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La Trobe University
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The University of Newcastle
The University of Western Australia
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List of acronyms used

AI	Academic Integrity
AISP	Academic Integrity Standards Project
ALTC	Australian Learning and Teaching Council Ltd
APFEI	Asia Pacific Forum for Educational Integrity
HD	Higher Degree by Research
HEA	Higher Education Academy, UK
ICAI	International Center for Academic Integrity, USA
OLT	Australian Government Office for Learning and Teaching

Executive summary

The *Academic Integrity Standards Project: Aligning Policy and Practice in Australian Universities 2010-2012* aimed to develop a shared understanding of academic integrity standards across the Australian higher education sector and to improve the alignment of academic integrity policies and their implementation. The project partner institutions were University of South Australia (Lead institution), The University of Adelaide, The University of Newcastle, The University of Western Australia, University of Wollongong and La Trobe University. The project received funding of \$174,000 ([AISP Proposal](#)) from the Australian Learning and Teaching Council Ltd (ALTC), which is now known as the Office for Learning and Teaching (OLT). The project commenced in December 2010.

The project developed out of the research group that formed the core members of the Asia Pacific Forum on Educational Integrity ([APFEI](#)). The approach to academic integrity in the current project extends earlier work by East (2009) that to inculcate and foster academic integrity, universities need to align policy, teaching and learning practices, academic integrity decision making and academic integrity review processes.

The project was designed to occur in four stages with distinct project milestones for each phase. In Stage 1, the academic integrity policies of 39 Australian universities were accessed online and analysed from December 2010 to March 2011. In Stage 2, we aimed to collect and analyse academic integrity breach data from the six project partner institutions to determine how universities actually respond to breaches of academic integrity in practice.

In Stage 3, to determine good practice, 28 focus groups and 28 interviews were conducted from June to December 2011. At each project partner institution, an average of 5 focus groups and 6 interviews with academic integrity stakeholders were conducted. The interviews with academic integrity breach decision makers included Deputy Vice Chancellors (Academic), Deans: Teaching and Learning, and Heads of School at each of the six partner universities. Focus groups included undergraduate and postgraduate students, learning advisors, librarians, academic integrity decision makers, course coordinators, program directors and teaching staff. In addition, an online student survey at each of the six participating universities was open to all students enrolled onshore, including undergraduate and postgraduate coursework students and higher degree by research (HDR) students, during the period June-August 2011 and received a total of 15,304 responses.

In Stage 4, the project held a colloquium on 10 February 2012 at the University of South Australia in Adelaide, Australia. Twenty six participants included the nine project team members and fourteen project reference group members. The colloquium represented fourteen Australian and two international universities with a high level of expertise in academic integrity issues across the higher education sector. The colloquium was organised as an interactive workshop with participants engaging in discussion and review of the draft project deliverables

Our analysis of academic integrity policies from 39 Australian universities indicates that while there has been a move away from a negative and punitive approach to a positive focus on integrity, more needs to be done, particularly in relation to policies with mixed messages. Our findings also point to the need for academic integrity policies to clearly indicate responsibilities for all academic integrity stakeholders, from an institutional perspective and beginning at the highest level (senior management), to teaching and professional staff and students. We maintain academic integrity is not solely a student issue or responsibility. Finally, we concur with previous research which has suggested that there is inconsistency in the way that academic integrity is both represented and responded to in university policy. If universities' policies do not clearly define the various types of academic integrity breaches and their associated outcomes/penalties, it is not surprising that both staff and students are often confused about the academic integrity requirements at their universities.

We found that no single policy was an exemplar in its own right. Five core elements of exemplary academic integrity policy: Access, Approach, Responsibility, Detail and Support (Bretag et al. 2011b) were identified by the project, based on analysis of the online academic integrity policy of the 39 Australian universities. An overarching commitment to a culture of academic integrity lies at the heart of an exemplary academic integrity policy to ensure that the five elements work coherently and consistently together. The elements do not exist as separate and discrete aspects, and nor is any one element privileged over another. Given the centrality of academic integrity to higher education we emphasise the importance of strong governance based on clear ethical principles.

Without long-term, sustainable and practical support resources, a policy will not be enacted, no matter how well it is articulated. The project has developed cases that cover a range of academic integrity issues in Australian universities with application for a wider audience. They are based on common issues related to academic integrity in a variety of different contexts in Australian universities. The project website <http://www.aisp.apfei.edu.au> contains the project history, deliverables, and research findings, including publications. Resources developed by the project to foster a culture of academic integrity include:

- Case studies on academic integrity <http://www.aisp.apfei.edu.au/content/case-studies>
- Learning activities on academic integrity <http://www.aisp.apfei.edu.au/content/learning-activities>
- Excerpts from the academic integrity policies of Australian universities that represent one or more of the five elements of exemplary academic integrity policy. <http://www.aisp.apfei.edu.au/content/exemplary-elements-policy>
- Links to academic integrity/plagiarism policies of Australian universities. <http://www.aisp.apfei.edu.au/content/academic-integrity-policies>

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Chapter 1 Introduction¹

The complexity and importance of academic integrity has become a widely discussed and researched topic in Australasia (Bretag and Mahmud, 2009; East, 2009; Green, Williams and van Kessel, 2006; McGowan, 2008), North America (Bertram Gallant, 2008; Howard and Robillard, 2008; McCabe, 2005) and Europe (Carroll, 2002; Macdonald and Carroll, 2006).

Academic integrity breaches are most often associated with student plagiarism. Grigg (2010) conducted a comprehensive review of plagiarism policies at the 39 Australian universities and found that even within this one aspect of academic integrity, there is wide variation across the sector. However, academic dishonesty may also include cheating in exams or assignments, collusion, theft of other students work, paying a third party for assignments, downloading whole or part of assignments from the Internet, falsification of data, misrepresentation of records, fraudulent publishing practices or any other action that undermines the integrity of scholarship and research.

In this research project, although the focus was on student breaches of academic integrity, we used the broad definition of academic integrity as follows:

Academic integrity is about mastering the art of scholarship. Scholarship involves researching, understanding and building upon the work of others and requires that you give credit where it is due and acknowledge the contributions of others to your own intellectual efforts. At its core, academic integrity requires honesty. This involves being responsible for ethical scholarship and for knowing what academic dishonesty is and how to avoid it. (University of Tasmania, 2010)

Policy documents enshrine core principles such as honesty, trust, fairness, respect, and responsibility (Center for Academic Integrity 2010). These principles are interpreted as standards of academic integrity and are embedded in the curriculum implicitly as learning outcomes, or explicitly as assessment marking criteria (eg students' own work, independent research, acknowledgement of sources). While the principles are upheld in policy, they are enabled in practice via teaching and learning activities, as well as administrative processes that respond to breaches of academic integrity.

How a university defines and explains the role of academic integrity (AI) in its policy affects the way it is taught and embedded in the curriculum. It therefore follows that policies, procedures, teaching and assessment practices should be interconnected. In the UK, the call to examine consistency in academic integrity came from the Independent Adjudicator for Higher Education who declared that variation in penalties for plagiarism across the higher education sector was indefensible. This led to the development of the project, 'Academic Misconduct Benchmarking Research (AMBeR)' (Tennant et al, 2007).

¹ This section draws from Bretag et al (2011a) and Bretag et al (2010).

In the Australian higher education context, the need for consistency in academic integrity was highlighted by the AUQA audit of one university which found inconsistent practice in the application of academic honesty information and testing across the faculties' as well as lost opportunities to educate students about academic integrity, and potentially inconsistent application of penalties (AUQA, 2010).

Aligning policy, practice and process is important for teaching and learning, for a university's reputation and the value of its research outputs. Students can be concerned about inconsistent standards, and they can fear arbitrary or even unjustifiable punishment for errors (see Breen and Maasen, 2005). Teaching staff can also be concerned and even cynical when decisions about breaches of academic integrity are not appropriately and consistently administered (Lim and Coalter, 2006).

Chapter 2 Aims, Deliverables, and Outcomes²

Most Australian universities have well-developed policies relating to academic integrity, but these policies are not always matched with procedures that meet the variation and complexity of academic integrity breaches. The project *Academic integrity standards: Aligning policy and practice in Australian universities* (December 2010-June 2012) aimed to develop a shared understanding across the Australian higher education sector of academic integrity standards, and improve the alignment of academic integrity policies and their implementation. The project responded to the Australian Teaching and Learning Council's focus on academic standards and was situated under the broad objectives of Topic A: academic standards, assessment practices and reporting in Priority 1 of the ALTC Priorities Projects Program. The project partner institutions were the University of South Australia (lead institution), University of Adelaide, University of Newcastle, University of Western Australia, University of Wollongong and La Trobe University.

This project aimed to (1) investigate the range of Australian universities' academic integrity policies and practices, (2) identify examples of good practice in responding to breaches of academic integrity as well as instances where inconsistencies between policy and practice might usefully be addressed, (3) develop exemplars of good practice that can be adapted across a range of learning, teaching and policy contexts, and (4) provide teaching and learning resources to enable universities to foster a culture of academic integrity that will both pre-empt breaches, and in the case of misconduct, ensure consistent and clear responses. The key deliverable of this project was the establishment of collegially developed exemplars for good practice, coupled with teaching and learning resources to foster academic integrity.

As academic integrity is fundamental to assessment practices, it is critical that it is dealt with consistently across the university. This project reviewed policies and procedures and the ways that universities educate students and staff about academic integrity. The project provided an overview of current responses to student breaches of academic integrity by analysing Australian universities' online policies, and collaborating with stakeholders from the six universities represented by the project team, as well as a colloquium of national and international experts. This overview informed the establishment of exemplars, and the development of teaching and learning resources that align academic integrity policy with good practice. Australian universities have been encouraged to adapt these exemplars/resources to their own contexts to facilitate consistent academic standards.

The overarching aim of our project was to foster a culture of academic integrity in the Australian higher education sector. The project worked with a range of academic integrity stakeholders including policy makers, breach decision-makers, teaching staff and students. In addition to collecting data from these stakeholders, we also involved them in discussions about findings from the analysis of that data, the exploration of good practice across the six

² This section draws from Bretag et al. (2010).

universities, and then in the development of exemplars and useful and adaptable resources. This examination of good practices from six universities has provided an opportunity for the remaining 33 Australian universities to review their own academic integrity policies and practices, drawing on our project's findings and resources.

Stage 3: Determine good practice

Twenty eight focus groups and 28 interviews were conducted from June to December 2011. At each project partner institution, an average of five focus groups and six interviews were conducted. The student survey at each of the six participating universities was open during the period June-August 2011 and received a total of 15,304 responses.

