From Diagnosis to Cure?

Exploring a reflective partnership journey to improve university wide knowledge on academic misconduct

Amanda Janssen
Charles Darwin University

CHARLES DARWIN UNIVERSITY

Outline

Field work while studying Environments

70%
HIGHER ED

30%
ATSI
VET

30%
NESB

27%
VET
REMOTE /
VERY REMOTE

66
COUNTRIES OF ORIGIN
OF INTERNATIONAL
STUDENTS

346

2733

INTERNATIONAL STUDENTS
VET   HE

54% HIGHER EDUCATION
EXTERNAL ONLINE

Diagnosing the pandemic

Three areas:

- Student
- Academic
- Governance

Diagnosing the epidemic

*Cause 1- **students***

- Weak entry levels
- Language/study skills
- Lack of experience
- Unfamiliarity with culture
- Time management

Diagnosing the epidemic

*Cause 2- **academics***

- *Ad hoc*
- Punitive
- Breach of policies (Bretag, 2016)
- Unprofessional
- Emotional reaction (Saddiqui, 2016)

Diagnosing the epidemic

*Cause 3- **Governance documents***
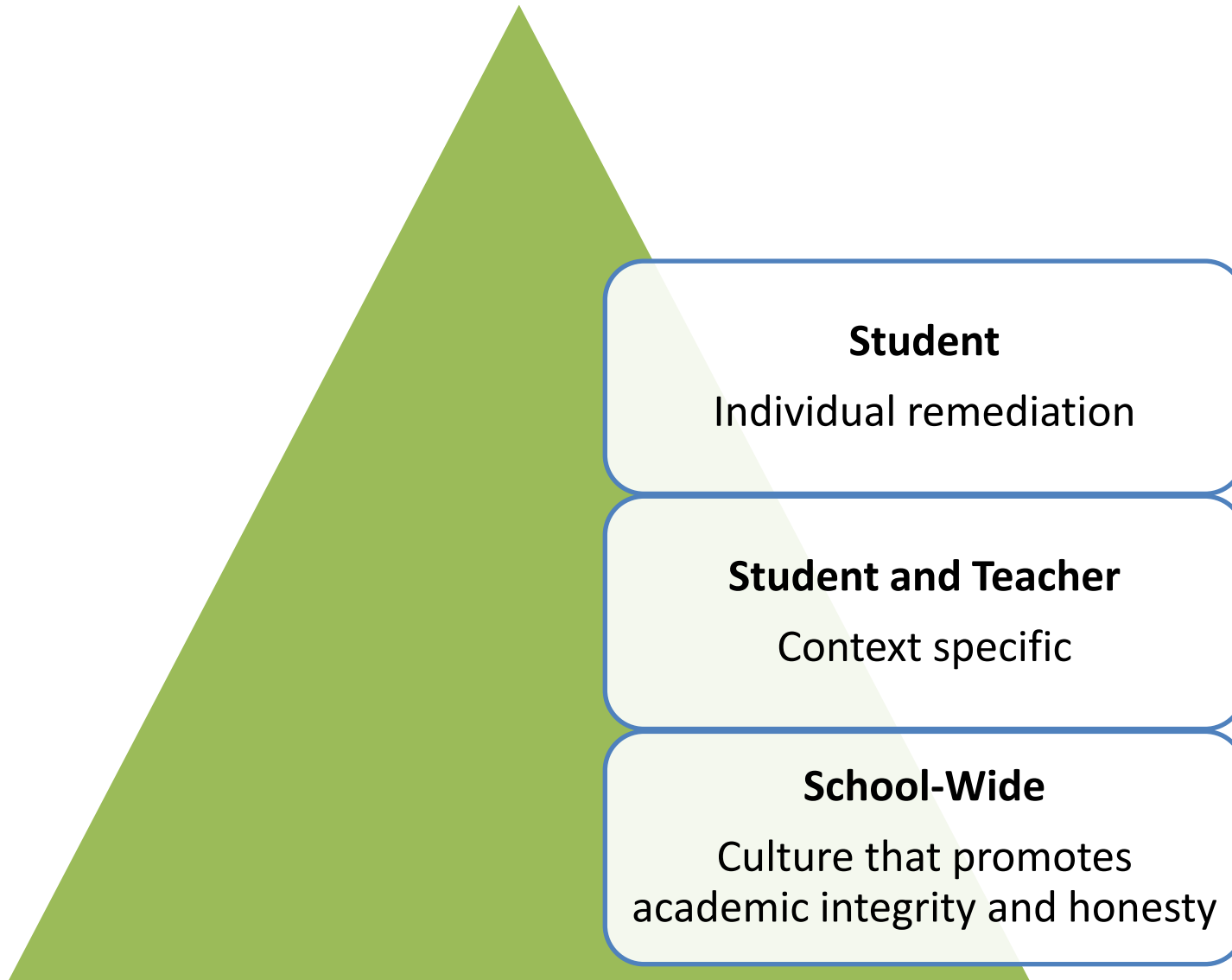
Students - Breach of Academic Integrity Procedures

