibility, detail and support.
- iv. Policy on integrity in postgraduate research that meets the standards of exemplary academic integrity policy.
- v. Measures to enact such policy including adherence to the Code, consistency in policy and practice, and socialisation of trainees with researchers modelling responsible research practice.

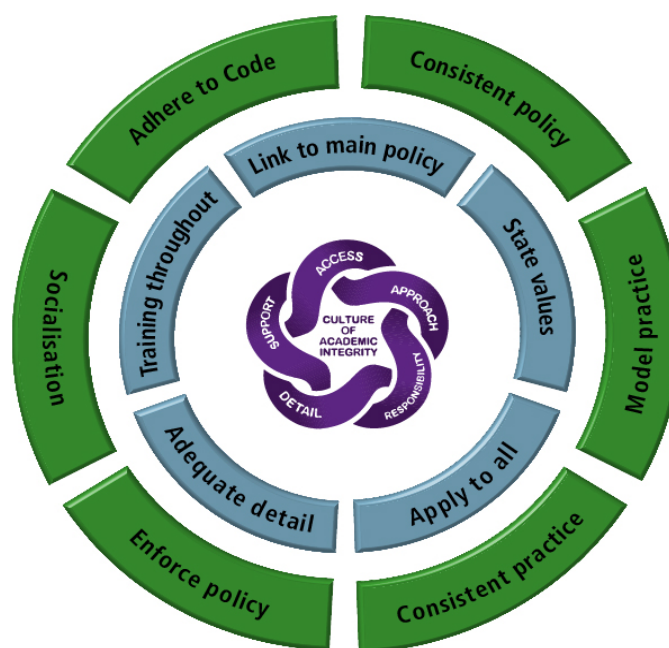


Figure 4: Evidence-based academic integrity policy and support framework for integrity in postgraduate research (Mahmud & Bretag 2013, forthcoming)

We discuss how policy for integrity in postgraduate research can meet the standards of exemplary academic integrity policy below.

Access: Link to main policy

Linking the specific requirements for HDR students from the main academic integrity policy will ensure that a consistent and educative approach to integrity is maintained across the institution, at all levels of scholarship and for all stakeholders. Furthermore this will ensure that the needs of HDR students are not overlooked in their unique role as both students and research trainees (Mahmud

& Bretag 2013).

Approach: State values

The approach of the policy on integrity in postgraduate research should state the values that the institution aspires to and the rationale for integrity in research. This approach should be consistently expressed throughout the policy and additional procedures documentation rather than being provided only as a separate statement on the website. A strong responsible research culture has shared values such as honesty, integrity, and respect for others (NHMRC et al 2007, p. 1.3), and honesty, efficiency and accuracy (Steneck 2007).

Responsibility: Apply to all stakeholders

We maintain that the institution's main academic integrity policy should apply to all staff, students and stakeholders at the university. Where an academic integrity policy applies to all students but has no detail for HDR students this fails to provide the information specific to the research context.

Detail: Provide adequate detail of breaches and outcomes

Less than half of the policies (3/9) mentioned the three conditions for a complaint or allegation to constitute research misconduct. We argue that a lack of adequate detail contributes to difficulties in the consistent enforcement of integrity policy and that policy-makers need to provide detail regarding the handling of allegations of research misconduct by postgraduate students.

Support: Provide training throughout candidature

We found that less than half (4/9) of the policies in our study provided specific information about the different types of support and training available to HDR students. As we have argued elsewhere, despite the extensive academic experience of postgraduate students, many are not fully conversant with the requirements of academic integrity and are undertaking the research phase of their academic careers under-prepared and ill-informed of their institution's requirements (Mahmud & Bretag 2013). We advocate that research integrity training should be provided throughout the candidature of a HDR student.

We now discuss measures to enact exemplary policy for integrity in postgraduate research.

Adhere to Code

In all cases, policies for HDR students at the nine universities provided a direct link to the *Australian Code for Responsible Conduct of Research* (the Code), which in our view provides appropriate and adequate information for all researchers to conduct their work according to ethical and professional standards. However, the Code by its generic nature cannot provide adequate context-specific information relating to procedures for breaching the Code, or for how HDR students will be supported in upholding the Code. Furthermore, a link to the Code embedded in a policy does not necessarily ensure that HDR students have easy and direct access to the information they need.

Consistent policy and practice

The importance of aligning academic integrity policy and practice has been irrefutably established by key researchers in the field of academic integrity (East 2009; Bretag et al 2011; Morris with Carroll 2011). In the case of postgraduate integrity, our research has indicated a lack of consistency both with the Code and within the policies of individual institutions. The research page of an institution's website should provide HDR students with a link to the research related policy. All policies need to be linked and regularly updated to ensure that information is both accurate and consistently presented.

Model good practice and socialise research trainees

While research trainees are influenced by a range of stakeholders including program coordinators, learning support and academic development staff, managers, and policy-makers (Lee & Boud 2009), the supervisor is the research trainee's primary influence, and therefore crucial to success (Balatti & Whitehouse 2001; Lamm & Lewis 1999; Pearson & Kayrooz 2004). Research trainees should also be 'socialised' into a culture of integrity through the modeling of ethical behavior by mentors (Titus, Wells & Rhoades 2008), peers and 'group mentoring' (Anderson 2007), as well as the experience and maturity that comes from extended immersion in research/scholarship (Tolich 2010).

Enforce policy

There is extensive research and resources on how institutions should enforce policy and respond to academic integrity breaches by undergraduate students (Carroll 2002; James, McInnes & Devlin 2002; Davis, Drinan & Bertram Gallant 2009), but there is a paucity of guidance on how to manage breaches of research integrity, particularly by postgraduate students. Furthermore, there is no information in the Code to indicate what type of actions an institution may take to address and/or penalise proven research misconduct by postgraduate students. We therefore argue that the understandings and approaches developed for undergraduate students should be extended to the postgraduate sphere, including both staff and students.

Chapter 5: Academic Integrity Policy Toolkit

The Academic Integrity Policy Toolkit has been developed by the Exemplary Academic Integrity Project to ensure that all Australian HE providers have access to a range of resources to develop and implement an institution-specific academic integrity policy. This will assist HE providers to meet the standards required by the [Tertiary Education Quality Standards Agency](#) (TEQSA) to:

- “Ensure the integrity of student assessment
- Ensure the integrity of research and research activity
- Prevent, detect and address academic misconduct by students or staff including cheating and plagiarism” (TEQSA Provider Registration Standard, 4, Requirement 4.3).

Support is crucial for the development and enactment of effective policy and the Academic Integrity Policy Toolkit aims to provide that support by:

- Transferring evidence-based, efficacious principles of exemplary academic integrity policies to all TEQSA registered HE providers, and
- Building capacity within Australian HE providers to develop an institutional culture of academic integrity.

