Monitoring and Evaluating Academic Integrity

Presenters

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International Center for Academic Integrity

- Founded in 1992 in the US
- **Mission**: to cultivate integrity in academic communities throughout the world to promote ethical institutions and societies.
- **Functions**: offers assessment services, resources, and consultations and facilitates critical conversations about integrity.

Three Sessions

Today: Background & Theory
Tomorrow: Nuts and Bolts of Surveys
Next Week: Measures of Success

# Monitoring and Evaluating Academic Integrity

Session 1 - Background and Theory

Takeaways from this session:

- Understand institutional academic integrity development
- Appreciate importance of monitoring and evaluation
- Learn data driven decision making
- Consider practices of monitoring and evaluation for academic integrity & quality assurance
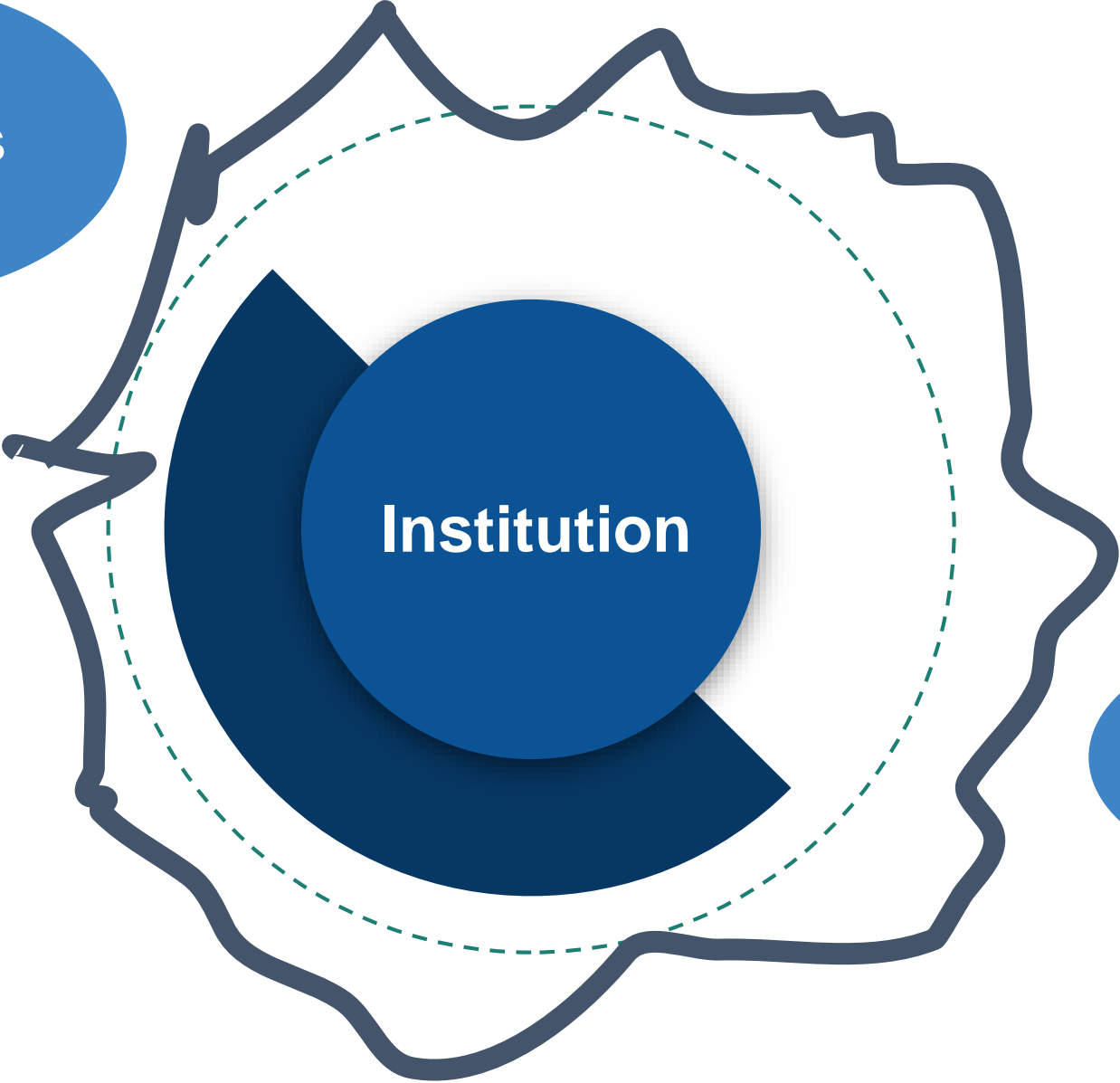- Engage in continuous improvement