- Ambiguous
- Dense Language
- Unclear steps
- Vague clarification of roles
  (Saddiqui, 2016)
- Opaque
- Poor definitions
  (Bretag, 2016

- Forming a working group
- Deciding on the approach
- Consulting across the university
- Including all
- Creating resources

Forming a working- working group

- Size

- Expertise

- Cross-section

- Goal

- Personalities

Student
Individual remediation

Student and Teacher
Context specific

School-Wide
Culture that promotes academic integrity and honesty

Adapted from: Stephens, J.M., (2016) A multilevel Intervention Model for Promoting Academic Honesty

Flowchart Consultation Timeline
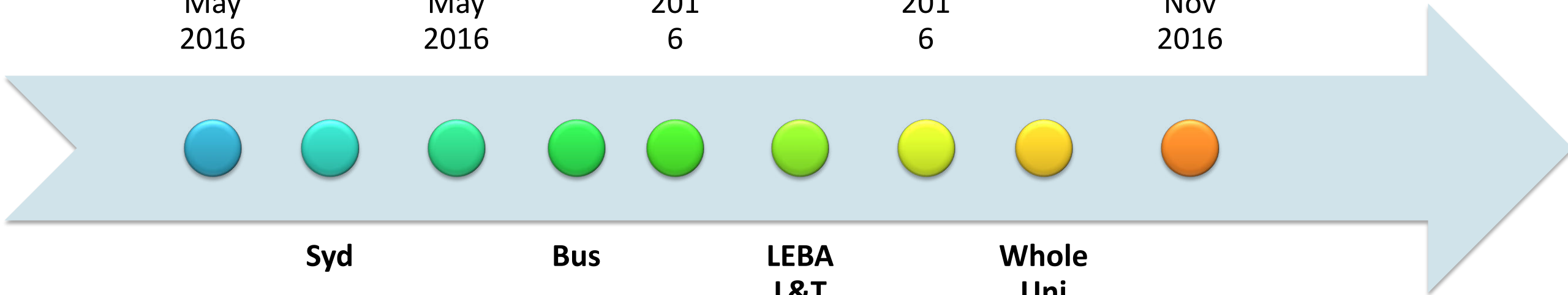
Consultation feedback

- Three broad themes:
  - Policy recommendations
  - Staff guidelines
  - General comments

Policy recommendations

- All to go through **SafeAssign**
- ☐ SafeAssign best tool?
- ☐ timeline for process from submits work to advise on allegation.
- Timing of responding roles

Staff guidelines

- Student guidelines - constitutes AM
- ☐ Staff templates guidelines and examples on how to implement policy
- ☐ Staff assistance to interpret SafeAssign stats and use them
- ☐ Guidelines on informal moderation
- ☐ Guidelines where new academics can approach 'seasoned' academics to mentor
- ☐ Needs to be consistent approach in so decisions are consistent

General comments:

- ☐ Edits taken on board as appropriate
- ☐ Presentation procedure three flowcharts - UC, HoS and BoI levels separately
- ☐ Students do not read what we give them - how do we secure student engagement