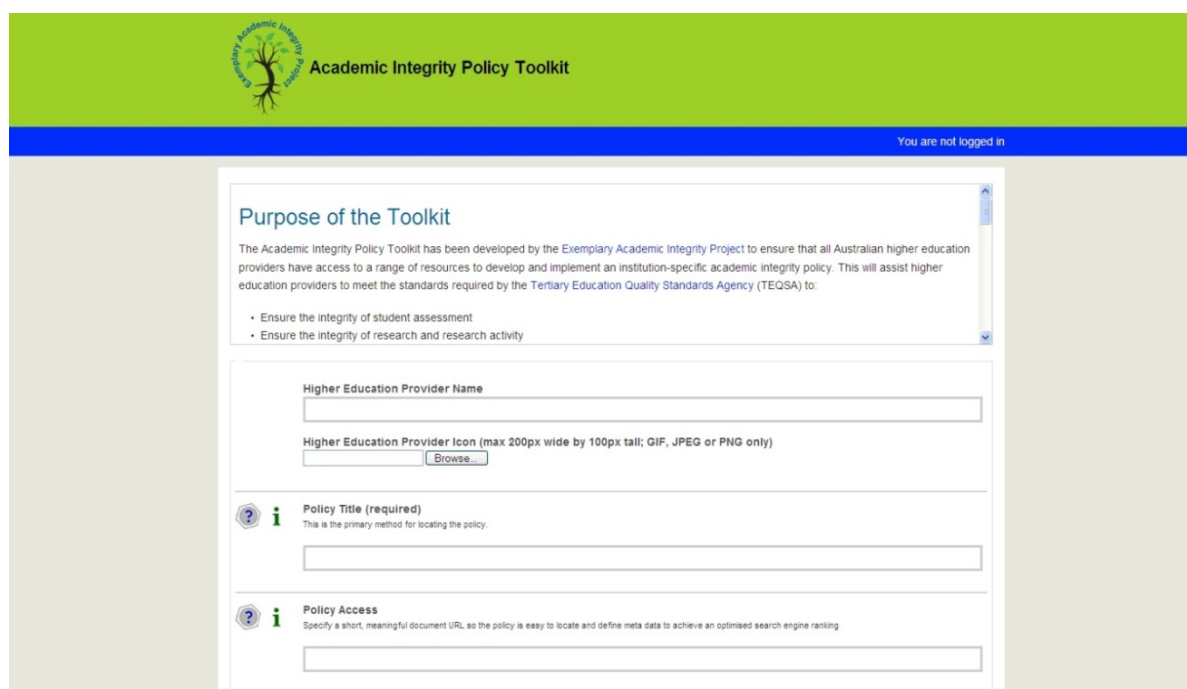
The screenshot shows the 'Academic Integrity Policy Toolkit' web interface. At the top is a green header with a tree logo and the title 'Academic Integrity Policy Toolkit'. Below this is a blue bar indicating 'You are not logged in'. The main content area has a light beige background. A white box titled 'Purpose of the Toolkit' contains introductory text and a bulleted list of goals. Below this is a form with three sections: 'Higher Education Provider Name' with a text input field; 'Higher Education Provider Icon' with a text input field and a 'Browse...' button; and 'Policy Title (required)' with a text input field and a question icon. The final section is 'Policy Access' with a text input field and a question icon. The question icons are located to the left of the 'Policy Title' and 'Policy Access' labels.

Figure 5: Academic Integrity Policy Toolkit

The template is designed to facilitate the drafting of an appropriate academic integrity policy instrument for consultation, decision-making and implementation at specific Australian HE institutions. Once the template has been completed, users can save the academic integrity policy form as a word document, which can be further edited as required. Policy makers can access internationally recognised resources and suggestions for best practice to address institutional issues in relation to academic integrity by clicking on the question icon.

How to use the Academic Integrity Policy Toolkit



The template is designed to facilitate the drafting of an appropriate academic integrity policy instrument for consultation, decision and implementation at specific Australian higher education institutions. Once the template has been completed, users can save the academic integrity policy form as a word document, which can be further edited as required. Policy makers can access internationally recognised resources and suggestions for best practice to address institutional issues in relation to academic integrity by clicking on the question icon. These resources are also available using the links below:

- Policy title
- Policy access
- Related policies and procedures
- Policy scope
- Policy purpose
- Academic integrity
- Roles and responsibilities in assuring academic integrity
- Promoting a culture of academic integrity
- Ensuring academic integrity in assessment
- Academic integrity breaches
- Classification of academic integrity breaches
- Academic integrity breach outcomes
- Academic integrity breach decision-makers
- Academic integrity breach decision-making process
- Identification of potential academic integrity breach
- Notification of breach to an appropriate authority
- Referral of breach to Academic Integrity decision-maker
- Preliminary assessment by decision-maker
- Communication of students' rights in the decision-making process
- Student's response to allegation of academic integrity breach
- Consideration of relevant matters in determining outcome
- Communicating the decision
- Recordkeeping
- Appealing the decision

Feedback on the use of the toolkit, its value to higher education providers and suggested improvements are welcome via the [Feedback Form](#).

Figure 6: Academic Integrity Policy Toolkit Resources

The resources in the toolkit are also available on the project website (see Appendix F) for a list of the resources available in the Academic Integrity Policy Toolkit. The final content of the toolkit, including the resources was refined following its trial in September 2013, by a number of Australian HE providers. Trial participants included five Australian HE private providers and five public universities. Feedback from the two international experts, Dr Tricia Bertram Gallant and Dr Erica Morris, was also included.

The toolkit draws from the following resource:

Academic Integrity Standards Project (AISP): Aligning Policy and Practice in Australian Universities (2012). Elements of exemplary academic integrity policy, Office for Learning and Teaching Priority Project 2010-2012, <www.aisp.apfei.edu.au/content/exemplary-elements-policy>; and The Exemplary Academic Integrity Project Roundtable, Brisbane, 28 February - 1 March 2013.

Chapter 6: Support Resources on Academic Integrity

Plain English definition of academic integrity

One of the findings of the project Roundtable was the need to have a plain English definition of academic integrity that could be used by higher education providers in their efforts to promote academic integrity to the project's target student groups.

The following definition of academic integrity is drawn from the Academic Integrity Standards Project (AISP):

"Academic integrity encompasses a number of values and ideals that should be upheld in an academic institution. Within the academy there is a fundamental obligation to exercise integrity, which includes honesty, trustworthiness and respect. Within an academic structure those values must be evident in the research as well as the teaching and learning activities of the institution. Academic integrity involves ensuring that in research, and in teaching and learning, both staff and students act in an honest way, that they're open and accountable for their actions, and that they exhibit fairness and transparency when they're dealing with people or with research. Furthermore, it is important that staff members at all levels be role models and demonstrate integrity as an example to students who will progress through the education system and then transition into professional life. Academic integrity impacts on students and staff in these core activities, and is fundamental to the reputation and standing of an organisation and its members." (AISP Interview transcript: Law Academic, University A)

The Exemplary Academic Integrity Project, in consultation with TESOL SA, has further adapted this definition to meet the needs of English as additional language (EAL) students, and is presented in plain English as follows:

"Academic integrity means acting with the values of honesty, trust, fairness, respect and responsibility in learning, teaching and research. It is important for students, teachers, researchers and all staff to act in an honest way, be responsible for their actions, and show fairness in every part of their work. Staff should be role models to students. Academic integrity is important for an individual's and a school's reputation."