Institutional Academic Integrity Development
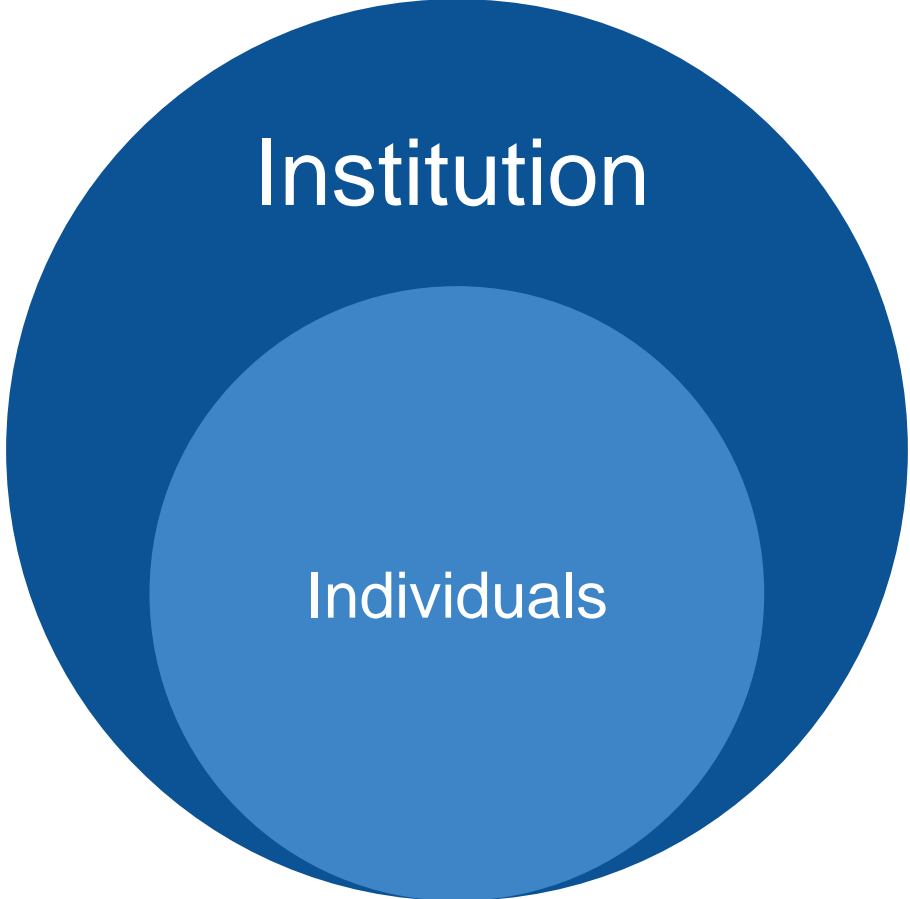