ACADEMIC INTEGRITY: Staff procedure for investigating allegation of student breaches
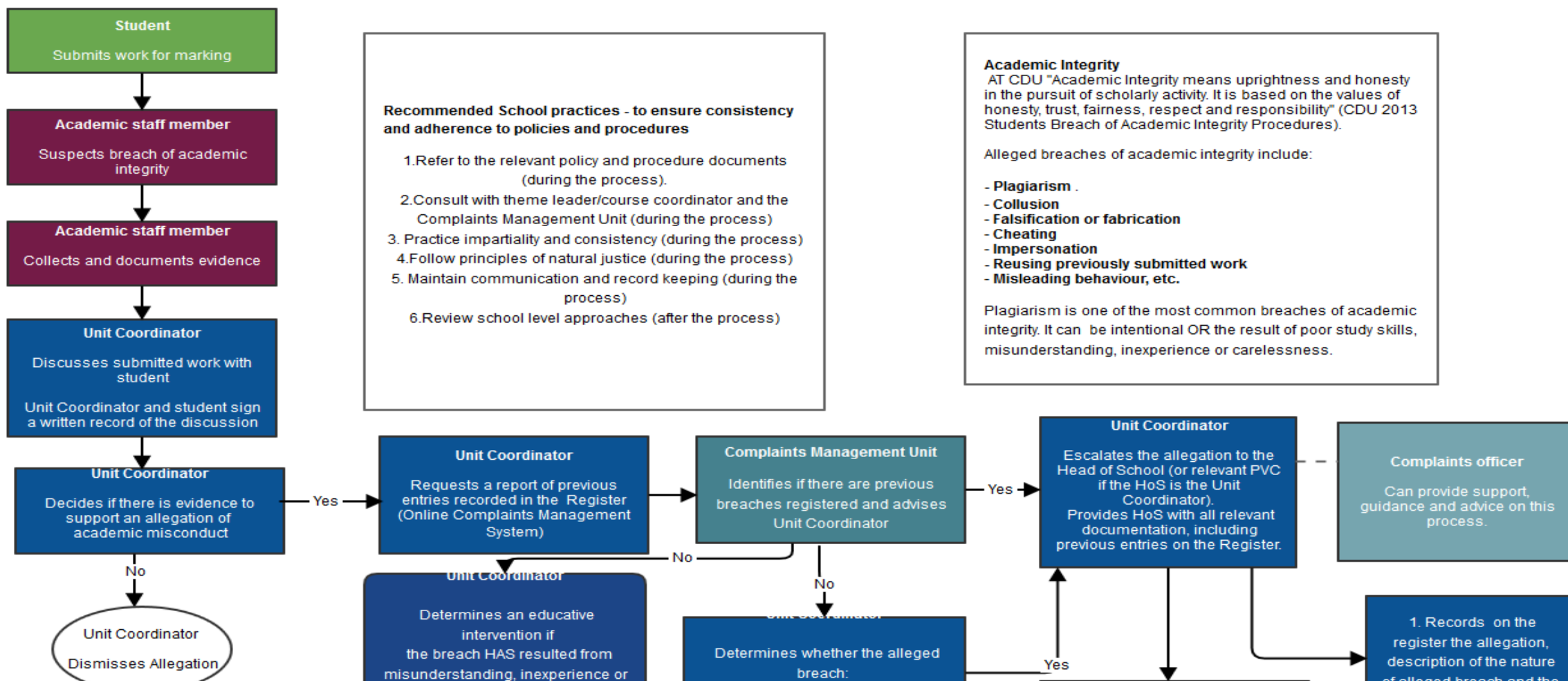
SSAF iTeach workshop feedback on V2

POLICY RECOMMENDATIONS	
1	• All work in all units should go through SafeAssign • Is SafeAssign the best tool? • Require a timeline for the process from when student submits work to being told allegation. • Timing of responding roles
4	• Insert a step that documents requirement for UC to communicate with student about AC concern • Remove requirement for both parties top "sign" the record of discussion (discussion is not an admission of guilt) • Time frame required for step 4 to 14 or 18
9	CMU are happy to escalate on behalf of students
13	Consider amendment to option 2 for UC ' Work to be marked taking in full account of deficiencies"
14	Policy needs to consider if the student is intentional and first year before recording in the Register
18	Need more detail on 'evidence' to support allegation
20	• Require clarification as to whether escalation occurs on the CMS not manually • Need only one HoS/ Theme Leader or Course Coordinator
24	Need to have an early educative approach

