# Workshop on academic integrity self-evaluation tools

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Academic integrity is fundamental to maintaining standards in Higher Education Institutions (HEIs) and underpins the quality of teaching, learning and research. It is important for HEIs to implement institution-wide strategies and policies for promoting a culture of academic integrity. At the same time, promoting and maintaining academic integrity has become one of the key challenges for HEIs today. Many recent research projects provide evidence about dishonest practices of students (e.g. Bayaa et al., 2016; Bretag et al., 2018; Glendinning, 2013; Rodafinos, 2018), questionable practices of researchers (e.g. Agnoli, et al. 2017; Artino, Driessen, & Maggio, 2018), inconsistent institutional procedures (e.g. Exemplary Academic Integrity Project, 2013; Foltýnek,  et al. 2018; Glendinning 2015; Hua & Sun, 2017; PAICKT, n.d.) and other threats to academic integrity. Breaches of academic integrity undermine the credibility of HEIs and their communities, as well as impacting on the reputation of the higher education sector and research in general.

HEIs need to develop effective means to help sustain and improve academic integrity. Regular monitoring and reflection on institutional approaches to academic integrity, including understanding the level of respect for academic integrity in the institutional community, are essential components of institutional policies. Continuous improvement requires the identification of areas potentially at risk and what actions are required to address these risks. In response to that requirement, the European Network for Academic Integrity (ENAI – http://www.academicintegrity.eu) has created a set of on-line Academic Integrity Self-Evaluation Tools (AISETs) designed to explore the status of academic integrity at institutional level and also for individual members of the higher education community.

The tools were developed by an international interdisciplinary team, based on a review of existing academic integrity survey tools, relevant literature and the experience of team members. The set of four self-assessment tools is targeted at students, teachers, researchers, and the institution as a whole. Each AISET is an independent on-line questionnaire designed to be completed by an individual member of the academic community. The questions in each survey focus on aspects of academic integrity corresponding to the daily functions of the

specific target group (Gaižauskaitė et al., 2019).

Each of the four questionnaires is composed of thematic sections of questions supplemented by a system of scoring of answers and linked feedback. Scoring and feedback are provided at three levels: for each question (statement); a summary for each themed section of questions; overall for the whole questionnaire (see Figure 1).
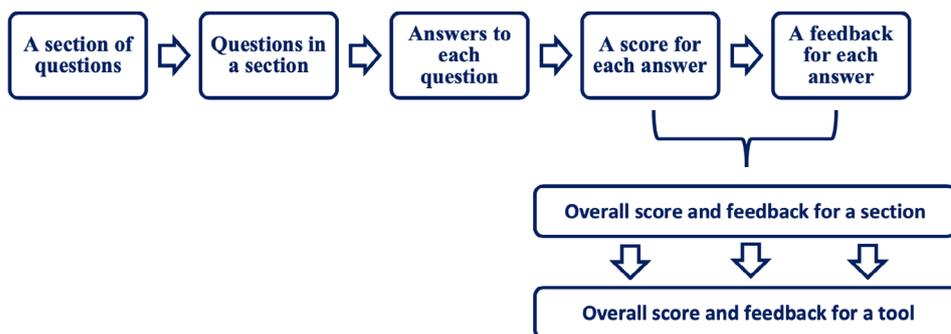


*Figure 1. Structure of AISETs.*

The scoring system and feedback have been designed to support best practices or detect potential deficits and misunderstanding. The feedback provides tailored guidance in areas that may need improvement (at personal and/or institutional levels). Feedback also includes suggested resources that may be useful in relation to each thematic section. The tools for students, teachers and researchers are intended for individual use and give personal feedback. The institutional tool is aimed at institutional leaders and provides feedback on the effectiveness and maturity of commitment by an institution in promoting and upholding academic integrity (Gaižauskaitė et al., 2019). Figure 2 details the content of each AISET.

| Scorecard for Academic Integrity Development (SAID): Self-Evaluation Tool for Institutions | Academic Integrity Self-Evaluation Tool for Teachers (AISETT) |
|---|---|
| • Institutional governance and strategic commitment towards academic integrity<br>• Policies, sanctions and procedures for academic integrity<br>• Engagement and buy-in for deterring academic misconduct<br>• Institutional culture of integrity and appreciating the value of learning<br>• The role of students in academic integrity<br>• Transparency and communication<br>• Enhancement of strategy, policies, procedures and systems<br>• Institutional engagement with research and development on academic integrity | • Approach to teaching and student motivation<br>• Interaction with students and guidance about integrity<br>• Awareness of institutional policies<br>• Dealing with student dishonesty<br>• Knowledge and skills about plagiarism and academic writing |
| Academic Integrity Self-Evaluation Tool for Students (AISETS) | Academic Integrity Self-Evaluation Tool for Researchers (AISETR) |

| | |
|---|---|
| • Study skills<br>• Academic writing<br>• Plagiarism | • Policies and practices<br>• Questionable research practices<br>• Reporting and publication<br>• Commitment to responsible conduct of research |

*Figure 2. Content of AISETs.*

AISETs are freely accessible on ENAI website (http://academicintegrity.eu/survey/) as interactive online tools. Each user can freely decide which tool or tools are most useful for his/her purposes. The tools are administered individually thus answers and feedback are only provided for consideration of a user of a selected tool.

Though we intended to design tools that could be applied in diverse institutional, cultural contexts or across scientific fields, we do acknowledge potential limitations in this regard (Gaižauskaitė et al., 2019). Therefore, we intend to continuously work on improvement of the tools making them more user friendly, useful and applicable.

The workshop will engage its audience into mutually beneficial exchange. We will shortly introduce the tools to potential users and help them learn more about good practices of tackling academic dishonesty. However, the main purpose of the workshop is to collect informed feedback inputs from qualified persons. The feedback from the audience will help us further establish validity and reliability for the tools and develop their features for a better usability.

The workshop will include three parts:
1. Short introduction of the tools, their content and application.
2. Moderated discussions with participants in smaller groups. We will ask potential workshop attendees (and other interested conference participants) to try-out the tools prior to the workshop and provide feedback via structured form. During the workshop, we will ask participants to split into four groups (one for each AISET). A moderated discussion in a smaller group will allow exchanging impressions about a selected tool and collect verbal feedback from its users.
3. Concluding remarks and Q&A with the audience.

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