PROMOTING ACADEMIC INTEGRITY AMONG STUDENTS AND STAFF: THE EXPERIENCE OF AN IRISH UNIVERSITY IN RUNNING "PROMOTING ACADEMIC INTEGRITY WEEK 2020"

Fiona O'Riordan[1], Rob Lowney[1]

[1]*Dublin City University, Ireland*

This contribution will share the experiences of Dublin City University (DCU) in running "Promoting Academic Integrity Week 2020". The week-long campaign sought to raise awareness of academic integrity among students and staff. The contribution will share the rationale for the campaign, how it was planned and implemented, the findings from its evaluation and plans for the future. Feedback from conference attendees will be sought as to how to enhance this initiative and opportunities for collaboration with other institutions are also sought.

Academic Integrity has been defined by the International Center for Academic Integrity (ICAI) as a commitment 'to six fundamental values; honesty, trust, fairness, respect, responsibility and courage' (Fishman, 2014). Poor academic integrity '...ultimately affects not only the students and academic staff but also the reputation of the institution itself and the integrity of its awards' (De Maoi, 2019, p.1131). Egan (2017), draws on the work of Dick et al (2002, p.172-173) who highlight the risk of 'graduating incompetent professionals…[as they] may produce work that fails or is even dangerous to human life'. Jones (2011, p.142) supports this proposition and points to a correlation between 'academic honesty and workplace ethics'.

The Teaching Enhancement Unit (TEU) in DCU has focused on academic integrity as an area of work for some time now, commissioning a literature review into the area (Egan, 2018), designing a suite of principles for embedding academic integrity in assessment design, developing and launching an Academic Integrity Hub for DCU staff to learn more about the issue, and running various professional development events internally and externally to DCU. The resources were developed primarily as part of an Erasmus+ project and are all available under creative commons license at `https://teuintegrityproject.wordpress.com/`.

As part of DCU's commitment to promoting academic integrity, they were one of the first Irish universities to become a member of the International Center for Academic Integrity (ICAI) in October 2019. Taking influence from the ICAI Integrity Day of Action, the TEU ran an academic integrity awareness campaign over the course of a week. This was repeated in 2020, and with the support of DCU Library, Students Union, and academic staff, TEU ran an enhanced campaign during 19 - 23 October 2020. This week-long initiative comprised a number of synchronous and asynchronous online events for students and staff to prompt them to think about academic integrity, understand its importance, and learn about how they can uphold it (full programme on TEU website linked here). Some of the highlights of the week include over 1,500 students engaged in both academic integrity and library challenges. Almost 350 students pledged their commitment to academic integrity in the collaborative declaration bank (some examples of student declarations can be found on the TEU website linked here). Almost 100 staff and students took part in the spotlight panel webinar to discuss the ethics of academic integrity.

In an effort to ascertain the impact of this awareness campaign the TEU is conducting research with those who participated in the awareness campaign's events in 2020. The story of "Promoting Academic Integrity Week" will be shared with the European academic integrity community during this contribution, including preliminary findings from the research.

REFERENCES

DCU Teaching Enhancement Unit. (2018). *TEU Integrity Project.* Retrieved on 27th November 2019 at `https://teuintegrityproject.wordpress.com/`

De Maio, C., Dixon, K., and Yeo, S. (2019). Academic staff responses to student plagiarism in universities: A literature review from 1990 to 2019. *Issues in Educational Research*, 29(4), 1131-1142.

Dick, M., Sheard, J., Bareiss, C., Carter, J., Joyce, D., Harding, T., and Laxer, C. (2002, June). Addressing student cheating: definitions and solutions. In *ACM SigCSE Bulletin*, 35(2), 172-184.

Egan, A. (2018). *Improving Academic Integrity through Assessment Design.* Dublin City University, National Institute for Digital Learning (NIDL).

Fishman, T. (2014). *The fundamental values of academic integrity.* Clemson University: International Center for Academic Integrity.

Jones, D. L. (2011). Academic dishonesty: Are more students cheating?. *Business Communication Quarterly*, 74(2), 141-150.