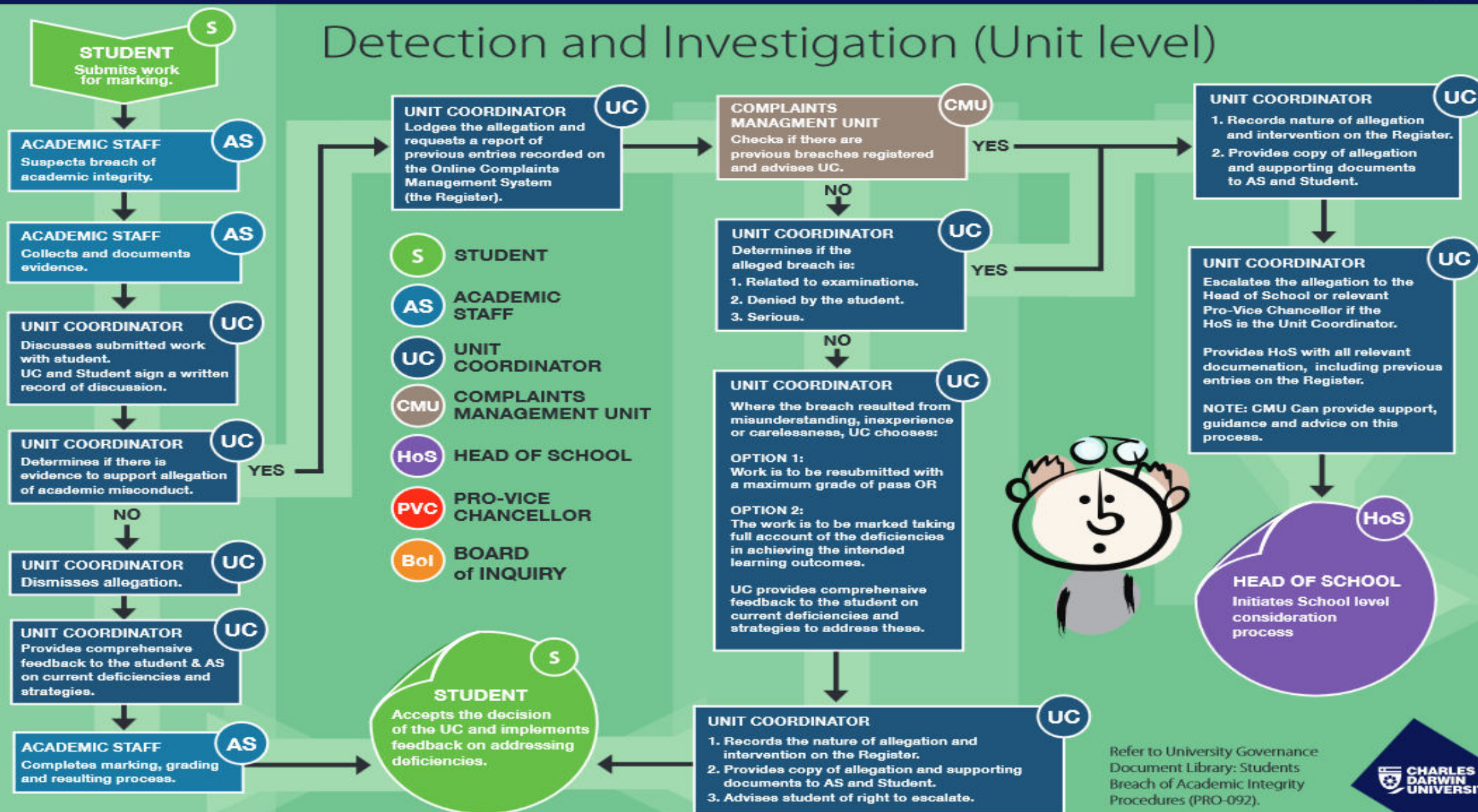| RECOMMENDATIONS FOR GUIDELINE CONTENT	
1	• Student require guidelines on what constitutes Academic Misconducts • Staff require templates guidelines and examples on how to implement policy
2	• Staff require assistance on how to interpret SafeAssign stats and how to use them • Guidelines on informal moderation • Guidelines where new academics can approach 'seasoned' academics to mentor • Needs to be consistent approach in so decisions are consistent
3	• What about evidence that is not in to Safe Assign report • Both AS and UC should be involved in collecting evidence • Discussion between AS and UC before contacting student • Guidelines required to assist in objectively work out "intent" (misunderstanding VS inexperience VS carelessness etc
4	• Training for staff is required on how to structure written and verbal communications with students about concerns regarding suspected or alleged academic misconduct (e.g. checklists examples templates with consistent language) • UC should be given more authority to determine of Breach
5	• Policy to decide if extent of plagiarism is enough to warrant a case
7	• Require guidelines for education responses for staff to send to students • Guidelines for staff to identify conflicts of interest (examples and strategies)
8	• Staff require guidelines on whether to advise students at this stage that if previous breaches referred to HoS. • Staff require guidelines on if to discuss 'consequences' at early stages • Need clear reasons why should add to Register.
13	• Staff require Template or rubric for guidelines on educative approach
19	• Staff need guideline on interpreting SafeAssign • Staff need guidelines on interpreting plagiarism
21	• HoS need consistent approach top reviewing allegations

