

Academic Integrity, Academic Quality, and Institutional Transformation

Douglas Harrison, PhD, Associate Dean, The Graduate School
March 26, 2019 | Reframing Academic Integrity Convening



ACADEMIC INTEGRITY

UNIVERSITY OF MARYLAND | STATE UNIVERSITY
University College | GLOBAL CAMPUS



Academic integrity

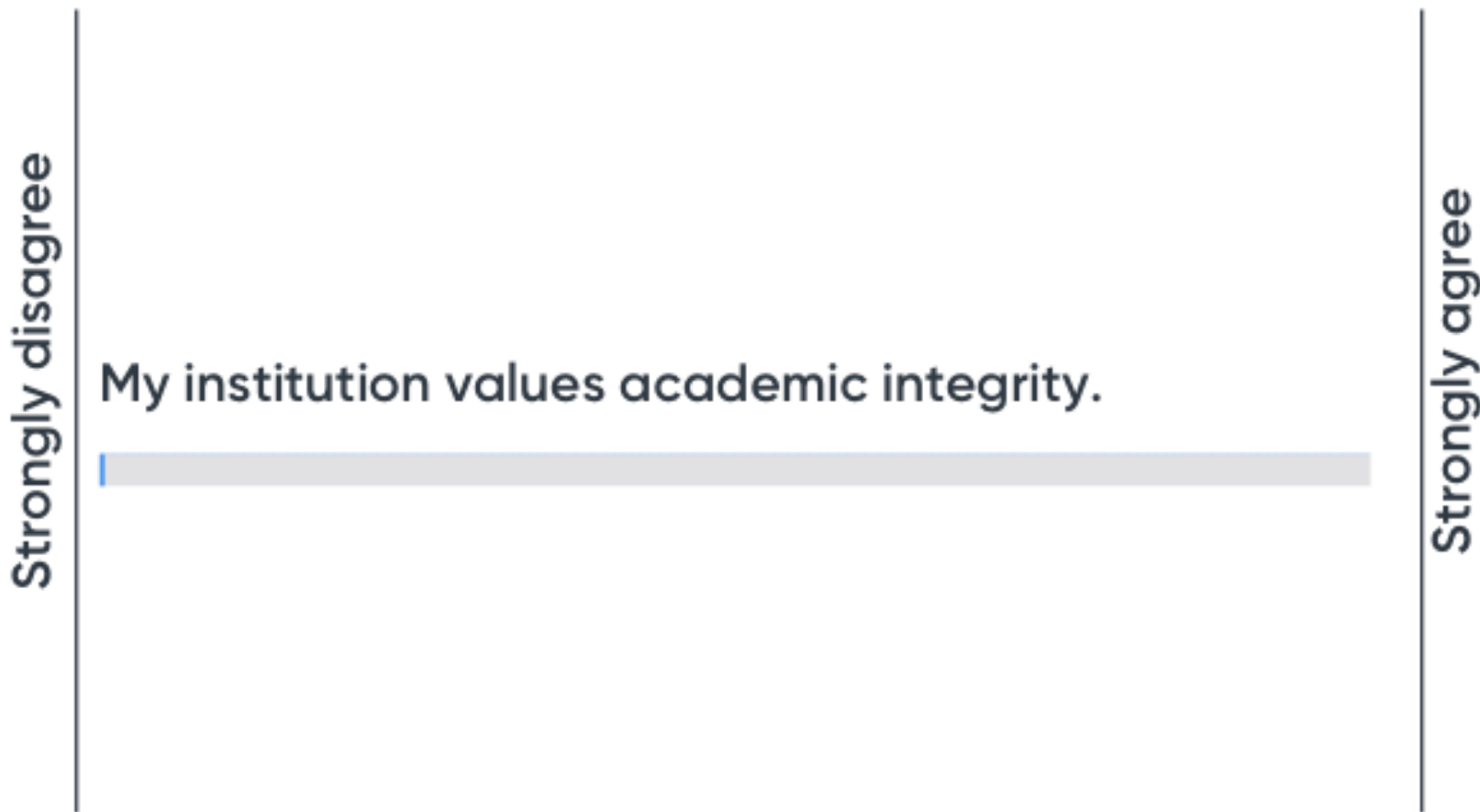
A commitment, even in the face of adversity, to six fundamental values:

- Honesty
- Trust
- Fairness
- Respect
- Responsibility
- Courage

Go to www.menti.com and use the code **93 05 62**

Mentimeter

Institutional values



Slide is not active

Activate



Go to www.menti.com and use the code **93 05 62**

 Mentimeter

Academic integrity comes up most commonly at my institution in the context of:



Slide is not active

Activate

 0



INTEGRITY

PLAY BY THE RULES,
GET BEAT BY THOSE WHO DON'T.