Stage 4: Develop and disseminate exemplars and learning resources

This was done in collaboration with team members, academic integrity breach decision-makers and a colloquium of academic integrity experts from August 2011 until the conclusion of the project.

The progress of the project against each of the planned stages is discussed in detail next.

Stage 1: Collection and analysis of online academic integrity policies

The project team collected academic integrity policies available online, as well as any publicly available statements or reviews of process from all Australian universities. Academic integrity policy data from 39 Australia universities was analysed. Coding was completed in a staged process and the project team identified five core elements of exemplar academic integrity policy, presented at the 5th *Asia Pacific Conference on Educational Integrity (5APCEI)* 26-28 September 2011 and published in revised form in the refereed journal, the *International Journal for Educational Integrity*. Details of the data analysis of academic integrity policies were presented at the *Australian Quality Forum (AuQF 2011)* Conference on 1 July 2011, and won the Best Paper Award.

The academic integrity policies of 39 Australian universities were accessed online and analysed during the period of December 2010 to March 2011. Locating the appropriate policy at each of the universities was not a simple task as many universities have multiple, related, overlapping but not always linked or updated policies. The approach taken was to determine the main document related to academic integrity policy and only consider additional documents if embedded links were provided in the main policy document.

The project team members were each allocated a specified number of academic integrity policies to code, with at least two coders responsible for every policy. Preliminary coding was based on the literature, our own experience, as well as a recent doctoral dissertation that examined the plagiarism policies of Australian universities (Grigg, 2010).

A total of 20 preliminary categories were used in the first stage of the analysis. These categories are listed below:

1. Title of the policy
2. Key terms
3. Definition of academic integrity: Whether academic integrity or academic honesty are defined in the policy
4. Related embedded documents
5. Purpose: Clear statement of the purpose of the policy

6. Responsibility: Clear statement of responsibility for each stakeholder in the policy
7. Breach ID: Identification of what constitutes a breach of the policy
8. Whether the policy uses the terms intent/intention/motivation/knowingly to determine breach behaviour
9. Tool used to detect plagiarism (e.g. manual process, detection software)
10. Levels: Classification of a breach according to levels/tiers/major or minor
11. Approach: The spirit of the policy, whether to punish, educate, minimise risk, or develop integrity
12. Penalty: Outcomes of the policy breach are stated
13. Mention of the term 'collusion' used in policy or assisting breach
14. Whether the policy applies to higher degree by research (HDR) students
15. Whether the policy mentions retrospective application
16. Reporting: Who notifies of a breach of policy?
17. Recording: Where is a breach of policy recorded?
18. Confidentiality: Whether the record of breaches is kept confidential and what is the level of access
19. Ease of access: Ability to find the policy on the university's website using the search function and any of the following terms: academic integrity policy, plagiarism policy, academic honesty policy.
20. Timing: When the policy was last reviewed or approved.

Based on the team's discussion, following individual analysis, an additional two categories were included in the coding during the second stage of analysis. These categories are listed below:

1. Circumstances: Context, mitigating circumstances, factors to consider regarding breach
2. Enabling implementation: procedures, resources, modules, training, seminars, and professional development activities to facilitate staff and student awareness and understanding of policy.

The second stage of analysis was conducted on 12 short-listed policies and both the strengths and weaknesses of these policies were identified and summarised by the reviewers. The rating given to a policy was based on a number of considerations such as the policy having an explicit purpose with introductory material that provided context for the policy; a statement of scholarly values with an institutional commitment to academic integrity; an appropriate level of detail in the section on breach identification, including definitions with examples; an outline of responsibilities for all stakeholders e.g. the university, staff, and students; and detailed procedures and outcomes/penalties.

The policy also needed to be easy to read, well written, concise, with logical headings, and links to resources. Each potential exemplary policy was reviewed by two team members independently and the ratings were compared and discussed as a team. The policies that received the best rating by at least one reviewer and had converging reviews between the two reviewers and the final review by the project team leader and project manager, were considered as exemplary academic integrity policies. The ratings by the reviewers were within one rating point for all the policies with one exception where the rating was apart by two rating points.

Stage 2: Collection and analysis of academic integrity breach data

The collection and analysis of academic integrity breach data from all project partner institutions proved to be problematic in that universities do not maintain comparable databases of these types of data. After liaising with academic senates/academic boards across the higher education sector we concluded that academic integrity breach data at each of the project partner institutions was not in a form that could be meaningfully compared. We consider that this finding in and of itself will be a valuable outcome from the research. The project deliverables include a conceptual paper written by two team members, Margaret Wallace and Margaret Green, to share good practice in recording academic integrity breach data. The key ideas of this paper were that a) a range of information management issues need to be addressed before any intra-university comparison of student academic policy and practice could be undertaken in Australia, b) institutions have a responsibility to analyse and respond to data in order to improve their own practice, and c) benchmarking activities could contribute to the development of a shared understanding of the issues.

Stage 3: Collection and analysis of data on aligning policy and practice

Ethics approval was granted at the lead institution, the University of South Australia (March 2011), and all project partner institutions (April-June 2011) for the student survey, interviews and focus groups of students and staff. The data from the survey, interviews and focus groups provided the project team with an opportunity to analyse good practice in aligning academic integrity policy and practice in the six project partner institutions.

The student survey received a total of 15,304 responses from the six participating Australian universities and to our knowledge is the largest such survey conducted in Australia to date. The academic integrity student survey was open during the period June-August 2011 for differing periods according to student study periods at each of the six participating universities. An online survey instrument (see Appendix A) was collaboratively developed by the project team and refined following a pilot with a small sample of students at one particular project partner university. The online student questionnaire had questions on demographic profile, understanding of academic integrity, awareness level of the respondent's university's academic integrity policy, experience of an academic integrity breach, opinion about the fairness of the respondent's own university's academic integrity policy, suggestions for improving how academic integrity breaches are dealt with at the respondent's own university, and the best way for the respondent's university to inform students about academic integrity. The student survey was identical across all project partner institutions for 28 core questions; some partner universities added one or two institution-specific questions.

Of the core 28 questions, four were open-ended questions with text responses. The questions with text responses asked students about their opinions and suggestions for improving academic integrity policy and practice at their respective institution.

Academic integrity was described in the survey as:

Academic integrity is about mastering the art of scholarship. Scholarship involves researching, understanding and building upon the work of others and requires that you give credit where it is due and acknowledge the contributions of others to your own intellectual efforts. At its core, academic integrity requires honesty. This involves being responsible for ethical scholarship and for knowing what academic dishonesty is and how to avoid it. (University of Tasmania 2010)

An academic integrity breach was defined in the survey as:

The term 'academic integrity breach'... means that a person (usually a student) has done at least one of the following: copied someone else's words (plagiarism), cheated in exams or assignments, stolen someone else's academic work, downloaded assignments from the Internet, used false data in laboratory reports, or got someone else to write an assignment and pretended they wrote it themselves.

Following standard ethics protocols, permission was secured to approach all university students at all project partner institutions with the exception of one university where a sample of 5,000 students was approached. Students were invited to participate in the survey either by email or via a message on a student portal. Promotional material, including posters (see Figure 2 below) and digital media, was used to attract students. Furthermore, students were given an opportunity to go to a separate registration point to enter into a lottery for an iPad2 following their participation in the survey.



Figure 2: Student survey poster

A total of 28 focus groups and 28 interviews were conducted from June to December 2011. At each project partner institution, an average of 5 focus groups and 6 interviews with academic integrity stakeholders were conducted. The interviews with academic integrity breach decision makers included Deputy Vice Chancellors (Academic), Deans: Teaching and Learning, and Heads of School in each of the six partner universities. To ensure adequate representation in the focus groups, a wide range of focus groups was conducted. They included groups of academic integrity breach decision-makers; teaching staff, including program directors, course coordinators, supervisors and lecturers; learning advisors, educational developers, and librarians; undergraduate, postgraduate coursework and HDR students.

Stage 4: Fostering a culture of academic integrity

The project held a colloquium on 10 February 2012 at the University of South Australia in Adelaide, Australia. Twenty six participants at the project colloquium included the nine project team members and fourteen project reference group members. The colloquium participants (see Appendix B) represented fourteen Australian and two international universities with a high level of expertise in academic integrity issues across the higher education sector.

The colloquium was organised as an interactive workshop style event with participants engaging in discussion and review of the draft project deliverables. The colloquium agenda (see Appendix B) included a [Project overview](#) presentation by the project leader Dr Tracey Bretag and five sessions facilitated by the project team members. [Session 1: What is academic integrity?](#) was facilitated by Dr. Ruth Walker, [Session 2: Five core elements of exemplary academic integrity policy](#) by Dr. Tracey Bretag, [Session 3: Case scenarios](#) by Assistant Professor Lee Partridge and Dr. Colin James, [Session 4: Teaching and learning activities](#) by Ms. Ursula McGowan and Dr. Julianne East, and [Session 5: Evidence of fairness](#) by Ms. Margaret Green and Associate Professor Margaret Wallace. Participant evaluation of the colloquium (see Appendix C) was facilitated by Dr Saadia Mahmud.

Based on feedback at the colloquium, the project team refined the project deliverables. Coverage of the colloquium appeared in [The Australian](#) on 13 February 2012 based on an interview with the project leader, Dr Tracey Bretag.

Chapter 4: Dissemination

The project dissemination includes publications in academic journals, conference papers, presentations, dissemination events and media coverage. The project deliverables have been disseminated through the project website <http://www.aisp.apfei.edu.au>, at events at project partner institutions and other universities.

Refereed articles:

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(2):3-12

Bretag, T., Mahmud, S., Wallace, M., Walker, R., McGowan, U., East, J., Green, M., Partridge, L., and James, C. (2012, under the second stage of review) 'Teach us how to do it properly!' An Australian academic integrity student survey, submitted for review to *Studies in Higher Education*, 5 April 2012. The paper received positive feedback with the invitation to undertake minor revisions. It was resubmitted for editorial decision on 16 October.

Mahmud, S. and Bretag T. (2012, under review). Postgraduate research students and academic integrity: 'It's about good research training'. Submitted for review to *Journal of Higher Education Policy and Management*, 19 September 2012.

James, C. and Mahmud S. (2012, under review). Academic integrity as emergent professional integrity in legal education. Submitted for review to *The Sydney Law Review* on 20 September 2012.