All HE providers have been encouraged to use the simplified definition above to assist EAL students to understand the complex and sometimes confusing concept of academic integrity. Dr Fiona Henderson at Victoria University (Project Leader: *Building Academic Integrity Project*) is working on a Chinese translation of the plain English definition of academic integrity using the Delphi technique. In addition, participants at the 6th Asia Pacific Conference on Educational Integrity (Macquarie University 2-4 October 2013) expressed interest in translating the plain English definition of academic integrity into other languages such as Hindi and Bahasa Indonesian.

YouTube videos, tutorials and resources on academic integrity

Based on the Roundtable discussions, the project team agreed to select YouTube videos using a set of criteria that included video quality, duration, having student appeal, and providing an educational approach. These details were provided as introductory material for each video and were summarised in our selection table (see Appendix G).

Academic integrity issues are complex and multi-faceted. The selected videos were intended to capture student interest and open a conversation on academic integrity. The YouTube videos, tutorials, and compilation of resources on academic integrity (Appendix H) are available to all HE providers on the project website <www.unisa.edu.au/EAIP>.

Support resources for integrity in postgraduate research

HDR students are referred to as 'research trainees' in the *Australian Code for the Responsible Conduct of Research* (the Code). The project developed eight short scenarios for postgraduate students and their supervisors to stimulate discussion and understanding of the sections of the Code (see Appendix I). The scenarios were made available using the project website.

The project's presence at the 3rd *World Conference on Research Integrity* provided a unique opportunity to engage with Professor Chou, from the Institute of Education, National Chiao Tung University, Taiwan. With permission from Professor Chou, the project website displays animations developed for graduate research training at her university (Chou 2011).

The project website also provided links to research training programmes and resources on research misconduct.

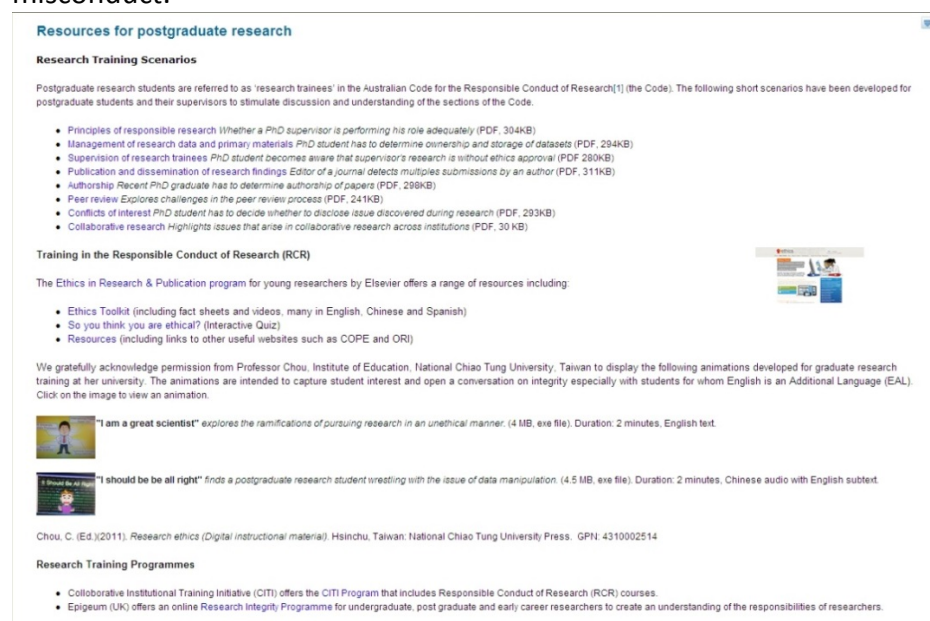


Figure 7: Resources for postgraduate research

Chapter 7: Dissemination

This project disseminated its deliverables to a wide range of stakeholders across the higher education sector in Australia and at an international level. The dissemination framework of this project was informed by OLT's D-Cube project⁶ and was a planned process undertaken from the project proposal stage and extended throughout the life of the project. The three key elements of the dissemination framework included in the project were:

Assessment of climate of readiness for change

The project's outcomes included creating awareness of the principles of exemplary academic integrity policies to all TEQSA registered HE providers and building capacity within HE providers to develop an institutional culture of academic integrity. The targeted *potential adopters* for the project were all registered HE providers in Australia.

The *potential change enablers* for the project were the five exemplary universities (UniSA, Griffith University, La Trobe University, The University of Western Australia and Victoria University), QIBT and other Navitas colleges, Australian National University, and leading international organisations, including the International Center for Academic Integrity (ICAI) and the Higher Education Academy UK. All potential change enablers were contacted at the project proposal stage and three institutions UniSA, Griffith and QIBT were project partners with representatives on the project team, and the remainder had representatives on the project reference group, including our two international experts.

Engagement throughout the project

- The project engaged with the targeted potential adopters early in the project with a two day Roundtable. The Roundtable brought together the project team and reference group in a collegial environment to allow members to share the practical implementation details of what had already been identified as exemplary policy. Participants shared institutional data which showed the efficacy of their policies in their specific contexts. This enabled the OLT project team members to efficiently utilise and adapt current best practices for the identified student groups.
- Following the Roundtable, the two international experts engaged in a National Speaking Tour, between them making presentations at a number of institutions represented by the project (UniSA, Griffith University, La Trobe University, The University of Western Australia), and associated projects (Macquarie University).

⁶ Hinton, T., Gannaway, D., Berry, B., & Moore, K. (2011). *The D-Cubed Guide: Planning for Effective Dissemination*. Sydney: Australian Teaching and Learning Council, p.13.

- A biannual newsletter was circulated to all project partners, reference group members and key stakeholders and affiliates across the HE sector.
- Resources developed by the project were trialled at project partner institutions.
- The Academic Integrity Policy Toolkit was trialled at 10 selected HE providers in late September 2013 and refined in October 2013 based on the feedback from the trial.

Transfer of project outcomes

The project developed sector-wide, accessible and adaptable resources for educating students about academic integrity. These resources were available through the project website. The project team sent links to the resources to a wide variety of stakeholders; for example, the resources developed for HDR students were sent, with an introductory message, to the DVC Research, Deans of Research, Research Integrity Advisors and Academic Developers in Research Education at the project partner institutions. The project team sent the links to all project reference team members for onward distribution.