The new cheating economy

- Contract cheating – someone other than the student completes parts or all of coursework
- Mass unauthorized distribution of proprietary assessment materials

The challenge and opportunity

How does higher education infuse integrity across the curriculum and respond aggressively to a radically transformed landscape of free access to information and knowledge and the corruptive forces of the new cheating economy?



Academic Integrity @UMUC

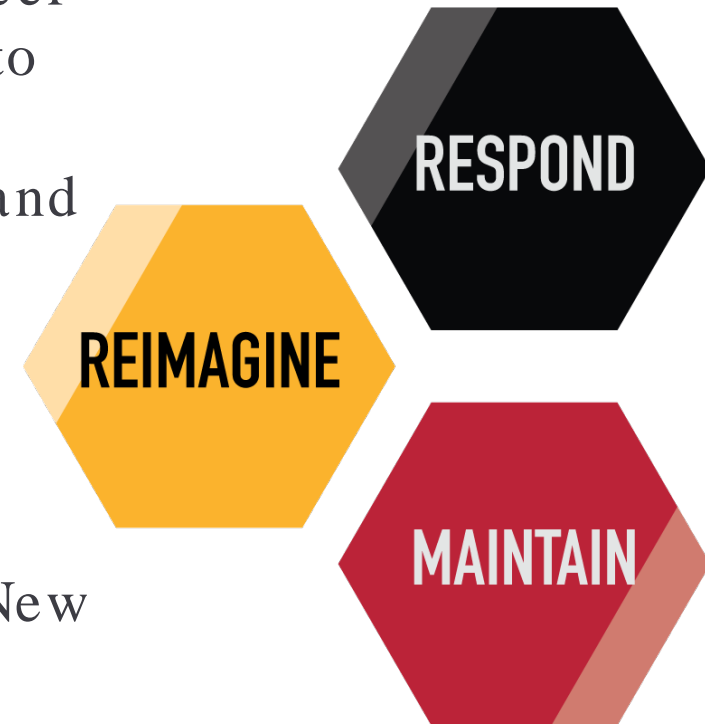
About UMUC

- Open-access institution for University System of MD
- 90+ programs across undergraduate and graduate
- ~90,000 students (~70K UG); ~5,000 faculty worldwide
- ~45,000 military affiliated; average student age: 35
- Global operations in U.S., Europe, Asia, and Middle East
- Minority students = 46% of student population
- ~75% of students are working full time; majority are working parents

A renewed commitment to integrity at UMUC

April 2017: UMUC's president and chief academic officer convened the Academic Integrity Work Group (AIWG) to articulate a philosophy of academic integrity and recommendations for action, reflecting opportunities and urgency around academic integrity on multiple fronts:

- Reimagine integrity across the curriculum alongside the emergence of a new learning model
- Respond strategically to the rise of the New Cheating Economy
- Maintain integrity as an essential component of academic quality



The academic integrity journey at UMUC

- **Phase 1:** Research and outreach, analysis of university culture; drafting philosophy statement. Complete ~ 1 year
- **Phase 2:** Iterate philosophy statement with faculty, staff, students, leadership; formally adopt. Completed ~ 4 months
- **Phase 3:** Finalize recommendations and deliver, socialize final report. Completed ~ 3 months
- **Next steps:** Ongoing implementation



UMUC Academic Integrity Philosophy

More than avoiding or sanctioning misconduct, teaching and learning with integrity ensures the knowledge, skills, and abilities that students develop and are authentic and demonstrable, and thus support autonomy and self-determination in life and work.

Shared Philosophy drives culture

Accountability

Students, faculty, staff, and administrators are accountable individually and collectively for upholding a culture of integrity by living out its values every day.

Authenticity

Cheating, deception, fraud corrupt education and authentic assessment; appropriate sanctions for misconduct uphold the principle of shared accountability

Remediation

Lapses in integrity arising from gaps in knowledge, skills, abilities, or understanding are often most effectively addressed through remedial instruction.