Conference papers:

Bretag, T. (2012) Keynote address at the [5th International Plagiarism Conference](#) United Kingdom, July 2012.

Bretag, T., Walker, R., Green, M., East, J., James, C., McGowan, U., Partridge, L., Wallace, M., and Mahmud, S. (2011). Aligning academic integrity policy and practice: A work in progress, in Yorke, J.D. (Ed.) (2011). Meeting the challenges, [Proceedings of the ATN Assessment Conference 2011](#), 20-21 October, Perth, Western Australia: Curtin University. ISBN 978-0-646-56611-5, p.16.

Bretag, T., Mahmud, S., Wallace, M., Walker, R., James, C., Green, M., East, J., McGowan, M. and Partridge, M. (2011). ["Core elements of exemplary academic integrity policy in Australian higher education"](#), Paper presented at the *5th Asia Pacific Conference on Educational Integrity* (5APCEI) University of Western Australia, 26-28 September 2011.

McGowan, U., Walker, R. and Wallace, M. (2011) ["Evaluating educational approaches to academic integrity in Australian universities' policies"](#), Paper presented at the *5th Asia Pacific Conference on Educational Integrity* (5APCEI) University of Western Australia, 26-28 September 2011

Bretag, T., Mahmud, S., East, J., Green, M., James, C., McGowan, U., Partridge, L., Wallace, M. and Walker, R. (2011) "[Academic integrity standards: A preliminary analysis of the Academic integrity policies at Australian Universities](#)". Paper presented at the *Australian Universities Quality Forum (AUQF)* , Australia:Melbourne, July 2011. Winner of Best Paper Award.

Presentations:

Bretag, T. and Mahmud, S. (2012). Academic integrity is something we *do*: Exploring understandings and practices of academic integrity. For presentation at *Influencing culture, advancing integrity* - The International Center for Academic Integrity Conference 2012, Princeton: New Jersey, USA, 2-4 November 2012

Bretag, T. (2012) Presentation at the [South Australia Dissemination Event](#) for the project, Australia: Adelaide, September 2012

Bretag, T. (2012) Keynote address at the [5th International Plagiarism Conference](#) United Kingdom, July 2012

Bretag, T., Walker, R., Green, M., East, J., James, C., McGowan, U., Partridge, L., Wallace, M. and Mahmud, S. (2011). Academic Integrity Standards Project, Australia: The First Year. In *Thinking Globally, Acting Locally: Revisiting and Revising the Fundamental Values of Integrity* - The International Center for Academic Integrity 2011 Conference; Clemson, CA, USA: Clemson, South Carolina, pp 29-29.

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Wallace, M. and Green, M. Academic integrity breach data.

Media coverage of the project

Matchett, S. (2012) "[Explaining academic integrity: it's harder than it looks](#)". *The Australian*, February 13, 2012

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

Preiss, B. (2012) "[Academic calls for plagiarism rules overhaul](#)", *The Age*, August 21, 2012

Dissemination events

The project team conducted dissemination events at project partner institutions and at some other universities by invitation. Table 1 provides details of the dissemination events.

Table 1: Dissemination events

Event date	Event title, Location (city only)	Brief description of the purpose of the event	Number of participants	Number of Higher Education institutions represented
28/9/11	Project meeting, Perth	Following the 5 APCEI conference the project team and project reference group met for half a day to review project progress and inform project activities.	15	10
10/2/12	Project colloquium, Adelaide	An interactive workshop style event with participants engaging in discussion and review of the project deliverables.	26	16
3/8/12	Project dissemination, Perth	State-wide teaching and learning event facilitated by the WA HERDSA network to disseminate key findings from the project (Lee Partridge)	30+	5

8/8/12	Project dissemination, Melbourne	Presentation of project findings to La Trobe University Academic Board by Julianne East	30+	1
11/9/12	Project dissemination , Adelaide	State-wide teaching and learning event to disseminate key findings from the project (Tracey Bretag, Saadia Mahmud and Ursula McGowan)	28	4
12/9/12	Project dissemination, Wollongong	Disseminate key findings from the project at the University Education Committee Meeting (Margaret Wallace and Ruth Walker)	27	1
14/9/12	Project dissemination, Adelaide	Disseminate key findings from the project at the Academic Standards Quality Committee at UniSA chaired by the Deputy Vice Chancellor: Academic (Tracey Bretag)	14	1
18/9/12	Professional development, Adelaide	Using cases for professional development and decision-making by Academic Integrity Officers at UniSA (Tracey Bretag); Project website (Saadia Mahmud)	15	1
17/10/12	Project dissemination, Melbourne	Disseminate key findings from the project and workshop professional development resources with staff at Deakin University (Tracey Bretag)	30+	1
1/11/12	Project dissemination, Adelaide	Project findings presentation to Faculty of the Professions Community of Practice at The University of Adelaide (Ursula McGowan)	15	1
5/11/12	Project dissemination, Newcastle	Presentation of project findings to The University of Newcastle Student Academic Conduct Officers (SACO's) by Colin James	20	1
14/11/12	Project dissemination, Adelaide	Sharing research findings and resources across the University of Adelaide (Ursula McGowan and Tracey Bretag)	25	1
21/11/12	Project dissemination, Adelaide	Student engagement and educational strategies for achieving academic standards. Presentation to Senior / Management Staff at The University of Adelaide (Ursula McGowan and Tracey Bretag)	12	1

Chapter 5 Research Findings

Academic integrity policy⁴

Our study found that although 20 of the 39 policies on academic integrity (51%) had ‘misconduct’ and the same percentage had ‘plagiarism’ as one of the key terms, a large minority (16/39 or 41%) of the policies had ‘academic integrity’ as a key term. These findings concur with Grigg who found that the most commonly used term for universities’ plagiarism policies was ‘misconduct’ (Grigg 2010, p. 54). However, it is apparent that a shift is gradually taking place. Many universities are beginning to focus less on the negative, punitive side of the issue, and are starting to place more emphasis on instilling positive scholarly values in students (see for example, Twomney, White and Sagendorf, 2009). It might be argued that when discussing plagiarism it is inevitable that the focus will be on ‘misconduct’ because plagiarism is generally perceived to be a breach of student academic conduct guidelines. By simply reframing the policy so that it focuses on what is *right*, rather than what is *wrong*, the spirit of the policy can take a dramatically different and more positive direction. As Davis, Drinan and Bertram Gallant (2009) convincingly argue, this reframing, as part of the “institutionalisation of integrity” has the potential to alter levels of cheating and other academic misconduct.

To analyse the approach of academic integrity policies, our study categorised the integrity policies according to the approach or ‘spirit’ of the policy: whether to punish, educate, minimise risk, or develop integrity. As Table 2 illustrates, 41% of the AI policies were framed by a commitment to the positive value of integrity and/or education. Alternatively 21% of the AI policies had an obvious punitive approach.

Table 2: Approach of Academic Integrity Policy

Approach	N=39	%
Integrity	15	38
Mixed (Punitive & Educative)	11	28
Punitive	8	21
Risk management	4	10
Mixed (Integrity & Educative)	1	3
Total	39	100

The research team was interested to find that 28% of policies had a mix of both educative *and* punitive elements. We were fascinated to read policies that may have begun by talking about the need to educate students about appropriate acknowledgement practices, for example, but then proceeded to take a very punitive approach when students had breached those guidelines. Similarly, some policies had stern and apparently punitive titles, but when read in their entirety, clearly provided a strong educational framework with many opportunities for students to learn from their mistakes. Such mixed messages have

⁴ This sections draws from Bretag et al. (2011a and 2011b)

important ramifications for the way that academic integrity is perceived by students and staff, and the way that breaches are dealt with by teachers, administrators and academic integrity decision-makers. We were also interested to note that 10% of policies were primarily focussed on risk management (that is, safeguarding the university's reputation). We argue that this position is unlikely to result in fewer academic integrity breaches, and in fact has the potential to drive the issue underground and therefore remove the possibility of developing academic integrity through pre-emptive teaching and learning strategies.

We also categorised the policies according to which academic integrity stakeholders were identified as being responsible (see Table 3).

Table 3: Responsibility Statement in Academic Integrity Policy

Stakeholder group	N=39	%
Staff and students	14	36
University, staff and students	14	36
Students	8	21
Staff	2	5
Everyone*	1	3
Total	39	100

*includes university, staff and students and any person, either inside or outside the university

We found that students were mentioned in 95% of policies, while staff members were mentioned in 80% of the policies. The institution of the university was identified as being responsible for academic integrity in only 39% of all policies. In 21% of policies only student responsibilities were detailed, with no mention made of the complementary staff responsibilities. When Australian academic integrity policies make students the major (and sometimes the only) stakeholders in upholding academic integrity, there is the potential for other stakeholders such as teaching, administrative and senior management staff not to take responsibility for creating and upholding a culture of integrity on campus. A key recommendation from the project, therefore, is for universities to develop academic integrity policies that include an overarching statement that relates to all stakeholders, while still providing adequate detail which addresses the contexts of particular groups (eg undergraduate, postgraduate, coursework, research, staff, management).

In our study, only 44% of the policies provided detail relating to the severity of academic integrity breaches by classifying them, for example, as major/minor, or according to levels or frequency. The majority of policies (56%) did not provide this distinction, putting all academic integrity breaches, most of which were not defined adequately, into one category. Furthermore, in 18% of policies, the outcome or 'penalty' for a breach of the policy was not stated at all.

If universities' policies do not clearly define the various types of academic integrity breach and their associated outcomes/penalties, it is not surprising that both staff and students are often confused about the academic integrity requirements at their universities. Our

preliminary analysis concurs with previous research by showing that there is inconsistency in the way that Australian universities present information about academic integrity and how they say they will respond to breaches.

As a consequence of the second stage of analysis, six academic integrity policies were identified as potential exemplars from the 12 shortlisted policies. From these we have identified five core elements of exemplary academic integrity policy. These have been grouped under the headings, Access, Approach, Responsibility, Detail and Support, with no element given priority over another.

Figure 3 below depicts the five elements of academic integrity policy: Access, Approach, Responsibility, Detail and Support. In keeping with our theoretical and philosophical stance, we maintain that an overarching commitment to a culture of academic integrity lies at the heart of an exemplar academic integrity policy because without this commitment the five elements do not work coherently and consistently together.