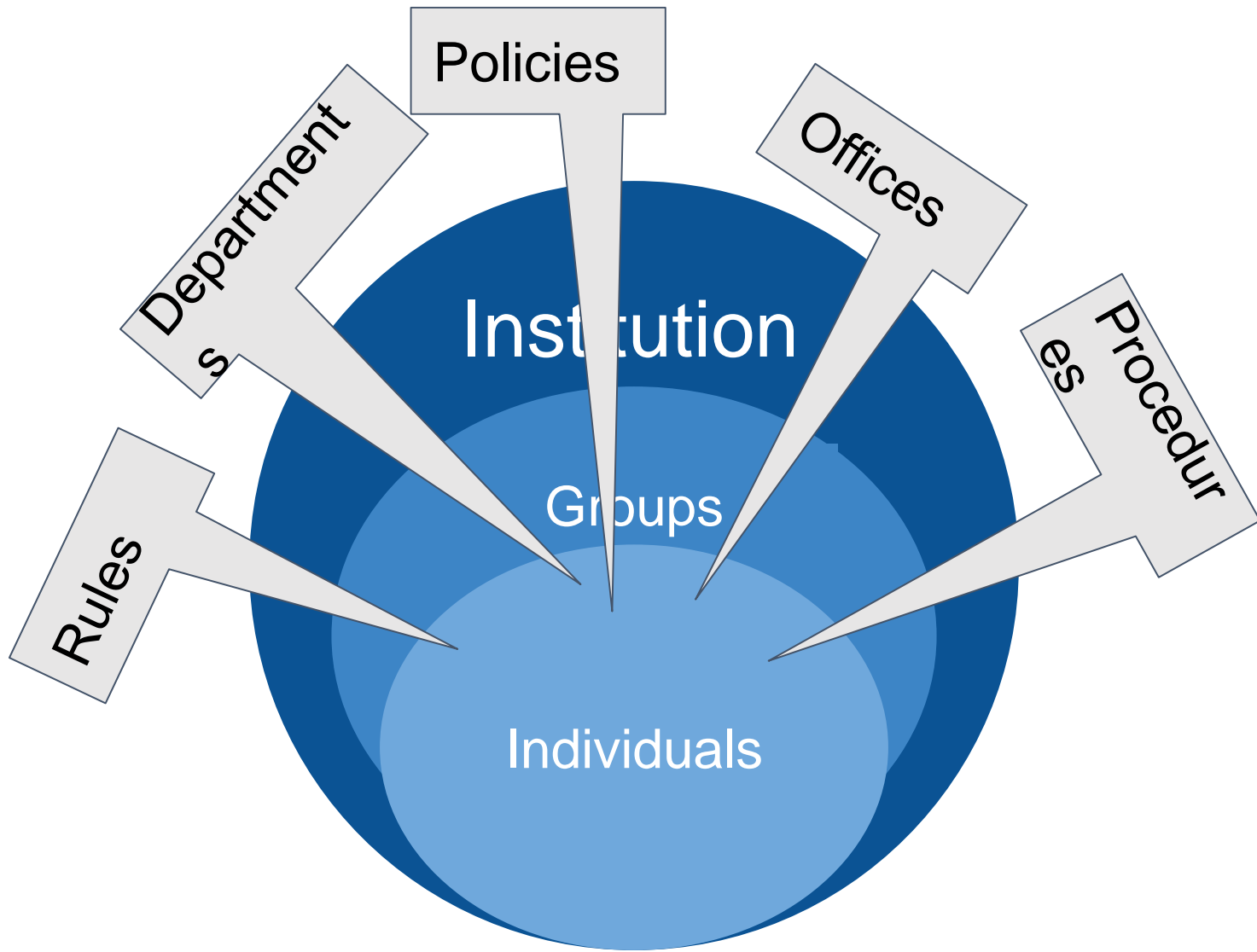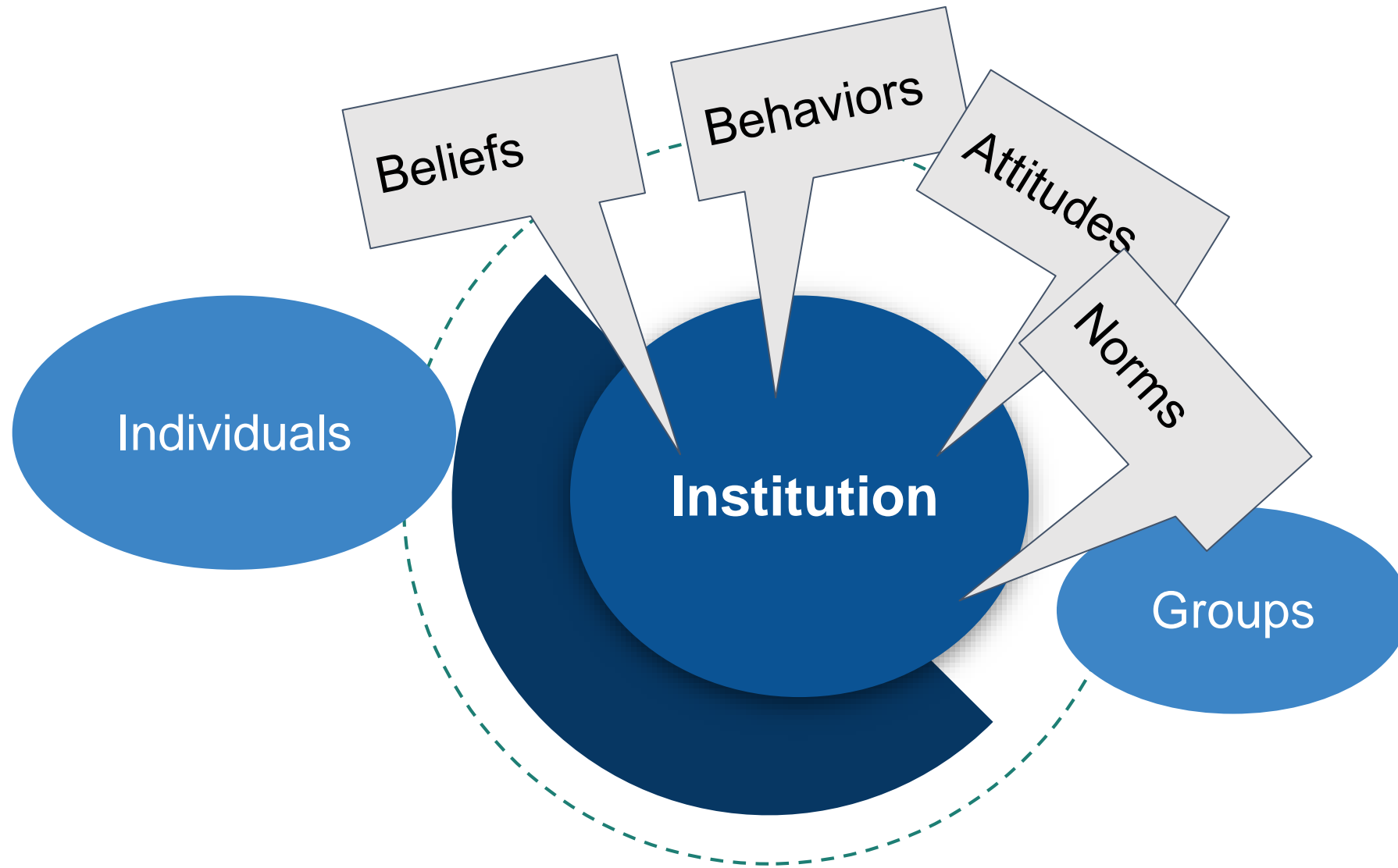
Why Strategy is Needed