Staff: Investigating Student Academic Misconduct

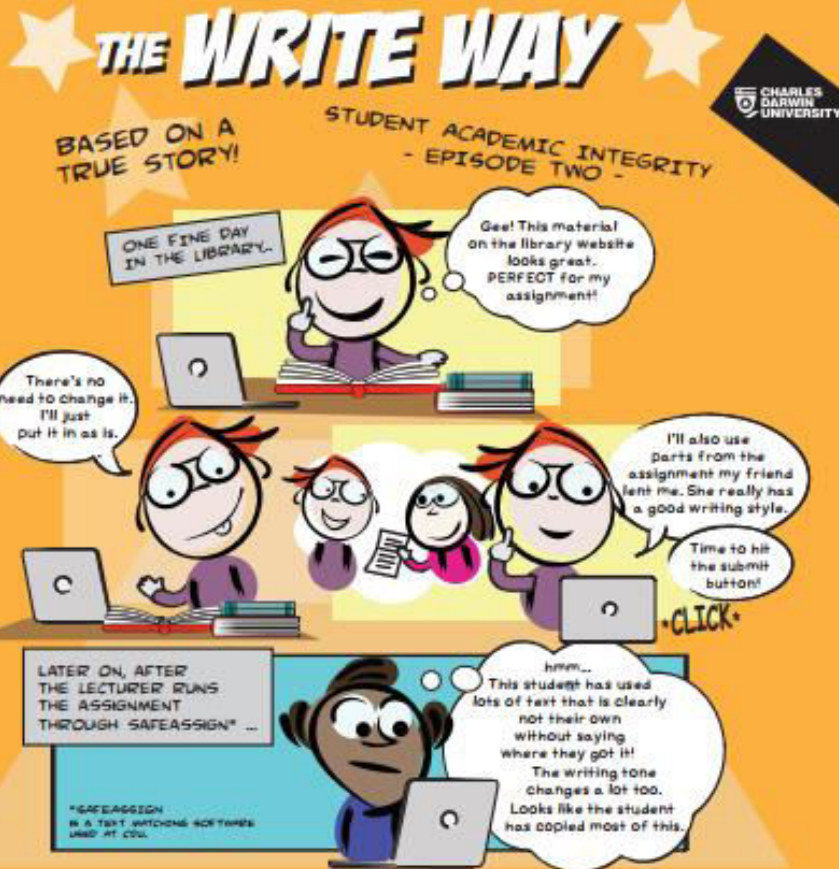Created by Erin Lawson, last modified by Alison Reedy on Sep 01, 2016

Academic Integrity: Staff guide for investigating allegations of student breaches

Student

Submits work for marking

↓

Academic staff member

Suspects breach of academic integrity

↓

Academic staff member

Collects and documents evidence

↓

Unit Coordinator

Discusses submitted work with student

Unit Coordinator and student sign a written record of the discussion

↓

Unit Coordinator

Decides if there is evidence to support an allegation of academic misconduct

— Yes →

No ↓

Unit Coordinator

Dismisses Allegation

Recommended School practices - to ensure consistency and adherence to policies and procedures

1. Refer to the relevant policy and procedure documents (during the process).
2. Consult with theme leader/course coordinator and the Complaints Management Unit (during the process)
3. Practice impartiality and consistency (during the process)
4. Follow principles of natural justice (during the process)
5. Maintain communication and record keeping (during the process)
6. Review school level approaches (after the process)

Academic Integrity
AT CDU "Academic Integrity means uprightness and honesty in the pursuit of scholarly activity. It is based on the values of honesty, trust, fairness, respect and responsibility" (CDU 2013 Students Breach of Academic Integrity Procedures).