Figure 3: Core elements of exemplary academic integrity policy (Bretag et al, 2011b)

The five elements of exemplary academic integrity policy are detailed below:

1. **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. This element is given priority in this list, because no matter how comprehensive or well developed a policy, if it is not accessible and understandable to both staff and students, it would be unlikely to be implemented effectively.
2. **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. This aspects needs to be one that necessarily runs through all other elements of the policy. An exemplary approach does not begin and end with an upfront statement of intent, but influences both the language and the substance of the entire policy.
3. **Responsibility:** The policy has a clear outline of responsibilities for all relevant stakeholders, including university senior management, academic and professional staff, and students. The approach identified by Bertram Gallant and Kalichman

(2011) is an example of how a systems approach could be embedded in an exemplary policy. This incorporates responsibility for academic integrity at the individual, organisation, education system and social levels.

4. **Detail:** 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. Details of how breaches are identified (such as through the use of text-matching software) are provided. Processes are detailed with a clear list of objective outcomes, and the contextual factors relevant to academic integrity breach decisions are outlined. Extensive but not excessive detail is provided in relation to reporting, recording, confidentiality and the appeals process. The best policy incorporates simple flow charts to demonstrate how the policy is enacted in practice.
5. **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. For example, proactive measures to educate students about academic writing and referencing conventions as well as practical strategies to prevent breaches of academic integrity. Enabling strategies *enact* the policy. Without long-term, sustainable and practical support resources, a policy will not be enacted, no matter how well it is articulated.

Student survey on academic integrity⁵

The overall number of respondents ($n=15,304$) to the survey represents approximately 9% of the total students enrolled across the six universities. The demographic variables in the study are summarised in Table 4 below:

Table 4: Demographic variables in survey

Demographic Variables	Description
Gender	Male, Female, Other
Age	Less than 25 years, 25 years or over
Level of study	Undergraduate coursework, Honours, Postgraduate coursework, Postgraduate research
Time	Full time, Part time
Domicile	Australian/domestic/local student, International/overseas student
Field of study	Architecture & Buildings, Arts & Humanities, Business & Commerce, Creative Arts/Performance, Earth & Environmental Sciences, Education, Engineering, Health Sciences, Information Technology, Law, Mathematics, Media/Communication Studies, Science, Other

The majority of respondents were female (56.9%), undergraduate (73.5%), domestic students (84.2%), less than 25 years of age (67.3%), studying full time (83.6%). Honours

⁵ This section draws from Bretag et al. (2012a)

students represented 3.5% of the sample, postgraduate coursework students (15.4%), and postgraduate research students (7.6%). The respondents were from a range of disciplines with the largest number of students (21.3%) from Health Sciences and Business and Commerce (13.5%).

A comparison of the demographic profile of the student population across the six universities and the survey respondents is given in Table 5 below. Comparative data across the six universities are for the year prior to the survey as these were the most current data available.

As the table shows, the survey respondents ($n=15,304$) were comparable to the survey population ($n=174,956$) in terms of gender. However the survey respondents have a lower representation of international students, part time students and postgraduate coursework students. These limitations need to be considered when interpreting the findings of the survey.

Table 5: Comparative profile of survey population and survey respondents

Demographic variable	Survey population (%)*	Survey respondents (%)
Gender		
Male	46	43
Female	54	57
Domicile		
Domestic	72	84
International	28	16
Level of study		
Undergraduate	73	77
Postgraduate coursework	20	15
Postgraduate research	6	8
Other **	1	
Time		
Full time	74	84
Part time	26	16

*Source: Department of Education, Employment and Workplace Relations (DEEWR) <http://www.highereducationstatistics.deewr.gov.au/>.

** In the survey population these include students grouped under “Enabling studies” and “Non-award”. These two groups of students were not specifically identified in the survey.

The response rate of this study (10.8%) and the potential for self-selection bias of respondents requires consideration when results are interpreted. The response rate of this survey (10.8%) is comparable with earlier studies where students who were invited to participate in academic integrity surveys via email had an average response rate of between 10% and 15% (McCabe 2005; McCabe, Butterfield and Trevino 2006). In agreement with McCabe, we consider that for our study ‘while response rates and response bias are of concern, clearly this is still a very rich database’ (McCabe 2005).

Survey results were analysed using the Statistical Package for Social Sciences (IBM SPSS

version 19.0). Statistical analysis included descriptive analyses, cross-tabulations, and chi-square test of independence. We used an alpha level of .05 for all statistical tests (Bretag et al. 2012a).

Awareness of academic integrity and policy

To gauge student awareness of academic integrity and policy, the survey asked respondents to answer a series of closed questions. For the question “What do you know about academic integrity?”, respondents could select one of four options: i) I have heard of the of the term 'academic integrity', and I think I have a good idea what it means; ii) I have heard the term 'academic integrity', but I am still not sure what it means; iii) I have never heard of the term 'academic integrity' but I think I can work out what it means; iv) I have never heard of the term 'academic integrity' and I am not sure what it means.

While a majority of respondents (64.5%) said they had heard of academic integrity and thought they had a good idea what it meant, the response varied across cohorts. Following chi-square analysis two significant findings were apparent. Firstly, students over 25 were more likely to claim a knowledge of academic integrity ($\chi^2 (3, N = 15198) = 242.599, p < .001$), and secondly that international students were less likely to claim to have a knowledge of academic integrity ($\chi^2 (3, N=15174) = 429.356, p < .001$).

Fifteen per cent of students stated that they had never heard of the term but could work out what it meant, and 4.4% of total students and a much higher proportion (8.8%) of international students had never heard of the term and were not sure what it meant. As illustrated in Figure 4, most students stated that they had first heard of academic integrity either at primary or high school.

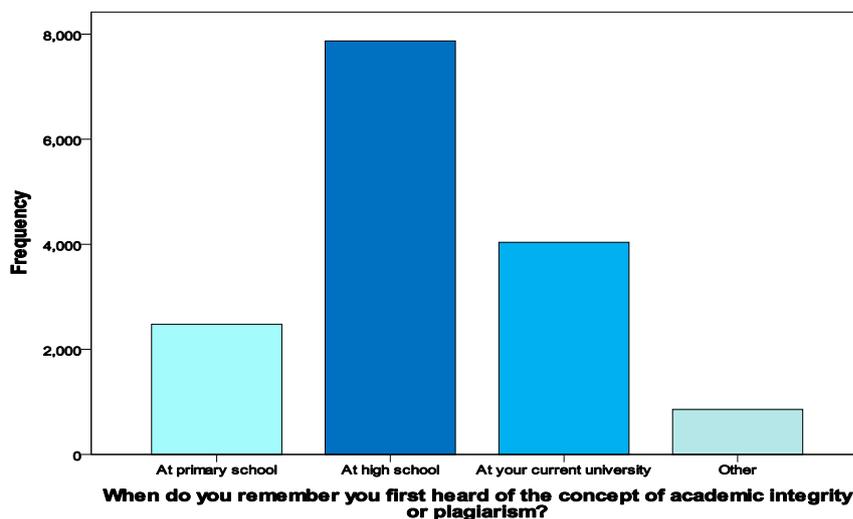


Figure 4: Survey respondents on when they first heard of academic integrity

Only 26.5% of students stated that they first heard of academic integrity at their current university. The majority of these students (80.3%) said that they were first informed of academic integrity at their current university via Orientation (30.4%), Course/Subject information (30%) and Lectures/tutorials (19.9%).

The results of the student survey indicate that a majority of respondents reported a good awareness of academic integrity and knowledge of academic integrity policy at their university and were satisfied with the information and support they receive. Response varied across cohorts with international students expressing a lower awareness of academic integrity and academic integrity policy, and lower confidence in how to avoid academic integrity breaches. Postgraduate research student respondents were the least satisfied with the information they had received about how to avoid an academic integrity breach. The results from this survey provide an opportunity to explore the student perspective and inform the higher education sector in relation to communicating with and educating students about academic integrity. Universities should move beyond the mere provision of information by providing a range of approaches to engage students about academic integrity.

For the question “Do you know whether your university has an academic integrity policy? (it may be referred to as academic honesty, academic misconduct or plagiarism policy)”, respondents could select one of four options: i) Yes, it does and I know how to access it; ii) My university probably has an academic integrity policy, but I am not sure where it is or what it says; iii) My university may have an academic integrity policy (sounds familiar), but I am not sure what it is called or what it says; iv) No, as far as I am aware my university does not have an academic integrity policy.

Even though a majority of respondents (64.7%) said they knew whether their university had an academic integrity policy and they knew how to access it, the response varied across cohorts with international students significantly under-represented ($\chi^2(3, N = 15,165) = 341.885, p < .001$).

The qualitative data from the survey indicates that students have a range of understandings of academic integrity and its related policy at university. In the sample open-ended responses, a student identified one of the fundamental issues in tackling academic integrity:

I think everyone has a different understanding of what academic integrity is and I think that needs to be fixed.

While one respondent indicated a lack of knowledge:

I've never heard of the academic integrity policy until this questionnaire and I think that most students are in the same boat.

Another commented on being uncertain about the policy and procedures:

I have a sound knowledge and understanding in relation to referencing but this was only picked up over time. Over my four years at [this university] I have always been unsure whether I am satisfactorily meeting the academic integrity policy with my work, but I have never received any breaches.

Communication and management of academic integrity

Respondents were asked to rate their agreement or disagreement with a number of statements (see Table 6 below) pertaining to support for academic integrity.

Table 6: Comparison of overall survey respondents with selected student groups

Statement	Survey respondents who agreed (%)	Postgraduate research respondents who agreed (%)	International respondents who agreed (%)
The information I have received about academic integrity at my university is sufficient	89.2	84.8	86.3
The information I have received about how to avoid academic integrity breaches at my university is sufficient	82.6	77.9	80.6
The support and training I have received to avoid academic integrity breaches at my university is sufficient.	68.2	65.5	68
The policy for academic integrity is clearly communicated to students	79.9	70.4	77.8
I feel confident I know how to avoid making an academic integrity breach at my university	94.2	94.6	89.4
Do you think academic integrity has relevance to your life or work experience outside the university?	92.1	95.6	92.2

Most student respondents (89.2%) agreed that the information they received at their university about academic integrity is sufficient. A similar high proportion (79.9%) agreed that the academic integrity policy is clearly communicated, however a considerably lower proportion of respondents (68.2%) agreed that the support and training they received to avoid academic integrity breaches is sufficient.

Chi-square analysis showed a statistically significant relationship between level of study and information received about how to avoid an academic integrity breach (χ^2 (15, $N = 15163$) = 41.267, $p < .001$), and how clearly the academic integrity policy was communicated to them (χ^2 (15, $N = 15139$) = 118.934, $p < .001$). A lower proportion of postgraduate research students as compared to the overall student respondents agreed that the information they received to avoid an academic integrity breach was sufficient (77.9% vs 82.6%) and the academic integrity policy was clearly communicated to them (70.4% vs 79.9%).