Academic integrity is:

- Ambiguous or nebulous
- Loaded with disparate meanings
- And is being implemented in complex organizations which have:
  - Deeply held values
  - Vested interests
  - Status-quo, embedded behaviors

Academic Integrity is not just a value

it is a challenge to the current way of doing things

In other words….

Academic integrity
is a social innovation

Integrity as a Social Innovation

"Let a thousand flowers bloom."

"Innovations, like flowers, start from tiny seeds and have to be nurtured carefully until they blossom; then their essence has to be carried elsewhere for the flowers to spread. And some conditions---soil, climate, fertilizer, the layout of the garden---produce larger and more abundant flowers. Innovations can grow wild...but they can also be cultivated."

(Kanter, 1988, p. 170)

So, how do we do that?

Institutional Development

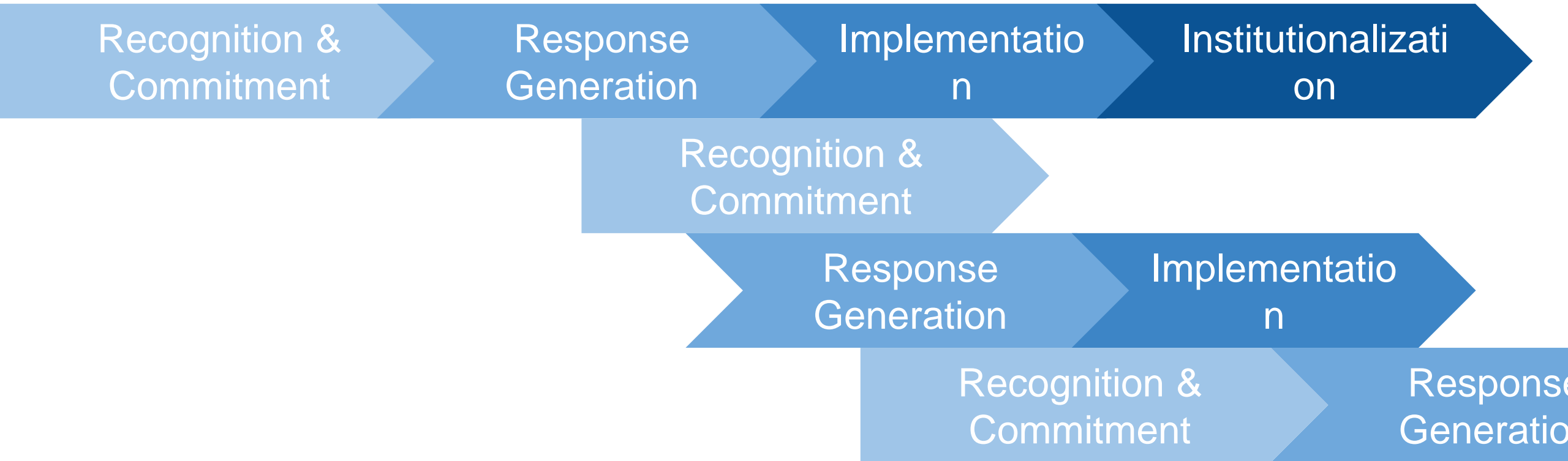| Recognition & Commitment	Response Generation	Implementation	Institutionalization
Something (e.g., cheating) is recognized as a problem or issue that requires addressment and the organization commits to resolving/addressing it	Solutions and responses are generated to address the problem and the organization is prepped for forthcoming change This is different than applying routine solutions	The solutions and responses are introduced into the system/organization	The system is changed and stabilized in its new state Academic integrity becomes "enduring" - a stable and normative value within organizational structures, procedures, and artifacts, as well as routine in individuals behaviors- if it produces results

Bertram Gallant, T. & Drinan, P. (2008). Toward a model of academic integrity institutionalization: Informing practice in postsecondary education. Canadian Journal of Higher Education, 38 (2), 25-43.

"The stages of institutionalization are [not] intrinsic, linear or static, but rather...this construct of stages [can be] used as a frame for understanding the process and creating a sense of movement for organizational members"

Bertram Gallant & Drinan, 2008, p. 29

Institutional Development

Recognition & Commitment → Response Generation → Implementation → Institutionalization

Recognition & Commitment → Response Generation → Implementation

Recognition & Commitment → Response Generation

Bertram Gallant, T. & Drinan, P. (2008). Toward a model of academic integrity institutionalization: Informing practice in postsecondary education. Canadian Journal of Higher Education, 38 (2), 25-43.

Recognition & Commitment

How the development process begins…..

- A "sense of urgency" is created by
  - The costs of cheating becoming known
    - Perhaps through a scandal or the publication of "disturbing data"
  - A related goal has popular traction in the community
    - E.g., tackling corruption; improving the quality of education
  - a compelling figure
    - Duke University President Nan Kohane (as an example)
  - Requirement to change in response to external factors
    - E.g., the Ukrainian law on academic integrity; the quality assurance process

What does Recognition Look Like

- Notice the talk in the community
  - "Plagiarism is a big problem here"
  - "Cheating is too common"
- Evidenced in self-implemented behavior changes
  - Faculty are changing their pedagogy or assessments to thwart cheating
- **What else have you noticed at your institution?**