Project findings have been promoted in the academic community via presentations at conferences listed below:

- Bretag, T. (2013). Keynote Speech, Policy, practice and the student perspective: Where to next for academic integrity? , *Fraud, Fakery and Fabrication: Academic and Research Integrity Conference*, Auckland University of Technology, Auckland, New Zealand, 19 February.
- Mahmud, S. & Bretag, T. (2013). Making the link between academic integrity and research integrity, poster presentation at the *3rd World Research Integrity Conference*. Montreal, Canada, 5-8 May.
- Bretag, T. (2013). [Exemplary Academic Integrity Project: Lessons for Australia, Europe and beyond](#), *Plagiarism Across Europe and Beyond Conference*, opening keynote address, at Mendel University, Brno, Czech Republic, 12 June.
- Mahmud, S. & Bretag T.(2013). Beyond compliance: Nurturing an institutional culture of integrity, poster presentation at the *Australasian Research Management Society Conference*, Adelaide, Australia, 11-13 September.
- Bretag, T., Mahmud, S., van Haeringen, K. & Pointon, L. (2013). Exemplary Academic Integrity Project, presentation at 6th *Asia Pacific Conference on Educational Integrity*, Sydney, Australia, 2-4 October.
- Bretag, T. (2014, forthcoming). Keynote address, “Exemplary academic integrity: Global lessons and opportunities” at the *International Centre for Academic Integrity Conference*, Jacksonville, USA, 28 February-2 March.

Publications in key journals

- Bretag, T, Mahmud, S, Wallace, M, Walker, R, McGowan, U, East, J, Green, M, Partridge, L &

James, C 2013, "'Teach us how to do it properly!' An Australian academic integrity student survey', *Studies in Higher Education*. DOI:10.1080/03075079.2013.777406.

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Innovative Promotion

In addition to a concerted effort to promote the project website at a number of conferences and presentations, the team branded the EAIP early in the project with a logo comprised of a five-branched, five-rooted tree to represent the five core elements of exemplary policy underpinned by the five fundamental values of academic integrity. It also produced custom products such as sticky note pads with the project logo, project flyers, and project banners.

The project also made use of social media such as Twitter with EAIP@bretagta sending the first tweet on 25 February 2013 <https://twitter.com/bretagta/status/306185576468602880>.

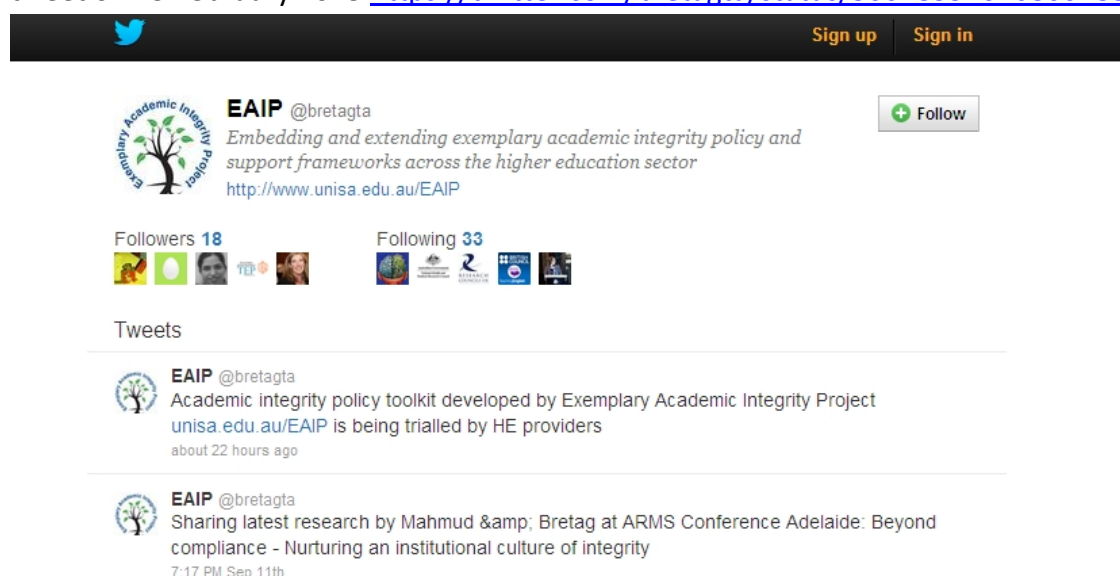


Figure 8: EAIP on Twitter

The project has a number of key researchers and institutions following it on Twitter including Dr Tricia Bertram Gallant, Dr Helen Marsden, the International Center for Academic Integrity, Plagiarism advice.org, IDP Database and the Teaching Effectiveness program at the University of Oregon. IDP recently favoured a tweet on a project publication.

Chapter 8: Impact on the Higher Education Sector

The Exemplary Academic Integrity Project had media coverage in *The Australian* before the project commenced⁷, and reports in *The Advertiser*⁸ and *The Australian*⁹ following the research publications by the project team. On the international stage, the project received online coverage in the [blog](#) of Plagiarismadvice.org on 26 February 2013, an [update](#) on the International Association of Academic Integrity Conferences on 5 March 2013, and congratulations in *Ethos*, the newsletter of the International Centre for Academic Integrity (ICAI).

The National Speaking Tour was promoted by a number of organisations in Australia including [HERDSA News](#), [Asia Pacific Forum on Educational Integrity](#), [Association for Academic Learning and Languages](#), [Western Australian Network for Dissemination](#). Following the National Speaking Tour, Dr Erica Morris was hosted by the Higher Education Academy in the UK at an [event](#) that referred to the findings from the EAIP Roundtable and speaking tour.

Our project leader, Dr Tracey Bretag and international expert Dr Erica Morris' met with Dr Catherine Howell at the Centre for the Study of Higher Education (CSHE), University of Melbourne, on 7 March 2013 to explore areas of common interest with the *From Academic Integrity to Responsibility* (FAIR) project had a positive impact on the FAIR project¹⁰.

Tracey Bretag presented keynote addresses at two international conferences in 2013, "Policy, practice and the student perspective: Where to next for academic integrity?" *Fraud, Fakery and Fabrication: Academic and Research Integrity Conference*, at the Auckland University of Technology, Auckland, New Zealand on 19 February, and "[Exemplary Academic Integrity Project: Lessons for Australia, Europe and beyond](#)" at the *Plagiarism Across Europe and Beyond Conference*, at Mendel University, Brno, Czech Republic, 12 June. In addition, while in Indonesia on university business in July, Tracey Bretag was invited to share the findings from the EAIP at a teaching and learning professional development seminar for staff at Universitas Islam. She also provided the opening keynote address "Exemplary academic integrity: Global lessons and opportunities" at the *International Centre for Academic Integrity Annual Conference*, at Jacksonville, USA, 28 February-2 March, 2014.

⁷ Hare, J. (2012). "[Toolkit for academic integrity](#)", *The Australian*, Higher Education, July 11.