Chi-square analysis showed a statistically significant relationship between domestic/international students and their confidence on how to avoid making an academic integrity breach (χ^2 (1, $N=15104$) = 116.153, $p < .001$). International students had a lower level of confidence (89.4%) as compared to the overall student respondents (94.2%).

Interestingly, a high proportion of all student groups thought academic integrity had relevance to their life or work experience outside of the university.

The qualitative data from the four open-ended questions at the end of the survey indicates that the majority of respondents (65.6%) were satisfied with the academic integrity policy and/or processes at their university. A smaller number of respondents (17.7%) said they were dissatisfied, while the remaining (16.6%) made neutral comments.

The 'very satisfied' respondents indicated that they thought there was sufficient provision of information about academic integrity. More neutral comments indicated that respondents were satisfied with the academic integrity policy but did not feel that it applied to them, mainly because they had little experience with it. While other respondents noted a gap between policy and practice, with one student attributing that to university 'cover ups' or risk management.

Respondents indicated that they were currently satisfied but would appreciate ongoing education about academic integrity. For instance, one student noted that:

Information that there is a policy, what it is, and how to locate it has been communicated. Perhaps more guidance/instruction to avoid breaches would be beneficial, but the information is certainly available.

Another student pointed out that the emphasis on academic integrity was focused only at the beginning of their studies: 'I can remember being told something about academic integrity in first year, but it seems to have been 'forgotten' as I have progressed with my studies'.

A student offered the following thoughtful rationale for rethinking the delivery of academic integrity information at their university, suggesting:

Providing more support to students, rather than telling us all the consequences of breaching the academic integrity policy, teach us how to do it properly! This means doing it more than once. A number of lecturers accept/expect different things and I think they need to all be on the one playing field in order for academic integrity to be maintained

Many respondents pointed out that the educational strategies needed to be more interesting to engage the students, noting that some generic online resources were 'so boring so I did not adequately pay attention'. Some suggestions from respondents included harnessing new digital media, developing resources with stories or narratives, communicating regularly by email or text message or with gentle and timely reminders, incorporating activities in tutorials, and re-designing assignment tasks to focus on developing academic integrity.

Academic integrity breach process

A very small number of respondents in the sample reported that they had a personal experience of the academic integrity breach process. In total, 1.3% ($n=201$) students had received a letter, 1.7% ($n=253$) had a meeting with a university staff member and 1.5% ($n=235$) received a penalty. The data indicate that a higher proportion of international students ($n=2,403$) had experience of the academic integrity breach process by receiving a letter 3.2% ($n=76$) or having a meeting 2.8% ($n=67$) as compared to domestic students ($n=12,800$) where the proportion who received a letter was 1.0% ($n=125$) and those who had to have a meeting was 1.4% ($n=185$). In response to the question “I know of someone who received a penalty for an academic integrity breach”, a higher proportion (17.2%, $n=414$) of international students selected this option as compared to domestic students (10.8%, $n=1,386$).

A large proportion of respondents (37.5%) said that they did not know if academic integrity breaches were dealt with fairly at their university. However, the proportion of international students (19.8%) choosing this option was much lower. The proportion of student groups choosing this option also varied across the levels of study: honours (45.8%), postgraduate coursework (40.6%), postgraduate research (38.8%), and undergraduate students (36.4%).

As Table 7 shows, a much lower proportion of students who had had a personal experience of the academic integrity breach process said they did not know if academic integrity breaches were dealt with fairly i.e. only 3% of students who said they got a letter about an academic integrity issue, 8.3% of students who said they had a meeting about an academic integrity issue, and 13.2% of students who had their marks reduced as a penalty.

Table 7: Students experience of the breach process and their perception of fairness

Awareness of academic integrity breaches	Please indicate your agreement or disagreement with the statement “Academic integrity breaches at my university are dealt with fairly.”						Total
	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	I don't know	
I got a letter myself about an academic integrity issue that needed to be investigated	n=45 22.5%	n=81 40.5%	n=40 20%	n=16 8%	n=12 6%	n=6 3%	n=200* 100%
I had to have a meeting with a member of University staff about an academic integrity breach	n=50 19.8%	n=114 45%	n=28 11%	n=23 9.1%	n=17 6.7%	n=21 8.3%	n=253 100%
I have had marks reduced as a penalty for an academic integrity breach	n=38 16.2%	n=92 39.2%	n=41 17.4%	n=15 6.4%	n=18 7.6%	n=31 13.2%	n=235 100%

*one respondent did not answer the question of academic integrity breaches being dealt with fairly

In the random sample of responses to open ended questions, one of the respondents pointed out that policy and procedures were unevenly applied, and that findings from cases of breaches are not well communicated:

Although the tutor/lecturer said that she 'would know' if anyone plagiarised, I know students who did and didn't get caught. So I think it happens more than the uni knows, but when it does happen, word doesn't really get out.

One student noted a gap between policy and practice and attributed that to university cover ups or risk management:

I have heard of a case of a breach of academic integrity being swept under the carpet, so the university avoids embarrassment. Needless to say, policies are useless when the university would itself lie to avoid a scandal.

Suggestions by students for improving the way their university helped students understand and demonstrate academic integrity included setting an example by dealing rigorously with academic integrity breaches, and disclosing the outcomes of academic integrity breaches.

Interviews and focus groups⁶

As part of Stage 3 of the project, 28 interviews and 28 focus groups were conducted from June to December 2011. At each project partner institution, an average of five focus groups and six interviews were conducted.

The interviews of academic integrity stakeholders included Deputy Vice Chancellors (Academic), Deans: Teaching and Learning, Heads of School, Discipline Coordinators and Teaching and Learning staff in each of the six partner universities. Qualitative data was analysed using NVivo8 and NVivo9. Focus groups represented (a) academic integrity breach decision-makers and administrative officers and staff; (b) teaching staff, learning advisors, educational developers, and librarians; (c) undergraduate students; and (d) postgraduate coursework and HDR students.

Understandings of academic integrity

We had anticipated that by the end of the project we would have developed a broadly accepted definition of academic integrity across the Australian higher education sector. However, the complexity of responses during data collection has led us to the conclusion that pinning down the concept in this way would not necessarily be useful or even appropriate. Analysis of the question in the interview transcripts, "What is your understanding of academic integrity?" identified 20 themes, demonstrating diverse understandings of the term 'academic integrity'. These themes were then collapsed into five broad areas including academic practices, values, complexity, quality assurance and misconduct.

⁶ This section draws from Bretag (2012a Keynote and 2012b ICAI presentation)

In terms of the number of references (times items from the data were allocated to a particular code from a total of 279), the most populated code was 'academic practices' with 103 references (36%), followed by 'values' with 64 references (23%). 'Complexity' had 55 references (20%), 'misconduct' had 35 references (13%), and 'quality assurance' had 22 references (8%).

Figure 5 below shows the proportion of coded statements in each of the five categories.

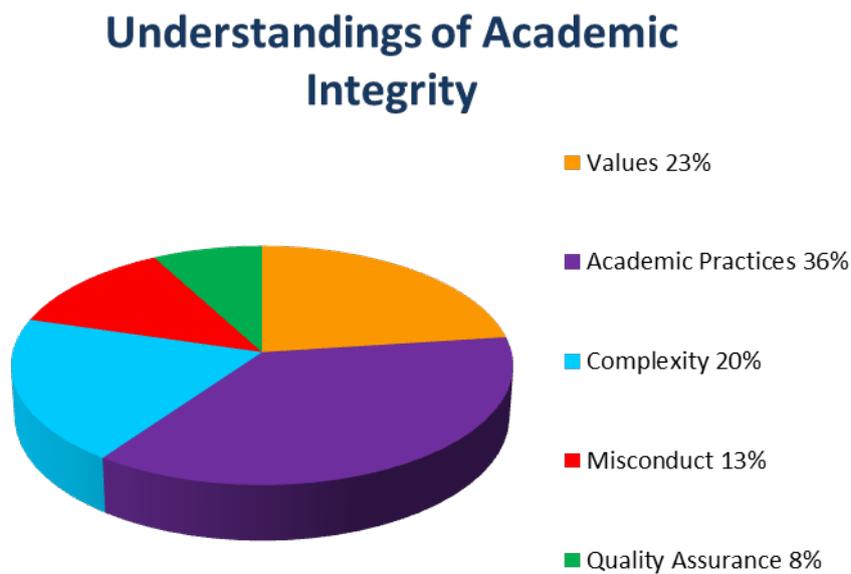


Figure 5: Understandings of academic integrity (Bretag 2012)

We found that academic integrity is:

1. grounded in action;
2. underpinned by values;
3. multifaceted and applicable to multiple stakeholders;
4. understood by many in terms of what is not (misconduct); and
5. important as a means of assuring the quality and credibility of the educational process.

Some excerpts from the interviews on understanding of academic integrity:

I guess when we talk about academic integrity, we usually take the students' perspective, and it's...primarily associated with students not plagiarising work either intentionally or unintentionally. And it's also...about general ethical behaviour, in terms of approaches to study and assessment, and interaction with others. And I think there's also a responsibility on the part of academics to be role models and embed principles of academic integrity into our work. (Senior Academic, University A)

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. (Law Academic, University A)

Postgraduate research students⁷

In a rapidly changing and competitive higher education sector, postgraduate research education is also experiencing changes to traditional practices. The majority of interview respondents (17/28 or 61%) mentioned research and research education when discussing academic integrity. Despite the general perception in some spheres that academic integrity is a matter for undergraduate education, many senior academics emphasised the multi-stakeholder responsibility, making a point of specifically mentioning HDR students:

*...I think that what we're doing is, if we're behaving, if we're acting, if we're all part of a community, community of practice, then it applies to ourselves as leaders in that sense. As that's ...teachers if you like, who are trying to develop students in a particular way, as well as the students themselves in terms – and this applies to all levels of students - from undergraduate through to **postgraduate research students**, so it's all of us basically. (Senior Academic 3, University F, emphasis added)*

Our research in six Australian universities challenges the presumption of HDR students holding prior knowledge of academic integrity. If undergraduate education on academic integrity is less than adequate, this has a potential carry-on effect into the HDR sphere, as the following interviewee noted:

... and it really concerns me when I see things, as I've done in the past where I'm sitting on an academic misconduct committee and here's a postgraduate student, who comes in happily saying, but I did this all the way through my degree and nobody ever stopped me, so I presumed that everything was alright, and you think, well, mmm there's a worry. (Senior Manager 2, University D).