Alleged breaches of academic integrity include:

- **Plagiarism** .
- **Collusion**
- **Falsification or fabrication**
- **Cheating**
- **Impersonation**
- **Reusing previously submitted work**
- **Misleading behaviour, etc.**

Plagiarism is one of the most common breaches of academic integrity. It can be intentional OR the result of poor study skills, misunderstanding, inexperience or carelessness.

Unit Coordinator

Requests a report of previous entries recorded in the Register (Online Complaints Management System)

→ **Complaints Management Unit**

Identifies if there are previous breaches registered and advises Unit Coordinator

— Yes →

No ↓

No ←

Unit Coordinator

Determines an educative intervention if the breach HAS resulted from misunderstanding, inexperience or

Unit Coordinator

Determines whether the alleged breach:

— Yes →

Unit Coordinator

Escalates the allegation to the Head of School (or relevant PVC if the HoS is the Unit Coordinator).
Provides HoS with all relevant documentation, including previous entries on the Register.

— — **Complaints officer**

Can provide support, guidance and advice on this process.

1. Records on the register the allegation, description of the nature of alleged breach and the

Detection and Investigation (Unit level)

STUDENT (S)
Submits work for marking.

ACADEMIC STAFF (AS)
Suspects breach of academic integrity.

ACADEMIC STAFF (AS)
Collects and documents evidence.

UNIT COORDINATOR (UC)
Discusses submitted work with student.
UC and Student sign a written record of discussion.

UNIT COORDINATOR (UC)
Determines if there is evidence to support allegation of academic misconduct.

NO

UNIT COORDINATOR (UC)
Dismisses allegation.

UNIT COORDINATOR (UC)
Provides comprehensive feedback to the student & AS on current deficiencies and strategies.

ACADEMIC STAFF (AS)
Completes marking, grading and resulting process.

YES

UNIT COORDINATOR (UC)
Lodges the allegation and requests a report of previous entries recorded on the Online Complaints Management System (the Register).

Legend

(S) **STUDENT**

(AS) **ACADEMIC STAFF**

(UC) **UNIT COORDINATOR**

(CMU) **COMPLAINTS MANAGEMENT UNIT**

(HoS) **HEAD OF SCHOOL**

(PVC) **PRO-VICE CHANCELLOR**

(BoI) **BOARD of INQUIRY**

COMPLAINTS MANAGMENT UNIT (CMU)
Checks if there are previous breaches registered and advises UC.

NO

UNIT COORDINATOR (UC)
Determines if the alleged breach is:
1. Related to examinations.
2. Denied by the student.
3. Serious.

NO

UNIT COORDINATOR (UC)
Where the breach resulted from misunderstanding, inexperience or carelessness, UC chooses:

OPTION 1:
Work is to be resubmitted with a maximum grade of pass OR

OPTION 2:
The work is to be marked taking full account of the deficiencies in achieving the intended learning outcomes.

UC provides comprehensive feedback to the student on current deficiencies and strategies to address these.

STUDENT (S)
Accepts the decision of the UC and implements feedback on addressing deficiencies.

UNIT COORDINATOR (UC)
1. Records the nature of allegation and intervention on the Register.
2. Provides copy of allegation and supporting documents to AS and Student.
3. Advises student of right to escalate.

YES

YES

UNIT COORDINATOR (UC)
1. Records nature of allegation and intervention on the Register.
2. Provides copy of allegation and supporting documents to AS and Student.

UNIT COORDINATOR (UC)
Escalates the allegation to the Head of School or relevant Pro-Vice Chancellor if the HoS is the Unit Coordinator.

Provides HoS with all relevant documenation, including previous entries on the Register.

NOTE: CMU Can provide support, guidance and advice on this process.

HEAD OF SCHOOL (HoS)
Initiates School level consideration process

Refer to University Governance Document Library: Students Breach of Academic Integrity Procedures (PRO-092).