⁸ Holderhead, S (2013). "Tracey Bretag says schools must teach how to reference information from the internet", [The Advertiser](#), Education section, May 10.

⁹ Hare, J. (2013). "Integrity lessons lacking at uni's peril", *The Australian*, Higher Education, August 22.

Available at : www.theaustralian.com.au/higher-education/integrity-lessons-lacking-at-unis-peril/story-e6frgcix-1226701547500.

¹⁰ www.cshe.unimelb.edu.au/research/res_seminars/innov/pdf/howell_april13.pdf.

Dr Saadia Mahmud presented a poster at the *3rd World Research Integrity Conference*. Montreal, Canada, 6-8 May. On this occasion she had an individual meeting with Professor Nick Steneck who is an international expert on research integrity and is a consultant to the Office for Research Integrity in USA. Another link made with HE providers in the Asia Pacific region was Professor Chou from the Institute of Education, National Chiao Tung University, Taiwan who kindly provided the project with permission to display the learning resources on research integrity developed at her institution. Interest in the project's work in postgraduate research has resulted in meetings with researchers Drs Paul Taylor and Daniel Barr from the University of Melbourne, and engagement with a global provider of online research integrity training, Epigeum.

The project collaborated with the other OLT strategic commissioned projects on academic integrity. Macquarie University hosted Dr Tricia Bertram Gallant as part of the EAIP National Speaking Tour and then had an opportunity to engage with her on student academic integrity issues of specific interest to the Macquarie led OLT project.

Paul Whitelaw, a co-leader of the Victoria University led OLT project invited EAIP to present at THE-ICE Benchmarking Roundtable in Sydney. EAIP team member Leigh Pointon presented the Academic Integrity Toolkit at THE ICE and had an opportunity to engage with a number of private HE providers attending the event. She also presented the project findings at the *Chairs of Non-University Academic Boards Forum* on 12 March 2014. In addition, project team member Karen van Haeringen was invited to present the findings and deliverables of the EAIP at the *Higher Education Compliance and Quality Network Hot Topics Event* in Sydney on 4 March 2014.

Dr Fiona Henderson at Victoria University (Project Leader: *Building academic integrity project*), who participated in the EAIP Roundtable, has expressed an interest in developing a Chinese translation of EAIP's plain English definition of academic integrity using the Delphi technique.

Dr Erica Morris, EAIP reference group member from the HEA, has maintained regular contact with all members of the project team, and expressed a strong interest in developing collaborative research on integrity for postgraduate coursework students. This partnership continues to be explored.

These national and international partnerships, largely resulting from the work of both the AISP and EAIP, have led to important opportunities. Mokshika Gaur Editor: Major Reference Works, at Springer Science & Business Media, contacted Dr Bretag in September 2013 to be Editor-in-Chief of the *Handbook of Academic Integrity*, to be published in mid-2016. All members of the EAIP team will be contributing authors to the 70 chapter volume, sharing findings and best practices identified by the project.

Chapter 9: Evaluation

The project evaluation has been ongoing throughout the project. The evaluation included interaction with the project's independent evaluator, use of evaluation forms at the Roundtable and National Speaking Tour events, online feedback forms on the EAIP website and Academic Integrity Policy Toolkit. Statistics on the visitors to the EAIP were used to track the effectiveness of the project dissemination activities and gauge interest of the HE providers in the project's activities. The project also received feedback via email from recipients of the project findings and deliverables.

Independent evaluation

Since its inception, the EAIP has maintained regular contact with Emeritus Professor Faith Trent who is also our formal evaluator. Professor Trent attended part of the team meeting on 23 November 2012 and provided informal feedback. She also attended the Brisbane Roundtable, provided informal feedback after the event, and a brief formative report. The following excerpt from Professor Trent's final report summarises her assessment of the key successes of the project: ... this has been a successful project, implemented as it was conceived. It had met the timeframe allocated and despite being ambitious has achieved its goals with fiscal responsibility, coming in within budget. The outputs from the project are of high quality, sound and rigorous and accessible. There has been a determined attempt to ensure the widest possible dissemination through a variety of strategies and use of media....The project has achieved all of its anticipated outcomes and produced all of its promised deliverables. Given that the timeframe was short and the project ambitious, this is no small achievement. In addition the quality of what has been produced is high. (Final Evaluation Report, 12 November 2013, p. 11)

Feedback from participants

The EAIP used an evaluation form at the Roundtable (see Appendix J) and the summary of responses from 15 Roundtable participants with regards to meeting outcomes are provided below:

Table 2: Roundtable evaluation of meeting outcomes*

Meeting Outcomes	Strongly Agree (SA)	Agree (A)	Neutral	%age A /SA
Share implementation details of exemplary AI policy	10	5		100
Adapt best practice for specific student groups	3	7	4	66.67
Collaboration of public and private HE providers	5	9	1	93.34

*Respondents don't include the Project Leader and Project Manager

Participants found sharing practice, group discussions and networking most helpful. Suggestions to the EAIP team included carefully considering the scope of the project.

The EAIP also used a standard evaluation form (Appendix K) at all National Speaking Tour events. A majority of participants (86-95%) said the event shared the implementation details of exemplary academic integrity policy and a similar proportion (81.8-100%) intended to follow up with colleagues at their own institution.

Visitors to EAP website

Tracking of the visitors to the EAIP website provided the team with evidence of the positive impact of dissemination events such as the National Speaking Tour. As the Figure 9 below shows, there have been periods of increased interest in the EAIP site. These spikes coincide with dissemination efforts of the project including the Roundtable and National Speaking Tour (March), first project newsletter (April), poster presentation at 3WCRI by Saadia Mahmud (May), keynote address at the Plagiarism across Europe and beyond conference by Tracey Bretag (June), presentation at the ICE Benchmarking Roundtable by Leigh Pointon (July), Assessment Seminar at Griffith University by Karen van Haeringen (August), and ARMS 2013 by Saadia Mahmud and Tracey Bretag (September) and the project presentation at 6APCEI (October). The team also distributed a project leaflet at the events from July onwards.