⁷ This section draws from Mahmud and Bretag (2012)

Fourteen out of 28 respondents (50%) mentioned the need for staff to model ethical behaviour in scholarship and research, as in the following excerpts:

I think that we know that people learn a great deal from watching good behaviours and good practices being modelled and I think it's incumbent on academic staff as much as upon students to reflect upon their approach to academic work, how they go about that, how they behave ethically within that context and yeah it gets towards issues of reasonable conduct and so on... (Senior Manager 1, University C).

I think it is important for all of us to kind of stand up and say, it's actually alright to borrow ideas as long as you acknowledge them, because I think sometimes people can get over cautious and over afraid and things like that. So I think it's up to all of us to show student's what's right and what's wrong, but all in the pursuit of integrity and knowledge. It's about good research training. (Senior Manager 1, University F)

Our findings indicate that many postgraduate students are undertaking the research phase of their academic careers seriously under-prepared and ill-informed of their institution's academic integrity requirements. We propose that Australian universities should aim to induct postgraduate research students into an overarching institutional culture of integrity. One vital step in that direction is to strengthen the supervisor/postgraduate research student relationship as a mechanism for improving the support, training and mentoring of novice academics.

Issues specific to law students⁸

Law students are a special case in academic integrity where a failure to disclose a breach of academic integrity can prevent admission into the legal profession. To complicate matters, there are differences between the Australian states and territories on legal admissions practice concerning disclosure of breaches and between the various Supreme Courts on the significance of breaching compared with failing to disclose a breach.

Legal academics in the project interviews raised issues around disclosure of academic integrity breaches in legal education given the significant professional consequences for a law student who breaches academic integrity.

I think there need to be clear guidelines...Law is a special case in terms of the overriding and exacting, and onerous obligation to disclose. Sometimes it's referred to as excessive disclosure, and I think that's a good term; it is excessive disclosure, and that's important that we get that message out (Law Academic, Interview 6, University A)

⁸ This section draws from James and Mahmud (2012)

(About not recording minor breaches) *I think that's corrupt ... (and) contrary to the notion of scholarship... doing the student a disservice anyway... I think it's wrong.*
(Law Academic, Interview 3, University F)

Based on our findings, we propose a need for clarity about disclosure and a system that would concentrate more on promoting academic integrity as an emergent professional identity among law students, rather than focusing resources on identification and punishing students who breach their institution's policy.

Focus groups

The 28 focus groups convened at the 6 project team institutions involved 193 participants, including students, teaching staff, coordinators, academic integrity decision makers, librarians, learning advisors and academic developers. Each convener distributed the same invitation to participate and information sheet about the project to focus group participants, and asked the same discussion questions (see Appendix A for the Focus Group Discussion Questions).

The recurring issues arising from the focus group discussion include:

- That the term 'academic integrity' needs to be better defined and communicated, because despite questions about 'academic integrity' most discussion easily slipped to 'breaches of academic integrity' or 'plagiarism'
- That academic integrity is complex, and that students need ongoing education, beyond orientation;
- That a coordinated approach to academic integrity is most effective if both educational and regulatory information is accessible and connects policy to practice;
- That academic integrity should be showcased or modelled as a positive value, and students and staff recognised and rewarded for their efforts;
- That staff would appreciate quick summaries about what to do when confronted with evidence of student academic misconduct;
- That staff require training in how to use text-matching software as it is often misunderstood and inconsistently applied;
- That the management of data regarding breaches of academic integrity is inconsistent.

The common points that recurred across the focus groups provided the basis for the development of the Learning Activities pages of the AISP website. Quotes from the focus group discussion help illuminate the rationale for these learning resources which are intended for use to help orient new students and staff to academic integrity, to develop the understandings of academic integrity, to connect it to graduate capabilities or future professional practice, and to adapt it to suit different disciplines, student cohorts or teaching contexts.

Chapter 5 Impact on the Higher Education Sector

The project has had a discernable positive impact on the higher education sector in Australia and internationally. Progress has been made in the development of standards of academic integrity with the project's research on academic integrity policies. The project won the Best Research Paper award at the *Australian Quality Forum* (AuQF 2011) for its work on analysing academic integrity policies of Australian universities. The project has published its work on the core elements of exemplary academic integrity policy.

Consolidation of links with international experts in academic integrity in the UK ([Jude Carroll](#), Oxford Brookes University and [Dr Erica Morris](#), Academic Integrity Service, The Higher Education Academy) and Ms Irene Glendinning, project leader of *the Impact of policies for plagiarism in higher education across Europe* ([IPPHEAE](#)) research project and ([Dr Tricia Bertram Gallant](#), University of California at San Diego, USA). Dissemination to an international audience has occurred, including the project leader's keynote address to the [5th International Plagiarism Conference](#) in July 2012 in the UK. Tracey Bretag (APFEI), Teddi Fishman (ICAI) and Gill Rowell (Plagiarism.org UK) launched the *International Alliance of Academic Integrity Conferences* at the UK conference in July 2012. The project leader also presented at the *International Centre for Academic Integrity Conference* in October 2011 and Bretag and Mahmud also provided a presentation to the November 2012 ICAI conference in Princeton, USA.

The project also conducted a speaking tour by its reference group member Dr Tricia Bertram Gallant at project partner institutions in February 2012. Dr Tricia Bertram Gallant was hosted by the project and Professor Vicki Waye, Dean of Teaching and Learning in the Division of Business, University of South Australia, as well as the *Asia Pacific Forum on Educational Integrity*, La Trobe and Griffith Universities where she presented seminars on academic integrity. A [news release](#) of the speaking tour appeared in UniSA News in March 2012.

The University of Western Australia (a project partner) hosted the *5th Asia Pacific Conference on Educational Integrity* (5APCEI) from 26-28 September 2011. Jude Carroll (a project reference group member) delivered one of the keynote addresses at the conference. The project team and a number of project reference group members attended the 5APCEI conference along with delegates from Australia, New Zealand, UK, USA, Canada, India, Indonesia, Malaysia Singapore, Japan and Hong Kong. A project meeting at the conclusion of the conference included the entire project team and a number of project reference group members including Jude Carroll (Oxford Brookes University, UK), Teddi Fishman and Daniel Wueste (International Center for Academic Integrity, Clemson University, USA), James Lee (Queens University, Canada).

Our project leader Dr Tracey Bretag, and project manager Dr Saadia Mahmud, of the University of South Australia and a team from Griffith University and the Queensland Institute of Business and Technology, have secured almost \$300,000 in July 2012 from the Office for Learning and Teaching (OLT) to embed aspects of exemplary academic integrity policy across the Australian Higher Education sector.

The twelve month commissioned strategic OLT project “*Embedding and extending exemplary academic integrity policy and support frameworks across the higher education sector*” aims to extend and embed the five core elements of exemplary academic integrity policy identified by this ALTC project (Bretag et al 2010-2012) – access, approach, responsibility, detail and support – across the Australian higher education 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, the OLT project will develop resources accessible to both public and private higher education providers to embed these elements. Two critical areas identified by Bretag et al (2012b) are addressed in the OLT project. 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, the lessons about exemplary academic integrity policy and support frameworks will be extended to include higher degree by research (HDR) students.

The new OLT project will collaborate with three other OLT commissioned projects on academic integrity, led by researchers at The University of Newcastle, Macquarie University and Victoria University during 2013. This will further increase the visibility and sustainability of both the current and new projects led by UniSA. The 6th *Asia Pacific Conference on Educational Integrity* in October 2013 will be hosted by Macquarie University, Sydney and will include a special full day stream for the OLT commissioned projects on academic integrity.

The current project has made good progress in its aim to foster a culture of academic integrity in the Australian higher education sector. Opportunities for critical reflection, comparison and discussion of policy and practice have occurred within the project team and project reference group. A highlight of this was the project colloquium which was attended by academic integrity experts from 14 universities including 2 international universities. In addition to the interest generated in the project partner institutions, the project leader has been invited by other universities including Deakin University, Flinders University, Edith Cowan University and Auckland University of Technology to disseminate the project findings and conduct professional development seminars for staff. Tracey Bretag has also been approached by Claire Guthrie from the University of Waikato to supervise a similar a project in New Zealand. The project leader and other members of the team are regularly approached by the media (*The Australian* and *The Age*) to comment on issues relating to academic integrity in higher education.

Chapter 6 Evaluation

Professor Faith Trent, Adjunct Professor of Education at Finders University, was the independent evaluator for the project. Professor Trent provided both summative and formative feedback to the project team and participated in a number of project activities including the colloquium, a focus group, and the South Australia dissemination event. In addition, Professor Trent's representative, Winthrop Professor/Director of the Centre for Advancement of Teaching and Learning (University of WA), Denise Chalmers, attended and provided additional feedback on the project team and reference group meeting held at *the 5th Asia Pacific Conference on Educational Integrity*, September 2011.

Professor Trent provided a very thorough and positive final evaluation, which both highlighted the project successes as well as challenges faced during the course of the research. Some excerpts from Professor Trent's final report include:

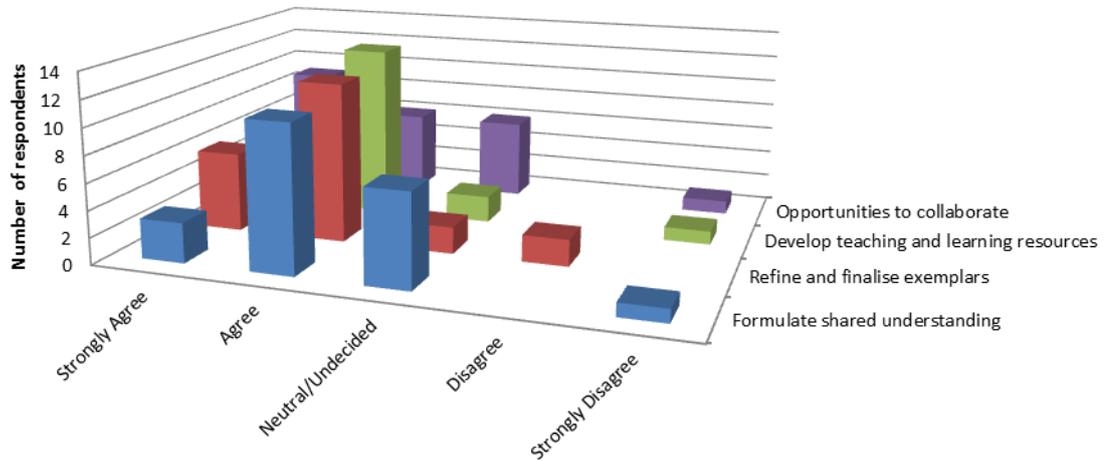
The project team has developed a model which outlines the elements of exemplary practice and has become the logo of the project. The model identifies five elements of exemplar academic integrity policy: Access, Approach, Responsibility, Detail and Support around the development of a Culture of Academic Integrity. The model provides a useful approach for any university looking to ensure that such a culture is developed and fostered. The materials produced and available on the website indicate that this outcome was successfully achieved. (Trent 2012, p. 7)

In the view of the evaluator, this has been a successful project, implemented in the way it was conceived. It has been ambitious as it explores issues which lie at the heart of academic endeavour and at a time when the issues are receiving public scrutiny. It is based on a firm base as indicated from the literature survey and it explores new ways of establishing custom and practice. (Trent 2012, p. 10)

Formal evaluation was also conducted by collecting participant feedback using a form (see Appendix C) at the colloquium and the dissemination events.