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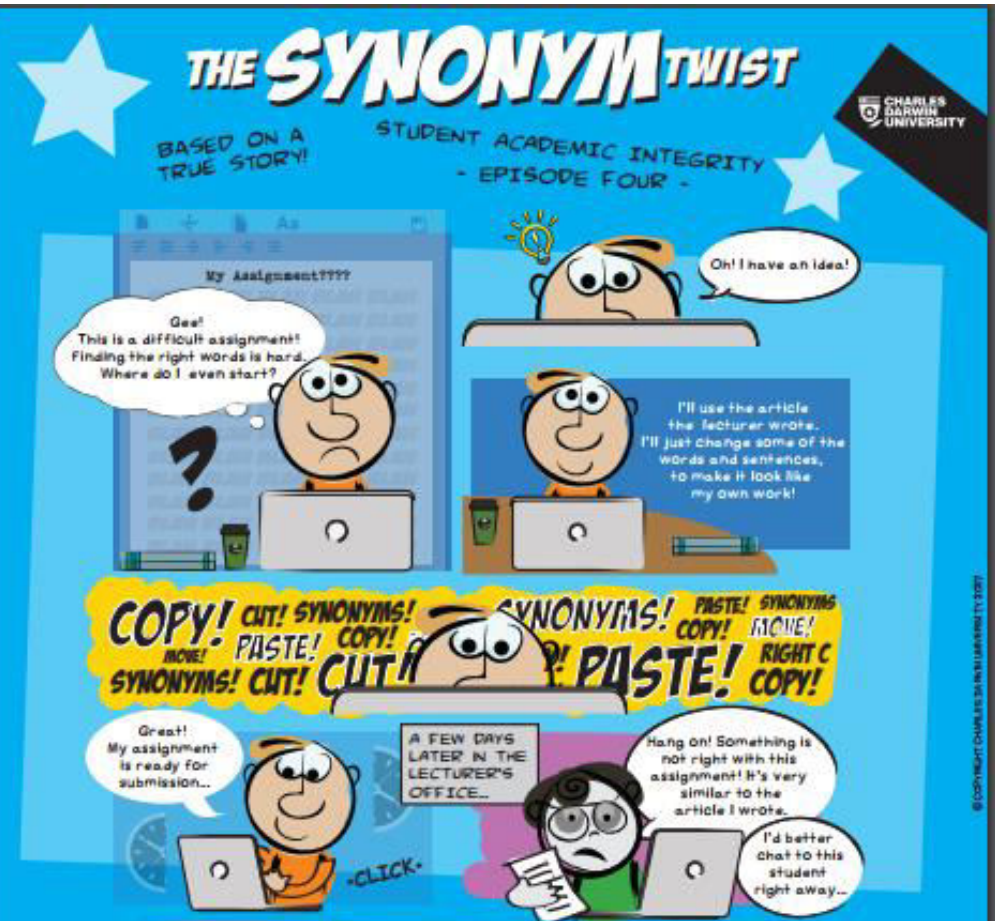
Scenarios

The Web Site

Student Academic Integrity at CDU

Integrity is a core value at Charles Darwin University and it is one of the principles included in the CDU Code of Conduct. Academic integrity is a particular form of integrity and is defined at Charles Darwin University as "uprightness and honesty in the pursuit of scholarly activity" (CDU Students Breach of Academic Integrity Procedures pro-092). Student breaches of academic integrity are regarded as a serious matter.

The aim of this website is to provide students and staff with information and resources about academic integrity in order that students understand the academic culture at CDU and the expectations of achieving a high standard of academic integrity in all their work. The website also seeks to make transparent the university processes around investigating allegations of student breaches of academic integrity as well as the consequences and implications for students who engage in academic misconduct.

The information and resources contained in this website are divided into three sections, a section containing student focused resources, a section containing staff focused resources, and a section that links to policy, procedure and guideline documents related to academic integrity that are relevant for both staff and students.

STUDENT information
STAFF information
Related Policies Procedures

Student Information
Staff Information
Related Policies & Procedures

http://www.cdu.edu.au/academic-integrity

Unintended consequences

Conclusion

- Not a cure
- Diagnosis can lead to healing
- ALL not only student focussed but can inform university policy and contribute to a university-wide cultural change

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