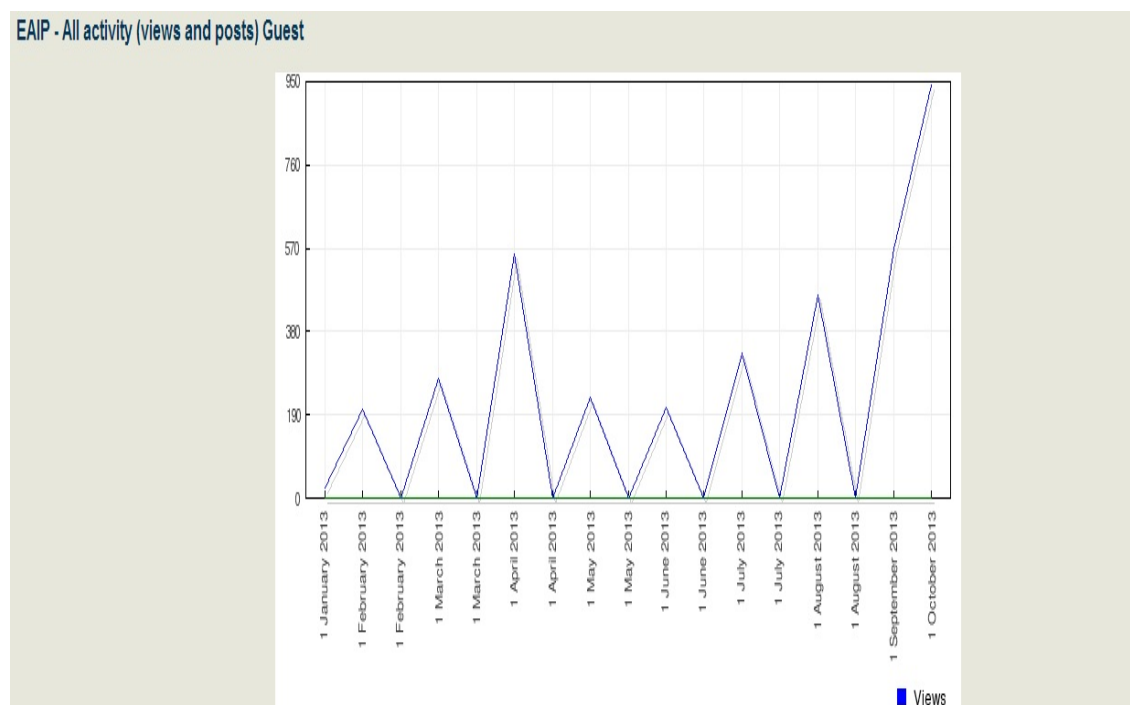


Figure 9: EAIP website visitor statistics

Feedback via email

The project received a number of emails with positive feedback. The following are some examples of the feedback.

I will recommend [the EAIP resources] they are used here – engaging, informative and relevant. Thank you for organising and sharing these. (17 September, 2013)

Congratulations to all the team on an excellent website with really useful resources! (24 September, 2013)

The project gratefully acknowledges the following feedback from our project reference group member and international expert Dr Erica Morris, Academic Lead: Assessment and Feedback, The Higher Education Academy, <www.heacademy.ac.uk>.

I'm so impressed by the EAIP website - this comprehensive resource will be invaluable for higher education providers. Importantly, the resource builds and draws on extensive work, analysis and evidence to provide key findings, recommendations, tools, good practice guidance and links to educational assets. These are not only of significance for the field of academic integrity, but for engaging students and for those working within higher education on policy and educational developments. I was so pleased to see how the outcomes of the Roundtable have been developed further to give recommendations and importantly, a framework for enacting exemplary academic integrity policy - a framework that can be employed internationally. (Erica Morris, Email 5 October, 2013)

Academic integrity policy toolkit trial

The final content of the toolkit, including the resources, was refined following its trial in September 2013, by a number of Australian HE providers. Trial participants included five Australian HE private providers and five public universities. Feedback from the two international experts Dr Tricia Bertram Gallant and Dr Erica Morris was also included. Participants were invited via email to participate in the two week trial and could provide feedback via email or anonymously using the Feedback Form on the EAIP website. While the feedback was generally positive, some specific suggestions for improving the toolkit were considered by the project team. These suggestions included adding additional resources, refining some resources to focus on the relevant sections, providing fields to upload additional documents and clarifying the purpose of the toolkit in the introduction. The project team refined the toolkit based on the feedback from the trial.

Chapter 10: Conclusion

The Exemplary Academic Integrity Project was a strategic commissioned project on academic integrity. The project had a clear brief to foster a culture of integrity in Australian higher education by embedding and extending the earlier work by the *Academic Integrity Standards Project*. The key challenge for the EAIP was the relatively short duration of 12 months to achieve the project outcomes.

In just one year, the EAIP has succeeded in the development and dissemination of all the proposed deliverables. These include: an academic integrity toolkit for HE providers in an interactive online format; tailored support resources for English as an Additional Language and Educationally Less Prepared students in HE; and an evidence-based academic integrity policy and support framework and resources for postgraduate research students. In addition, the project developed a practical framework for enacting exemplary policy based on input from Australian universities identified as having exemplary academic integrity policies.

Our academic integrity policy toolkit and the proposed frameworks aim not to dictate a one-size-fits-all model, but to initiate robust debate and dynamic approaches to fostering shared understandings of academic integrity for all stakeholders across the HE sector.

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Appendix A: 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)
- The 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
- The University of Queensland

Appendix B: Roundtable agenda

ROUNDTABLE AGENDA

Marriott Hotel, Brisbane 28 February -1 March 2013

Day 1	Thursday 28 February
9.00-9.10am	Welcome and introductions
9.10-9.30am	Five core elements of exemplary policy (Tracey Bretag)
9.30-10am	Presentation on Higher Education Standards Panel (Professor David Siddle)
10.00-10.20am	Presentation 1: Private providers of higher education (Leigh Pointon)
10.20-10.35am	Discussion
10.40-11am	Morning Tea
11-11.20am	Presentation 2: Griffith University
11.20-11.35am	Discussion
11.40-12.00	Presentation 3: University of South Australia
12.-12.15pm	Discussion
12.20-12.40pm	Presentation 4: La Trobe University
12.40-12.55pm	Discussion
1-2pm	Lunch
2-2.20pm	Presentation 5: University of Western Australia
2.20-2.35pm	Discussion
2.40-3pm	Presentation 6: Victoria University
3.00-3.15pm	Discussion

3.15-3.30pm	Afternoon Tea
3.30-4.15pm	HDR Policy Analysis (Saadia Mahmud and Tracey Bretag)
4.15-4.30pm	Close

6.30-9pm Dinner: [Jade Buddha](#), 1 Eagle Street, Eagle Street Pier, Brisbane

Day 2	Friday 1 March
9.00-9.30 am	Panel Discussion: Tricia Bertram Gallant, Erica Morris and Tracey Bretag. Synthesis from Day 1 in an international context. (Facilitator: Helen Marsden)
9.30-10.00 am	Feedback and discussion
10.00-10.15 am	What has already been accomplished? (Saadia Mahmud)
10.15-10.30 am	What does this all mean for higher education providers? (Leigh Pointon)
10.30-10.45 am	Morning tea
10.45-11 am	Group facilitators lay groundwork and expectations for group discussions
11am-1pm	Group Discussions – HDR, International EAL, ‘educationally less prepared’
1-2 pm	Lunch
2-3.30 pm	Plenary: Groups to report back. (Facilitator: Tricia Bertram Gallant)
3.30 pm	Thanks and close followed by Afternoon Tea

Appendix C: Information sheet

INFORMATION SHEET

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

This Office for Learning and Teaching (OLT) funded project aims to extend and embed exemplary academic integrity across the Australian higher education sector. Central to exemplary policy is a commitment by providers to fostering a culture of academic integrity. As support is crucial to enact policy, this project will develop resources accessible to both public and private higher education providers. Two critical areas will be addressed. First, support systems will be developed for vulnerable student groups including: international English as an Additional Language (EAL) students and educationally 'less prepared' students who struggle to understand the concept of academic integrity without assistance. Second, exemplary academic integrity policy and support frameworks will be extended to include higher degree by research (HDR) students.