Figure 6 below represents the responses from participants about the colloquium outcomes. A majority of participants agreed or strongly agreed that the meeting outcomes were achieved.

**Evaluation of colloquium outcomes -
ALTC Academic integrity standards project colloquium 10 Feb 2012**



	Strongly Agree	Agree	Neutral/Undecided	Disagree	Strongly Disagree
Formulate shared understanding	3	11	7		1
Refine and finalise exemplars	6	12	2	2	
Develop teaching and learning resources	6	13	2		1
Opportunities to collaborate	9	6	6		1

Figure 6: Evaluation of colloquium by participants

The colloquium evaluation from participants has been extremely positive. In response to the question “What aspects of the colloquium were most helpful?” responses included the following:

Right number of people for small and whole group discussion.

Broad range of perspectives, well-informed participants.

Opportunity to discuss practice across the sector and reasons for why people and institutions have adapted practices. Has given me ideas to take back to improve practice and data collection.

Meeting people from different universities - all specialists in AI - put the project in perspective.

Around 30 participants representing all three South Australian universities (UniSA, The University of Adelaide and Flinders University), and a private provider (South Australian Institute of Business and Technology, SAIBT) attended the South Australian dissemination event on 11 September 2012. Feedback from participants indicated that 95% of respondents agreed that the project has contributed to the development of practical learning and teaching resources which can be adapted according to context. While, 63% of

respondents agreed that the project has assisted to formulate a shared understanding of academic integrity across the higher education sector.

Around 20 participants attended the workshop by Dr Tracey Bretag at Deakin University on 17 October 2012. Feedback from the participants indicated that 90% of respondents agreed that the project has assisted to formulate a shared understanding of academic integrity across the higher education sector. Seventy per cent of respondents agreed that the project has contributed to the development of practical learning and teaching resources which can be adapted according to context.

Chapter 7 Conclusion

The Academic Integrity Standards Project aimed to develop a shared understanding across the Australian higher education sector of academic integrity standards and improve the alignment of academic integrity policies and their implementation. Based on the interview data, the project found a varied understanding of academic integrity. The development of a shared understanding of academic integrity is therefore an outcome that is still an aspiration. Our analysis of academic integrity policies from 39 Australian universities indicated that while there has been a move away from a negative and punitive approach to a positive focus on integrity, more needs to be done, particularly in relation to policies with mixed messages. Our findings also point to the need for academic integrity policies to clearly indicate responsibilities for all academic integrity stakeholders, from an institutional perspective and beginning at the highest level (senior management), to teaching and professional staff and students. We maintain that academic integrity is not solely a student issue or responsibility. Finally, our analysis has concurred with previous research which has suggested that there is inconsistency in the way that academic integrity is both represented and responded to in university policy. If universities' policies do not clearly define the various types of academic integrity breach and their associated outcomes/penalties, it is not surprising that both staff and students are often confused about the academic integrity requirements at their universities.

We found that no one policy was an exemplar in its own right. Five core elements of exemplary academic integrity policy: Access, Approach, Responsibility, Detail and Support (Bretag et al. 2011b) have been identified by the project, based on analysis of the online academic integrity policy of 39 Australian universities. An overarching commitment to a culture of academic integrity lies at the heart of an exemplary academic integrity policy to ensure the five elements work coherently and consistently together. The elements do not exist as separate and discrete aspects, and nor is any one element privileged over another. In presenting our vision for exemplary policy we advocate a stance that goes beyond traditional notions of knowledge. We maintain that wisdom is needed to understand both the centrality of academic integrity to higher education, and the importance of strong governance based on clear ethical principles.

Enabling strategies enact academic integrity policy. Without long-term, sustainable and practical support resources, a policy will not be enacted, no matter how well it is articulated. The project developed resources (<http://www.aisp.apfei.edu.au>) to foster a culture of academic integrity.

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Appendix A: Research instruments

Student survey

ACADEMIC INTEGRITY STANDARDS: ALIGNING POLICY AND PRACTICE IN AUSTRALIAN UNIVERSITIES - STUDENT SURVEY (UNIVERSITY OF SOUTH AUSTRALIA)

Dear Student, Thank you for participating in this study on "Academic integrity standards: aligning policy and practice in Australian universities". This project, funded by the Australian Learning and Teaching Council, will investigate the range of Australian universities' academic integrity policies and practices, and identify examples of good practice in responding to breaches of academic integrity as well as instances where inconsistencies between policy and practice might usefully be addressed. Please note that this survey and the competition to win an iPad 2 are open only to students currently enrolled at University of South Australia. More information about this project is contained in the information sheet (please click on the link).

[Information Sheet](#)

1. Your gender

- Male
- Female
- Other

2. Your age (years)

- Less than 25
- 25 or over

3. What is your current level of study?

- Undergraduate coursework
- Honours
- Postgraduate coursework
- Postgraduate research

4. Are you?

- A full-time student
- A part-time student

5. Are you?

- An Australian/domestic/local student
- An international/overseas student

6. Have you undertaken any part of your university education at another tertiary institution (including universities, TAFE, and foundation studies)?

- No
- Yes

7. If you answered Yes to the previous question, was the institution (please tick the one that applies):

- Australian/domestic/local institution
- International/overseas institution

8. What is your major field of study?

-

9. If you selected "Other" in the previous question (please specify)

- (Enter text into this box, maximum 2000 characters)

10. What do you know about academic integrity?

- I have heard of the term 'academic integrity', and I think I have a good idea what it means
- I have heard the term 'academic integrity', but I am still not sure what it means
- I have never heard of the term 'academic integrity' but I think I can work out what it means
- I have never heard of the term 'academic integrity' and I am not sure what it means

“Academic integrity is about mastering the art of scholarship. Scholarship involves researching, understanding and building upon the work of others and requires that you give credit where it is due and acknowledge the contributions of others to your own intellectual efforts. At its core, academic integrity requires honesty”. University of Tasmania (2010) <http://www.academicintegrity.utas.edu.au/>.

11. Do you know whether your university has an academic integrity policy? (it may be referred to as academic honesty, academic misconduct or plagiarism policy)

- Yes, it does and I know how to access it
- My university probably has an academic integrity policy, but I am not sure where it is or what it says
- My university may have an academic integrity policy (sounds familiar), but I am not sure what it is called or what it says
- No, as far as I am aware my university does not have an academic integrity policy

12. When do you remember you first heard of the concept of academic integrity or plagiarism?

- At primary school
- At high school
- At your current university
- Other (please specify in Q13 below)

13. If you selected "Other" in the previous question (please specify)

- (Enter text into this box, maximum 2000 characters)

14. How were you first informed about academic integrity at your current university?

-

15. If you selected "Other" in Q14 (please specify)

- (Enter text into this box, maximum 2000 characters)

To answer the next question you'll need to know what the term 'academic integrity breach' means. It means that a person (usually a student) has done at least one of the following:

copied someone else's words (plagiarism), cheated in exams or assignments, stolen someone else's academic work, downloaded assignments from the internet, used false data in laboratory reports, or got someone else to write an assignment and pretended they wrote it themselves.

16. You may have some knowledge of academic integrity breaches at your university or any other educational facility that you know about. Which of the following statements applies to your awareness of academic integrity breaches (you can tick more than one response)?

- I have not heard of any cases of breaches of academic integrity
- I have heard about someone who committed a breach of academic integrity
- I know someone who got a letter about an academic integrity breach that needed to be investigated
- I know someone who received a penalty for an academic integrity breach
- I got a letter myself about an academic integrity issue that needed to be investigated
- I had to have a meeting with a member of University staff about an academic integrity breach
- I have had marks reduced as a penalty for an academic integrity breach

17. Please indicate the extent of your agreement or disagreement with the statement "The information I have received about academic integrity (e.g. The importance of honesty, acknowledging others' work, submitting my own work for assessment) at my university is sufficient."

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree
- I don't know

18. Please indicate the extent of your agreement or disagreement with the statement "The information I have received about how to avoid academic integrity breaches (eg. plagiarism, academic misconduct, cheating) at my university is sufficient."

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree
- I don't know

19. Please indicate the extent of your agreement or disagreement with the statement "The support and training I have received to avoid academic integrity breaches (eg. plagiarism, academic misconduct, cheating) at my university is sufficient."

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree
- I don't know

20. Please indicate the extent of your agreement or disagreement with the statement "The policy for academic integrity at my university is clearly communicated to students."

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree
- Not Applicable

21. Please indicate the extent of your agreement or disagreement with the statement "Academic integrity breaches at my university are dealt with fairly."

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree
- I don't know

22. I feel confident that I know how to avoid making an academic integrity breach at my university

- Yes
- No

23. Please provide details of your level of satisfaction with the academic integrity policy and/or processes at your university

- (Enter text into this box, maximum 2000 characters)

24. Please rank the following choices on how your university should inform students about academic integrity by placing a number from 1-8 in the appropriate boxes below. Assign number 1 to the most highly recommended.

-

Orientation	<input type="text"/>
Course information	<input type="text"/>
Lectures/tutorials	<input type="text"/>
University website	<input type="text"/>
Academic integrity/plagiarism seminar or workshop	<input type="text"/>
Library session	<input type="text"/>
Online academic integrity module (like StartSmart, Academic Integrity Module and Academic Conduct Essentials)	<input type="text"/>
Digital media (YouTube, Twitter, Facebook, or other online source)	<input type="text"/>

25. Do you have any suggestions for improving the way that your university can contribute to your understanding and demonstration of academic integrity?