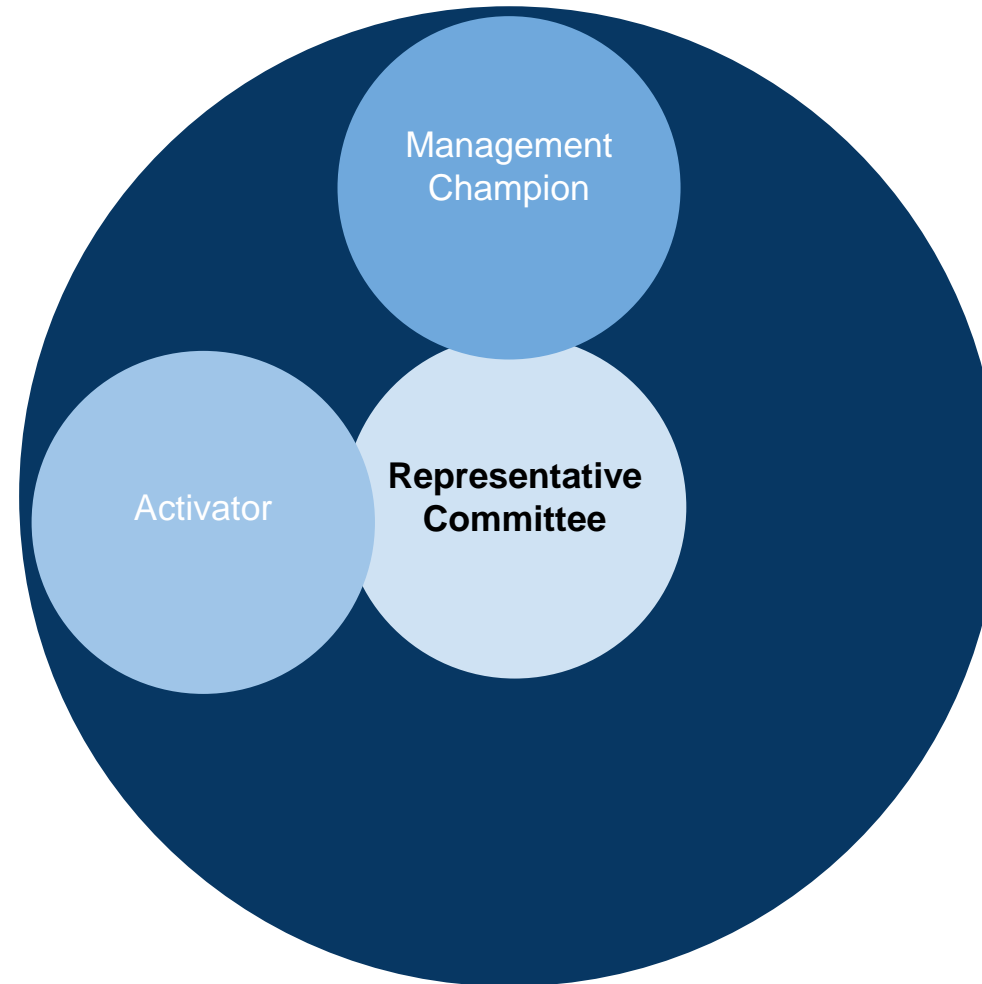# What does Commitment Look Like

- A public statement of the problem & strategy
  - Made by university leadership
- A committee is established to tackle the issue
  - With representatives from the community
- Resources are provided to do the work
  - Financial and human

Response Generation

What does Response Generation Look Like

- It is systematic and intentional
- researching underlying explanations of the problem first
  - so responses aren't reactionary or routine
- attending to unique features of the context
- surfacing conflicts in interests and values
  - Allowing dissident voices to be heard

| Recognition & Commitment | **Response Generation** | Implementation | Institutionalization |

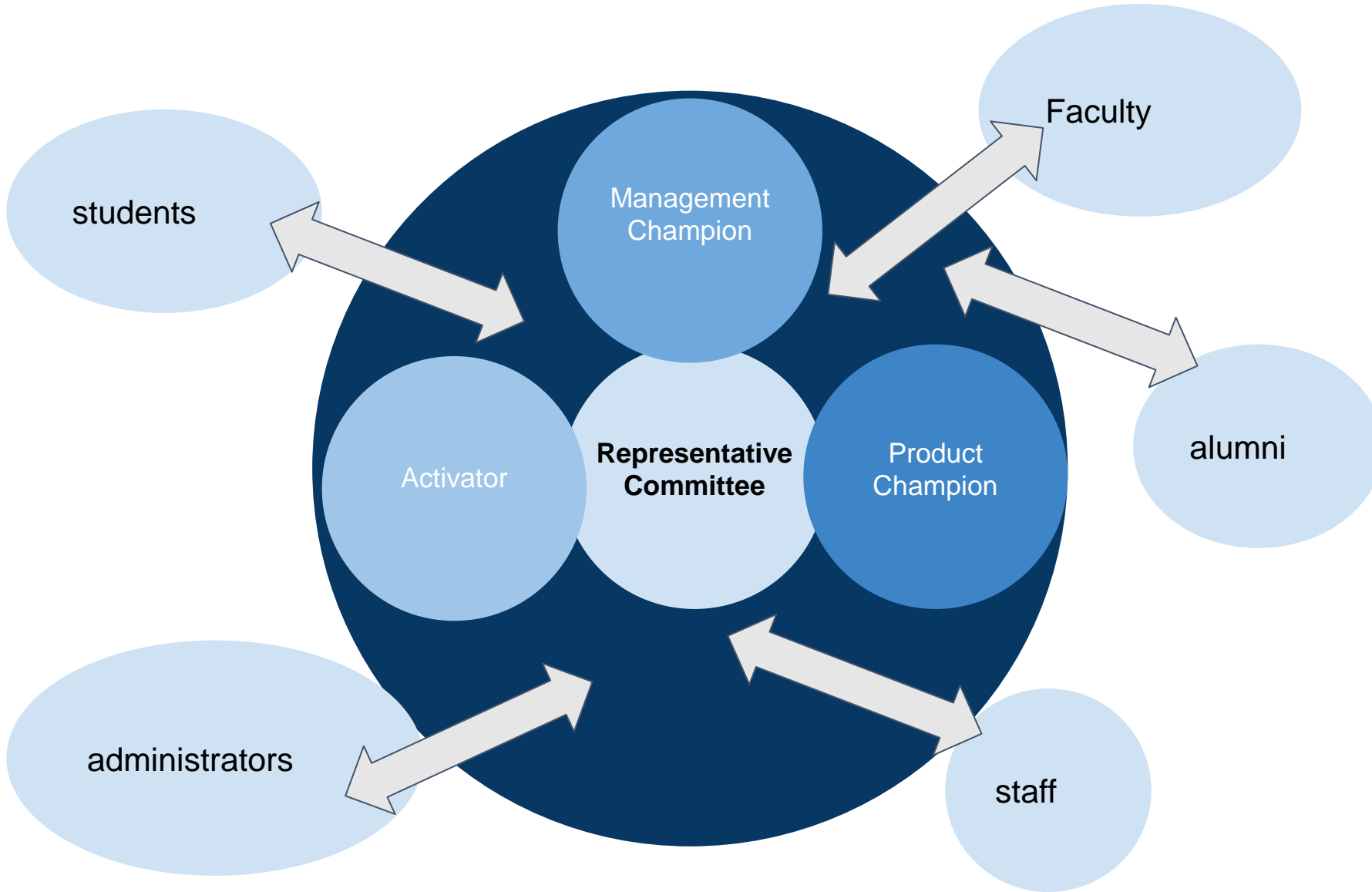# What does Response Generation Look Like