The project is a strategic collaboration between UniSA as project leader, Griffith University researchers and policymakers and Queensland Institute of Business and Technology (QIBT).

The Project Roundtable brings together the project team and reference group in a collegial environment to allow members to share the practical implementation details of exemplary academic integrity policy. Participants will be encouraged to share details of institutional practices which show the efficacy of their policies in their specific contexts. Presentations will be videotaped and notes will be taken during the Roundtable to enable the project team to analyse and adapt current best practices for the identified student groups. The findings from the Roundtable will be disseminated via a national speaking tour by international academic integrity experts, Dr Erica Morris and Dr Tricia Bertram Gallant. Attached is the Roundtable Agenda and 'Framework for best practice' presentation guidelines.

Participation is voluntary. Participants are free to withdraw from the research project at any stage without affecting their status now or in the future. The final report for this project will be available on the website of the Australian Office for Learning and Teaching on completion of the project. The anticipated completion date of the project is November 2013.

This project has been approved by the University of South Australia's Human Research Ethics Committee. If you have any concerns about the project or questions about your rights as a participant, please contact the Executive Officer or this Committee, tel: +61 8 83023118; email: Vicki.Allen@unisa.edu.au. For further information about any aspect of this project, please contact Project Leader, Dr Tracey Bretag (Tracey.Bretag@unisa.edu.au)

This project is funded by the Australian Office for Learning and Teaching. The views expressed in this activity do not necessarily reflect the views of the Australian Office for Learning and Teaching.

Appendix D: Consent form

Please read, sign and return this form if you are willing to participate in this project.

CONSENT FORM

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

Researcher's name..... [Name of project team member inserted here]

I have read the Participant Information Sheet (including attachments) and the nature and purpose of the research project has been explained to me. I understand and agree to take part.

I understand the purpose of the research project and my involvement in it.

I understand that I may withdraw from the research project at any stage and that this will not affect my status now or in the future.

I understand that information gained during the study may be published.

I understand that a video recording may be made of any presentation I make at the roundtable. This video will be transferred to a computer and made available online on the project website, subject to my approval.

I understand that photographs may be taken at the roundtable. These images will be transferred to a computer and made available online on the project website, subject to my approval.

I understand that notes may be taken of discussions held during the roundtable and that these notes will be analysed by the project team. All discussion notes will be non-identifiable, and I agree to maintain confidentiality of group discussions.

Name of participant.....

Participant's signature.....**Date**.....

I have provided information about the research to the research participant and believe that he/she understands what is involved.

Researcher's signature.....**Date**.....

This project is funded by the Australian Office for Learning and Teaching. The views expressed in this activity do not necessarily reflect the views of the Australian Office for Learning and Teaching.

Appendix E: Framework for sharing best practice

Project Roundtable

Brisbane, 28 February – 1 March 2013

Framework for sharing best practice: Presentation guidelines

Dear Presenter,

Thank you for showcasing the practical implementation details which demonstrate the efficacy of your academic integrity policy in your specific context. In addition to the immediate dissemination to roundtable participants, the project team will analyse videos of your presentations with the purpose of adapting current best practices for three identified student groups: International English as an Additional Language (EAL) students, 'educationally less prepared' students, and Higher Degree by Research (HDR) students.

This project responds to the findings of Bretag et al (2011)¹¹ on exemplary academic integrity policy. The five core elements of exemplary academic integrity policy identified were Access, Approach, Responsibility, Detail and Support, with no element given priority over another. The purpose of the policy should be to develop shared values with all stakeholders based on a genuine and coherent commitment to academic integrity.

We therefore ask that your presentation on your institution's academic integrity practices uses the 'five core elements' explicated on page 2 as the framework for discussion.



¹¹ Bretag, T., Mahmud, S., Wallace, M., Walker, R., James, C., Green, M., East, J., McGowan, U. and Partridge, L. (2011). Core elements of exemplary academic integrity policy in Australian higher education. *International Journal for Educational Integrity*, 7, no.2: 3-12, www.ojs.unisa.edu.au/index.php/IJEI/article/viewFile/759/574. [retrieved 29 September 2012].

Access: The policy is easy to locate, easy to read, well written, clear and concise. The policy uses comprehensible language, logical headings, provides links to relevant resources and the entire policy is downloadable as in an easy to print and read document.

Approach: Academic integrity is viewed as an educative process and appears in the introductory material to provide a context for the policy. There is a clear statement of purpose and values with a genuine and coherent institutional commitment to academic integrity through all aspects of the policy.

Responsibility: The policy has a clear outline of responsibilities for all relevant stakeholders, including university management, academic and professional staff, and students.

Support: Systems are in place to enable implementation of the academic integrity policy including procedures, resources, modules, training, seminars, and professional development activities to facilitate staff and student awareness and understanding of policy.

Detail: Processes are detailed with a clear list of objective outcomes, and the contextual factors relevant to academic integrity breach decisions are outlined. The policy provides a detailed description of a range of academic integrity breaches and explains those breaches using easy to understand classifications or levels of severity. Extensive but not excessive detail is provided in relation to reporting, recording, confidentiality and the appeals process.

Appendix F: Policy toolkit resources

Policy makers can access internationally recognised resources and suggestions for best practice to address institutional issues in relation to academic integrity by clicking on the question icon. These resources are also available using the links below:

- [Policy title](#)
- [Policy access](#)
- [Related policies and procedures](#)
- [Policy scope](#)
- [Policy purpose](#)
- [Academic integrity](#)
- [Roles and responsibilities in assuring academic integrity](#)
- [Promoting a culture of academic integrity](#)
- [Ensuring academic integrity in assessment](#)
- [Academic integrity breaches](#)
- [Classification of academic integrity breaches](#)
- [Academic integrity breach outcomes](#)
- [Academic integrity breach decision-makers](#)
- [Academic integrity breach decision-making process](#)
- [Identification of potential academic integrity breach](#)
- [Notification of breach to an appropriate authority](#)
- [Referral of breach to Academic Integrity decision-maker](#)
- [Preliminary assessment by decision-maker](#)
- [Communication of students' rights in the decision-making process](#)
- [Student's response to allegation of academic integrity breach](#)
- [Consideration of relevant matters in determining outcome](#)
- [Communicating the decision](#)
- [Recordkeeping](#)
- [Appealing the decision](#)

Source: <www.unisa.edu.au/EAIP>.