- (Enter text into this box, maximum 2000 characters)

26. Do you have any suggestions for improving the way that academic integrity breaches are dealt with at your university?

- (Enter text into this box, maximum 2000 characters)

27. Do you think that academic integrity has relevance to your life or work experience outside of the university?

- Yes
- No

28. Please share your ideas or concerns about academic integrity at your university

- (Enter text into this box, maximum 2000 characters)

Interview Questions

- a. Demographics: Age, gender, disciplinary background.
- b. What is your understanding of academic integrity?
- c. What is your role with regards to academic integrity?
- d. How long have you been in this role?
- e. What has been your experience with academic integrity breaches?
- f. What is the procedure for dealing with academic integrity breaches at your university?
- g. Based on your experience, what do you consider good practice to be in relation to academic integrity?
- h. How is academic integrity fostered through teaching and learning practices at your university?
- i. Do you have any suggestions or recommendations for good practice in relation to academic integrity generally, and academic integrity breaches specifically?

Focus Group Discussion Questions

- a. Demographics: Which stakeholder group is represented by this focus group?
- b. What is your understanding of academic integrity?
- c. What is your role with regards to academic integrity?
- d. What has been your experience with academic integrity breaches?
- e. Do you have any concerns about academic integrity in your university?
- f. Do you have any suggestions or recommendations for good practice in relation to academic integrity generally, and academic integrity breaches specifically?

Appendix B: Colloquium Participants and Agenda

Name	Institution	Project Role
Tracey Bretag	University of South Australia	Project Leader
Saadia Mahmud	University of South Australia	Project Manager
Margaret Green	University of South Australia	Project Team
Ursula McGowan	The University of Adelaide	Project Team
Julianne East	La Trobe University	Project Team
Lee Partridge	The University of Western Australia	Project Team
Ruth Walker	University of Wollongong	Project Team
Margaret Wallace	University of Wollongong	Project Team
Colin James	The University of Newcastle	Project Team
Chris Provis	University of South Australia	Project Reference Group
Margaret Hicks	University of South Australia	Project Reference Group
Robert Crotty	Ethics Centre of South Australia	Project Reference Group
Gary Allen	RMIT	Project Reference Group
Sue Saltmarsh	Australian Catholic University	Project Reference Group
Bronwyn James	University of Wollongong	Project Reference Group
Helen Marsden	Australian National University	Project Reference Group
Gerlese Akerland	University of Canberra	Project Reference Group
Tricia Bertram Gallant	University of California at San Diego (USA)	Project Reference Group
Claire Hughes	University of Queensland	Project Reference Group
Jennifer Martin	Griffith University	Project Reference Group
Wendy Sutherland Smith	Deakin University	Project Reference Group
Anna Weatherstone*	Massey University (New Zealand)	Nominee for Malcolm Rees
Geoff Crisp	RMIT	Project Reference Group
Faith Trent	Flinders University	Project Evaluator
Gabrielle Grigg	The University of Melbourne	Invited participant
Karen van Haeringen	Griffith University	Invited participant
Total number of universities represented		14 Australian and 2 International

Apology

Don McCabe	International Center for Academic Integrity (USA)	Project Reference Group
Kathleen Gray	The University of Melbourne	Project Reference Group
John Dearn	Australian National University	Project Reference Group
Lisa Emerson	Massey University	Project Reference Group
Nicholas Procter	University of South Australia	Project Reference Group
Rebecca Moore Howard	Syracuse University, USA	Project Reference Group
Kevin McConkey	The University of Newcastle	Project Reference Group
Daniel Wueste**	Clemson University (USA)	Project Reference Group
David Griffith	University of Wollongong	Project Reference Group
Jude Carroll**	Oxford Brookes University (UK)	Project Reference Group
Teddi Fishman**	International Center for Academic Integrity, Clemson University (USA)	Project Reference Group
James Lee**	Queens University (Canada)	Project Reference Group
Malcolm Rees*	Massey University (New Zealand)	Project Reference Group

**Attended project team and reference group meeting on 28 September 2011 at Perth , Australia following the 5APCEI conference

Academic Integrity Standards: Aligning Policy and Practice in Australian Universities

Project colloquium, 10 February 2012

Time	Activity
9:30-10:00am	Registration and morning tea
10:00-10:30 am	Welcome, introductions and overview of research findings (Tracey Bretag)
10:30-11:00	Academic integrity resource (Ruth Walker) <i>Break out groups to discuss</i>
11.00 – 11.15	Feedback
11 :15-11.45	Five elements of exemplary academic policy resource (Tracey Bretag) <i>Breakout groups to discuss</i>
11.45- 12.00	Feedback
12.00 – 12.15	Case Scenario resources (Lee Partridge and Colin James)
12.15- 12.45	<i>Break out groups to discuss and refine Case Scenarios</i>
12.45 – 1.00	Feedback
1.00-1.45	<i>Lunch</i>
1.45 – 2.00	Teaching and learning activities resource (Julianne East and Ursula McGowan)
2.00 - 2.45	Break out groups to discuss and refine teaching and learning activities
2.45 - 3.15	Feedback
3.15 - 3:30	What 'evidence' of fairness would students find meaningful and persuasive? (Margaret Wallace and Margaret Green)
3.30 - 4.15	Break out groups to brainstorm ideas for good practice
4.15 - 4.30	Feedback
4.30-5.15pm	Conclusions: Canvassing ideas for organisational change. (Tracey Bretag) Evaluations for ALTC; ongoing communication (Saadia Mahmud)
5:15-6:30	Drinks and nibbles



Support for this project has been provided by the Australian Learning and Teaching Council, an initiative of the Australian Government's Department of Education, Employment and Workplace Relations. The views expressed by this project and in this presentation do not necessarily reflect the views of the Australian Learning and Teaching Council Ltd.

Appendix C: Evaluation Forms

Colloquium

Academic integrity standards: aligning policy and practice

Project colloquium – 10 February 2012 (Evaluation⁹)

Thank you for your participation in the ALTC Academic integrity standards project colloquium. 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 colloquium has assisted to formulate a shared understanding of academic integrity across the higher education sector	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The colloquium provided an opportunity to refine and finalise the exemplars emerging from the research.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The colloquium has contributed to the development of practical teaching and learning resources which can be adapted according to context.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The colloquium has provided ongoing opportunities for participants to collaborate across universities to further the work of the ALTC project.	<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"/>

⁹ Adapted from Schoufis, M (2008) "Working with workshops", Australian Learning and Teaching Council, Retrieved from <http://www.olt.gov.au/system/files/Working%20with%20workshops%200609.pdf>.

The colloquium was logically structured.	<input type="checkbox"/>				
Facilitation supported achieving colloquium outcomes	<input type="checkbox"/>				
Organisation					
Venue was adequate	<input type="checkbox"/>				
Room set up, audio and visual aids were appropriate.	<input type="checkbox"/>				
Project team were helpful in resolving any issues.	<input type="checkbox"/>				
Follow-up Action					
I intend to follow up with colleagues present today following the colloquium	<input type="checkbox"/>				
Outcomes from the colloquium will help contribute to the successful completion of the project	<input type="checkbox"/>				
What aspects of the colloquium were most helpful?					
What aspects of the colloquium 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.

Dissemination Event

Thank you for your participation in the Academic Integrity Standards Project dissemination event. We would appreciate your assistance in completing the following evaluation¹⁰. Your feedback will assist us in evaluating our project and the development of future similar events.

Mark as appropriate:

Meeting Outcomes	Strongly Disagree	Disagree	Neutral/ Undecided	Agree	Strongly Agree
The project has assisted to formulate a shared understanding of academic integrity across the higher education sector	<input type="checkbox"/>				
The project has contributed to the development of practical learning and teaching resources which can be adapted according to context.	<input type="checkbox"/>				
I intend to follow up with colleagues present today following the dissemination event	<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 project manager.

¹⁰ Adapted from Schoufis, M (2008) "Working with workshops", Australian Learning and Teaching Council, Retrieved from <http://www.olt.gov.au/system/files/Working%20with%20workshops%200609.pdf>.

Appendix D: Deliverables

This appendix has a selection of the resources developed by the project including:

1. A one page resource on the 5 exemplary elements of academic integrity policy.
2. Case studies in academic integrity (complete collection)

Links to the deliverables on the project website <http://www.aisp.apfei.edu.au>¹¹ are given below:

[Exemplary elements of academic integrity policy](#) provides excerpts from the academic integrity policies of Australian universities that the project found to represent one or more of the five elements of exemplary academic integrity policy

[Case studies](#) are divided into four categories. Each case study includes a printable handout in PDF and Word, and a corresponding powerpoint presentation in PPT or PPTX. Further references and links to online resources are also provided.

Prevention: these cases focus on practical strategies to prevent breaches of academic integrity. These include proactive measures to educate students about academic writing, and designing out plagiarism in assessments.

Detection: these cases focus on scenarios that deal with the suspicion or detection of breaches of academic integrity

Investigation: these cases explore issues such as confidentiality, extenuating circumstances and the time needed to conduct academic integrity breach investigations

Outcomes: these cases explore issues of student awareness of breach outcomes and the case of law students where a breach of academic integrity can have long term implications.

[Learning activities](#)¹² are divided into five categories with each one introduced by a short video on the topic presented by a Project Team Member:

Policy and Practice: these activities focus on helping new academic staff understand their own university's policy and to consider their role in promoting academic integrity in their practice.

¹¹ Acknowledgement to project team members Dr Ruth Walker and Dr Saadia Mahmud for developing the AISP website, in consultation with Colin Salter at Avolve Designs.

¹² Special thanks to project team member Dr Ruth Walker for her work in presenting the learning activities on the project website.

Introduce: these activities are targeted at new students, or students who have transitioned in their study from another institution. Many of the resources or modules presented here may be used during Orientation.

Develop: these activities are designed for students who have already been introduced to academic integrity during Orientation, but who would appreciate some further development in their second or third years of study.

Connect: this page asks academic staff and program coordinators to consider how academic integrity can be connected across the curriculum, so that students' learning is incrementally scaffolded and linked to their graduate attributes and future professional practice in a positive way.

Remix: this sample activity has been adapted or remixed in a number of ways, modelling for academic staff how a learning activity might be adapted to suit different student cohorts or different teaching contexts.

Included on the Learning Activities page are links to online academic integrity teaching and learning resources which were identified by the project team in collaboration with the reference group.