- Collecting and analysing data on the "existing state"
  - Surveying the campus
  - Conducting focus groups
- Publicly articulating the existing state (i.e., the problem)
- Developing solutions to change the existing state
- Battle-testing the solutions with key stakeholders
- Communicating about the progress regularly

Implementation

What does Implementation Look Like

- Could be restricted trial basis with built-in evaluation
- But changes must be implemented at all levels:
  - Structures
  - Procedures
- Creating cultural symbols of the "new state"
  - Language
  - Ceremonies
  - Events
- Financial, structural and human support from leadership

Bertram Gallant, T. & Drinan, P. (2006). Institutionalizing academic integrity: Administrator perceptions and institutional actions. NASPA Journal, 43 (4). 61-81
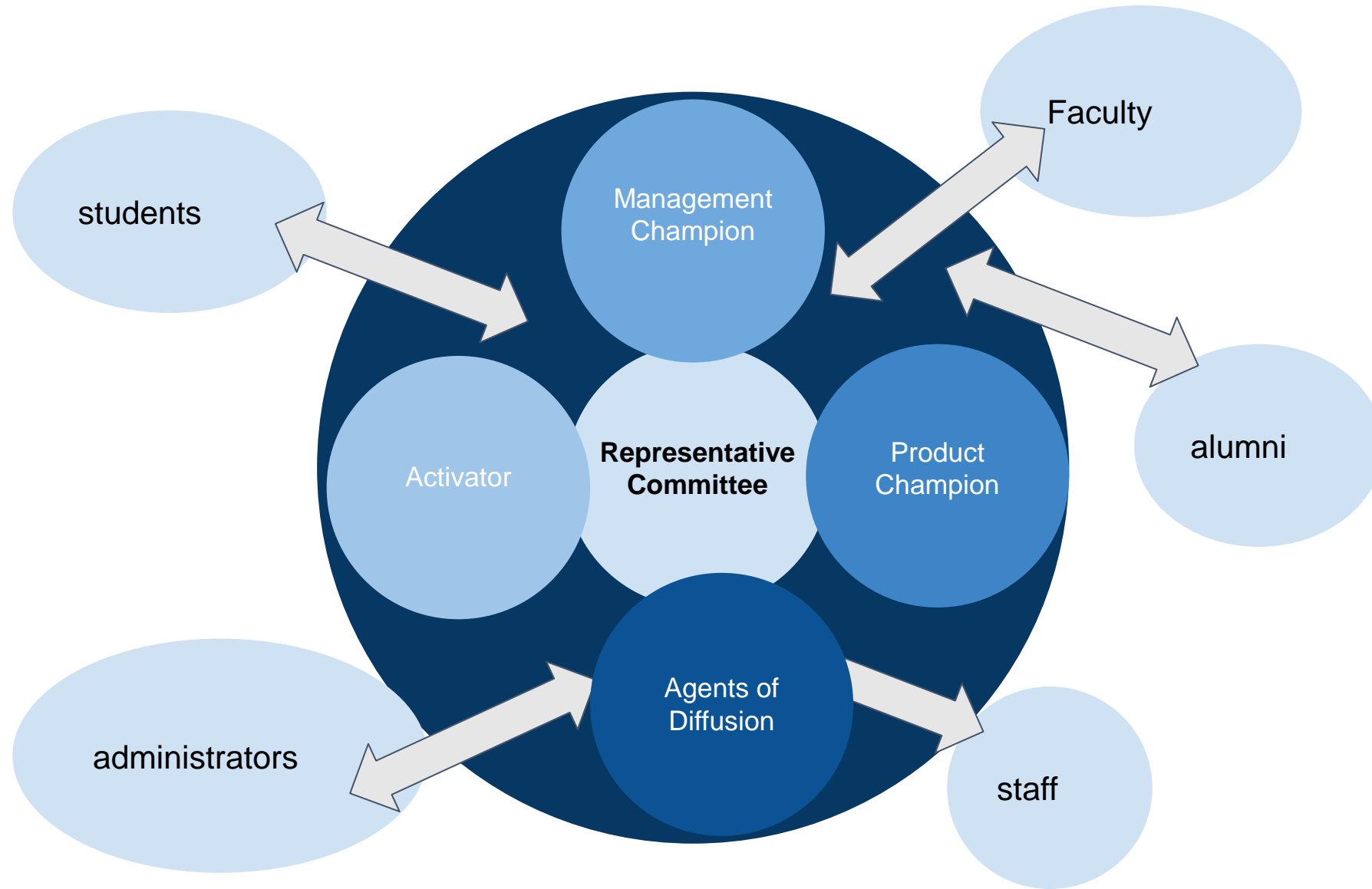
What does Implementation Look Like

- Not just changes directly related to academic integrity
- But changes to congruent institutional aspects
  - e.g.
    - How faculty are evaluated and rewarded
    - How students are evaluated and graded
    - Classroom set-up and infrastructure
    - Course schedules and structures
    - etc.

Institutionalization

What does Institutionalization Look Like

The innovation must produce results

or it will not become part of the fabric of the institution

What does Institutionalization Look Like

- Desired behaviors have become legitimate, routine, normative
- The identity of the organization is intimately related to the innovation
- The surrounding system and structures have changed to support the innovation
- There are clear and known underlying values for the change
- The innovation is integrated with other organizational aspects (e.g., mission, policy statements, hierarchies, budget)

| Recognition & Commitment | Response Generation | Implementation | **Institutionalization** |

What does Institutionalization Look Like

- The innovation is no longer associated with just a few people or as a "special project"
- Everyday practices are imbued with intentions of integrity
    - Teaching, studying, etc.