Appendix G: YouTube selection table

The following videos on academic integrity have been selected by the project team using a set of criteria that included video quality, duration, having student appeal, and providing an educational approach. These details are provided as introductory material for each video and are summarised in our [Selection Table](#).

Categories of You Tube videos:

1. Why academic integrity is important
2. Difference between intentional and inadvertent academic integrity breach
3. Collusion vs collaboration
4. Decision making
5. Link between academic integrity and real world experience
6. Consequences of academic integrity breach
7. Peer to peer
8. Research integrity
9. Educating students about a particular aspect of academic integrity (e.g. plagiarism)

Assessment criteria

- Category
- Video quality
- Type of video
- Would appeal to students
- Target student group
- Duration (under 3 mins)
- Approach in keeping with EAIP philosophy
- Country of origin
- Appeal to Australian audience
- Language level appropriate for EAL students

Appendix H: Resources on academic integrity

Tutorials on academic integrity



Referencite by the University of Auckland,
Includes quizzes and short videos from the
perspective of students from a variety of cultures

- [Academic Integrity Tutorial](#) by York University, Canada
- [Information literacy and Academic Integrity Tutorial](#) by The University of Newcastle, Australia
- [Virtual Academic Integrity Laboratory Tutorial](#) by University of Maryland University College, USA
- [Academic Integrity](#) by the University of South California, USA (15 minutes online tutorial)
- [Plagiarism and Academic Integrity](#) by the University of New South Wales, Australia
- [Minimising Plagiarism](#) by the University of Melbourne (CSHE), Australia
- [Plagiarism Tutorial](#) by the University of California (San Diego), USA
- [Plagiarism Tutorial](#) by University of Leeds, UK
- [Plagiarism](#) by the University of Maryland University College, USA ("How to Avoid Plagiarism" a 30 minute self-study unit)
- [Roadmap to referencing](#) by the University of South Australia, Australia (Resource on Harvard- UniSA Style referencing)
- [APA Tutorial](#) by the University of Maryland University College, USA (7 minute tutorial on APA citation style)
- [Tutorial](#) by Ryerson University, Canada (5 Animated Episodes on academic integrity issues)

Compilation of resources

- [List of academic integrity tutorials](#) compiled by University of Windsor, Canada.
- [List of academic integrity resources](#) compiled by the Building Academic Integrity Project, led by Victoria University, Australia.
- [Student resources on academic integrity](#) compiled by the Higher Education Academy, UK.
- [News stories about plagiarism](#) compiled by James Cook University, Australia.

Source: <www.unisa.edu.au/EAIP>.

Appendix I: Resources for postgraduate research

Research Training Scenarios

Postgraduate research students are referred to as ‘research trainees’ in the Australian Code for the Responsible Conduct of Research^[1] (the Code). The following short scenarios have been developed for postgraduate students and their supervisors to stimulate discussion and understanding of the sections of the Code.

- [Principles of responsible research](#) *Whether a PhD supervisor is performing his role adequately* (PDF, 304KB)
- [Management of research data and primary materials](#) *PhD student has to determine ownership and storage of datasets* (PDF, 294KB)
- [Supervision of research trainees](#) *PhD student becomes aware that supervisor's research is without ethics approval* (PDF 280KB)
- [Publication and dissemination of research findings](#) *Editor of a journal detects multiples submissions by an author* (PDF, 311KB)
- [Authorship](#) *Recent PhD graduate has to determine authorship of papers* (PDF, 298KB)
- [Peer review](#) *Explores challenges in the peer review process* (PDF, 241KB)
- [Conflicts of interest](#) *PhD student has to decide whether to disclose issue discovered during research* (PDF, 293KB)
- [Collaborative research](#) *Highlights issues that arise in collaborative research across institutions* (PDF, 30 KB)



Training in the Responsible Conduct of Research (RCR)

The [Ethics in Research & Publication program](#) for young researchers by Elsevier offers a range of resources including:

- [Ethics Toolkit](#) (including fact sheets and videos, many in English, Chinese and Spanish)
- [So you think you are ethical?](#) (Interactive Quiz)
- [Resources](#) (including links to other useful websites such as COPE and ORI)

Source: <www.unisa.edu.au/EAIP>.

Appendix J: Roundtable evaluation

OLT Exemplary Academic Integrity project roundtable

28 February & 1 March 2013

Evaluation Form¹²

Thank you for your participation in the Exemplary Academic Integrity Project (EAIP) Roundtable. We would appreciate your assistance in completing the following evaluation. Your feedback will assist us in the development of future similar events.

Mark as appropriate:

Meeting Outcomes	Strongly Disagree	Disagree	Neutral/ Undecided	Agree	Strongly Agree
The roundtable has provided an opportunity to share implementation details of exemplary academic integrity policy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The roundtable provided an opportunity to adapt best practice for specific student groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The roundtable has provided an opportunity for both public and private providers of higher education to collaborate on issues of academic integrity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Structure & Presentation					
There was adequate time for discussion and exchange.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The roundtable was logically structured.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Facilitation supported achieving roundtable outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

¹² Adapted from Schoufis, M (2008) "Working with workshops", Australian Learning and Teaching Council, Retrieved from www.olt.gov.au/system/files/Working%20with%20workshops%200609.pdf.

Organisation	2.	3.	4.	5.	6.
Venue was adequate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Room set up, audio and visual aids were appropriate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Project team were helpful in resolving any issues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Follow-up Action					
I intend to follow up with colleagues at my own institution regarding the outcomes of the roundtable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Outcomes from the roundtable will help contribute to the successful completion of the project	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
What aspects of the roundtable were most helpful?					
What aspects of the roundtable were least helpful?					
What suggestions do you have for the project team?					

Thank you for providing feedback. Please pass the completed form to the project manager.

Appendix K: National speaking tour evaluation

Dissemination Event

Thank you for your participation in the Exemplary Academic Integrity Project dissemination event. We would appreciate your assistance in completing the following evaluation¹³. Your feedback will assist us in evaluating our project and the development of future similar events.

Please mark as appropriate:

Meeting Outcomes	Strongly Disagree	Disagree	Neutral/ Undecided	Agree	Strongly Agree
The seminar has shared the preliminary findings of the Exemplary Academic Integrity Project Roundtable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The seminar has provided an opportunity for both public and private providers of higher education to discuss issues of academic integrity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I intend to follow up with colleagues at my own institution regarding the information from this seminar	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
What aspects of the dissemination event were most helpful?					
What aspects of the dissemination were least helpful?					
What suggestions do you have for the project team?					

Thank you for providing feedback. Please pass the completed form to the event manager.

¹³ Adapted from Schoufis, M. (2008). Working with workshops, Australian Learning and Teaching Council, Retrieved from www.olt.gov.au/system/files/Working%20with%20workshops%200609.pdf.