Curry, B. (1992). Instituting enduring innovations. Achieving continuity of change in higher education. ASHE-ERIC Higher Education Report, No. 7. https://files.eric.ed.gov/fulltext/ED358809.pdf

"If innovations are isolated in segments and not permitted to touch other parts of the organization, they are likely to never take hold, they are bound to fade into disuse, or they will produce a lower level of benefit than they potentially could"

Kanter, R. (1983). The change masters: Innovations and entrepreneurship in the American corporation. New York: Simon & Schuster, p. 299

Recognition & Commitment → Response Generation → Implementation → Institutionalization

Institutional development…
is done by and through people

Readying People for Change
(Generate Responses Phase)

- Raise their **A**wareness of the need for change (and how the change will be helpful)
  - Communication, communication, communication
  - Awareness activities and events
  - Bring in employers and grad/prof schools
- Generate a **D**esire to make or support the change
  - What's in it for them?

Bertram Gallant (2019, June 3). Prepping for Change: the ADKAR Model. https://www.academicintegrity.org/blog/prepping-for-

Tooling People for Change
(Implementation Phase)

- ## Helping people gain **K**nowledge of how to change
  - Share information with faculty about how they can make cheating the exception and integrity the norm
  - Educate faculty and staff about their roles in the "new state"
- ## Raising individual **A**bility to do things differently
  - Train faculty in assessment design & pedagogy
  - Train students in study and writing skills
  - Increase student capacity to make better ethical decisions

Bertram Gallant (2019, June 3). Prepping for Change: the ADKAR Model. https://www.academicintegrity.org/blog/prepping-for-

Reinforcing the Change
(Institutionalization Phase)

- ## Provide **R**einforcement for their new behaviors
  - ### Collect data on behaviors
    - where are there gaps, pockets of resistance or skill deficits?
      - Implement continuous and just-in-time training to address those
  - ### Celebrate successes and wins
    - Integrity Awards Ceremony
    - Congratulations from leadership

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People Change		Organizational Change
Awareness & **D**esire	⟷	Recognition & Commitment
Knowledge	⟷	Response Generation
Ability	⟷	Implementation
Reinforcement	⟷	Institutionalization
= Stable, routine behaviors in the new state		

The tenuous nature of change...

"Innovations, whether or not achieving their goals, are not automatically institutionalized; organizations are not naturally prepared to accommodate and incorporate them. Change involves the inevitable struggle of the old and familiar versus the new and unknown."

Curry, 1992, p. 2

BREAK

Monitoring and Evaluation (M&E)

"How does an institution realize that it is accomplishing the sought results?" (Wilger, 1997)

We periodically and methodically measure!

What is monitoring and evaluation & why is it important?

It's important to monitor and evaluate in order to know how we are doing, identify any gaps, and highlight areas for improvement.   The results guide our future direction.

It also provides:

- A record or baseline of information;
- Accountability & transparency to internal and external stakeholders; and it
- Reinforces the value of quality education

Data driven decision making

Data provides a wealth of information and informs our decision-making.

Who do we collect internal data from?

- Students
- Faculty
- Staff
- Administrators/leadership

How do we collect data?

- Surveys
- Interviews
- Focus groups
- Institutional records

Monitoring and evaluation for academic integrity & quality assurance

- Ukraine is embarking on a groundbreaking process in Quality Assurance
- Using a survey measurement tool will create a baseline of information from which they can evaluate their progress
- Trends can then be identified and longitudinally monitored over time. This will also allow for comparisons across institutions.

Feedback Loop

Data driven decision making is an iterative process that continues over time.

A continuous feedback loop includes the following steps in the process: **Measure**, **Review**, **Choose**, **Act (Repeat)**
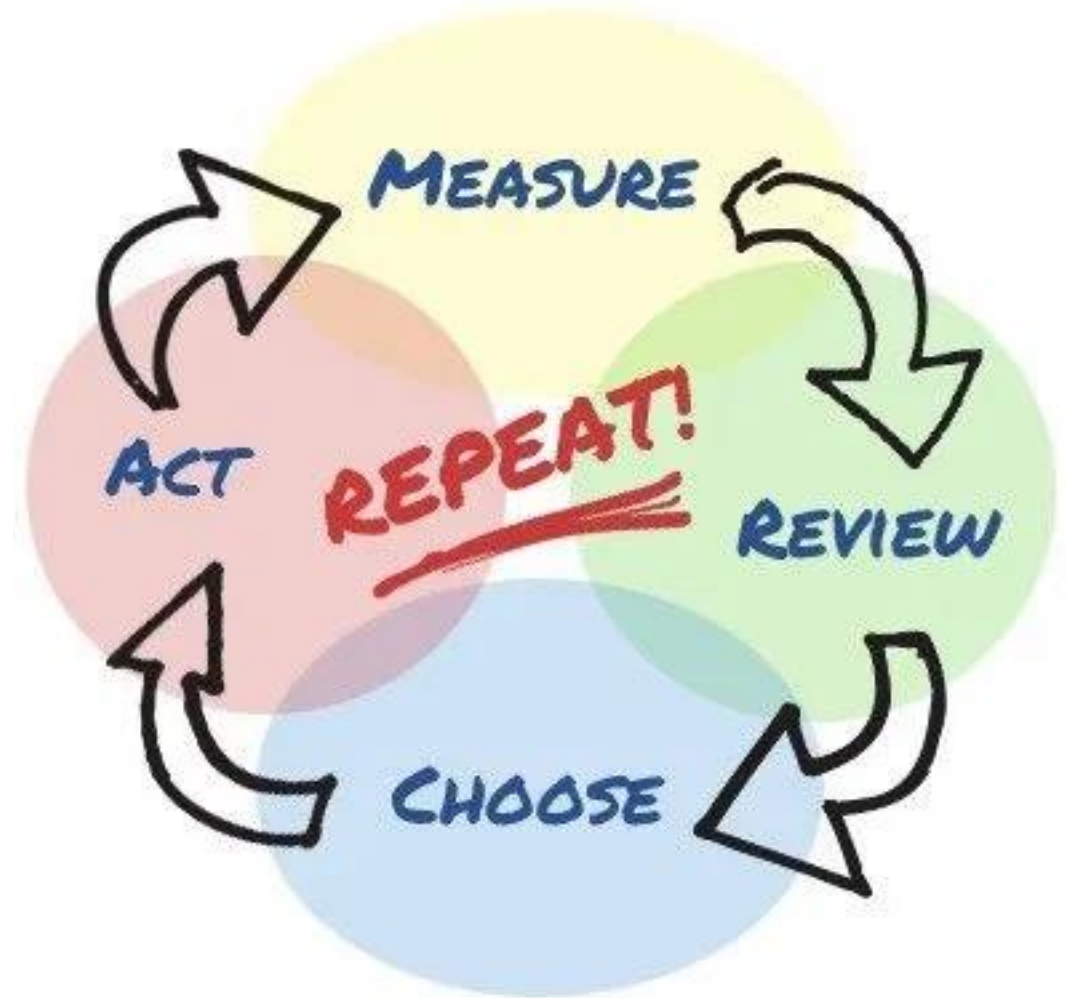
Plan-Do-Check-Act (PDCA Cycle)

Plan: Recognize an opportunity and plan a change.

Do: Test the change. Carry out a small-scale study.

Check: Review the test, analyze the results, and identify what you've learned.

Act: Take action based on what you learned in the study step. If the change did not work, go through the cycle again with a different plan. If you were successful, incorporate what you learned from the test into wider changes. Use what you learned to plan new improvements, beginning the cycle again.

Source: https://asq.org/quality-resources/pdca-cycle

Examples

U.S. & Cdn examples

The National Survey of Student Engagement (NSSE) in the U.S.

University of Waterloo - **McCabe Academic Integrity Survey** (2012; 2006)
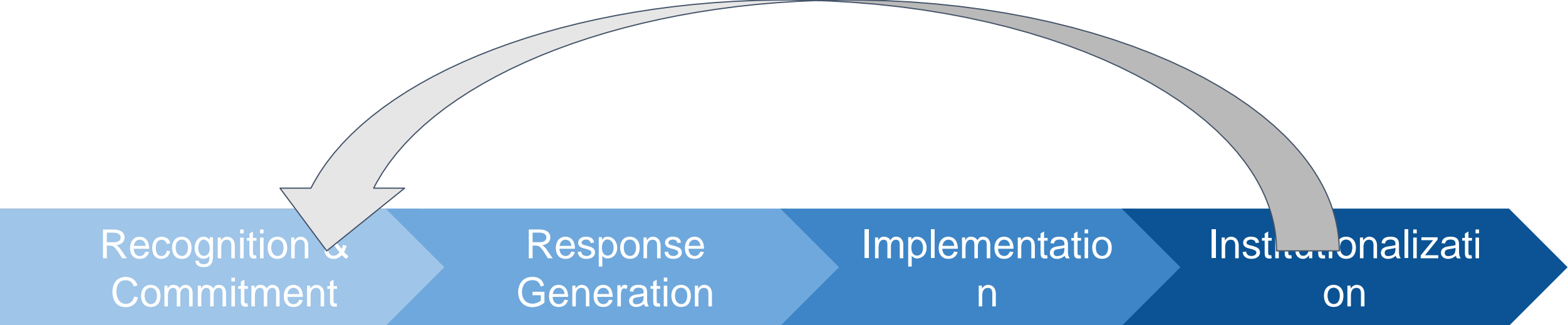
- A number of findings and recommendations came out of running this survey twice on campus.
- For example, in 2012 only 16% of faculty surveyed thought that the academic integrity policy was effective. This highlighted a problem that the Office of Academic Integrity sought to address.
- We plan on running the revised McCabe survey again in 2022 which will assess the impact of our AI initiatives since the last survey.

Continuous Improvement

This part of the process never ends …

There are always items that can be improved and these change over time and circumstance.

Continuous improvement is a long term goal that drives work in quality assurance.
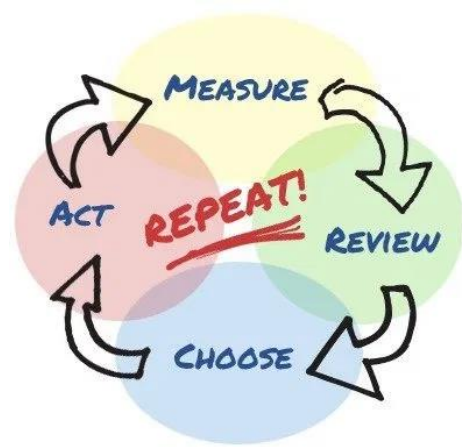
Recognition & Commitment

Something (e.g., cheating) is recognized as a problem or issue and the organization commits to resolving/addressing it

Response Generation

Solutions and responses are generated to address the problem and the organization is prepped for forthcoming change

Implementation

The solutions and responses are introduced into the system/organization

Institutionalization

The system is changed and stabilized in its new state

MEASURE

REVIEW

CHOOSE

ACT

REPEAT!

End of Session 1

Questions?