Skill-Building

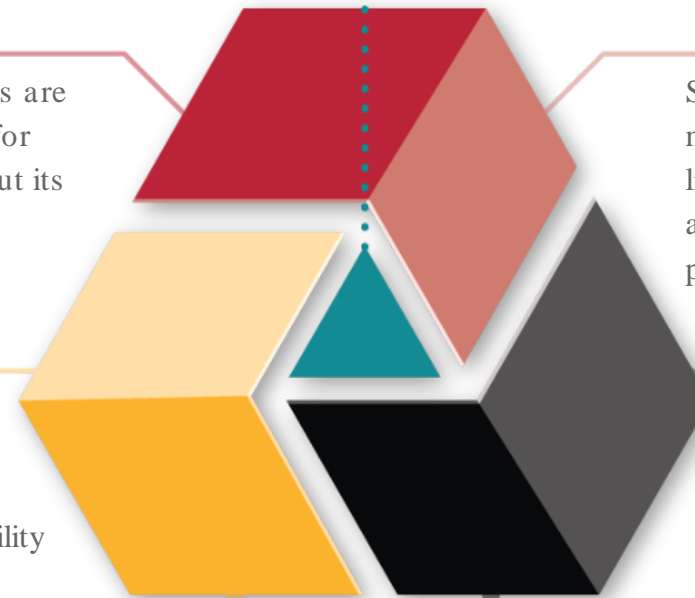
Students need opportunities to increasingly master integrity skills (including information literacy, paraphrasing, synthesis, independent analysis, peer collaboration, and proper citation practices).

Application

Educating with integrity seeks to eradicate academic misconduct and practice the ways the values of integrity are essential to all academic programs.

Resilience

Cultures of integrity include failure as part of students' formation as academic citizens.



Integrating the values of integrity



HONESTY

Academic communities of integrity advance the quest for truth and knowledge through intellectual and personal honesty in learning, teaching, research, and service.

TRUST

Academic communities of integrity both foster and rely upon climates of mutual trust. Climates of trust encourage and support the free exchange of ideas which in turn allows scholarly inquiry to reach its fullest potential.

FAIRNESS

Academic communities of integrity establish clear and transparent expectations, standards, and practices to support fairness in the interactions of students, faculty, and administrators.

RESPECT

Academic communities of integrity value the interactive, cooperative, participatory nature of learning. They honor, value, and consider diverse opinions and ideas.

RESPONSIBILITY

Academic communities of integrity rest upon foundations of personal accountability coupled with the willingness of individuals and groups to lead by example, uphold mutually agreed-upon standards, and take action when they encounter wrongdoing.

COURAGE

To develop and sustaining communities of integrity, it takes more than simply believing in the fundamental values. Translating the values from talking points into action—standing up for them in the face of pressure and adversity—requires determination, commitment, and courage.



Overlaying integrity values with UMUC principles

A roadmap for sustaining a culture of integrity

Guided by UMUC's philosophy and principles of integrity, the AIWG made recommendations in four key areas:

- Curriculum design, teaching, learning, and assessment
- Faculty development, training, and support
- Policy and process for adjudicating academic misconduct
- Technology to support student success and strengthen cyber infrastructure





ACADEMIC INTEGRITY

Establishing a cultural baseline

Key findings and pivotal perspectives

Pivotal Perspectives

Faculty

- View integrity as the absence of misconduct
- Believe students should come to class already informed about academic integrity
- Believe academic misconduct is a growing problem
- Believe that technology makes it easier for students to cheat
- Some faculty perceive OER as contributing to academic misconduct

Students

- View integrity as knowing how not to cheat and want education on how to avoid it
- Are primarily motivated by fear of punishment
- See the value of integrity for reputation and value of their degree
- Adult learners take personal responsibility for and self-direct their own learning - in ways that often conflict with norms of academe

Other key findings

Re-use of prior work

Many students report a perception that re-using their own work from one class in another is not only not wrong but a matter of exercising their rights to their own intellectual property.

Originality vs authenticity

“The ideal - or myth- of originality does not drive students. They are more interested in sharing, belonging, resembling, converging. Thus plagiarism - the violation of originality - does not horrify them, does not cause them revulsion or despair.”

Blum, S. D. (2009). *My word! Plagiarism and college culture*. Ithaca, NY: Cornell University Press.

New cheating economy

The rise of contract cheating is a great and growing threat to the integrity of teaching and learning environments across all sectors of higher ed. The greatest threats are coursework for hire and the unauthorized distribution of assessment materials online.



A comprehensive response

Supporting student success, combatting academic corruption

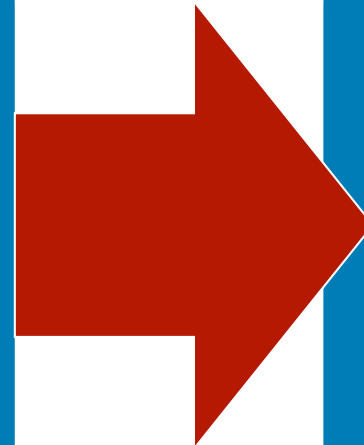
AIWG project goal

Identify a vision for and plan to enhance and maintain a culture of academic integrity at UMUC



Philosophy of Integrity

Engage the university in a stakeholder-inclusive process of defining UMUC's philosophy of academic integrity to guide decision making and actions in all integrity-related matters.



Recommendations for Action

- Curriculum design, teaching, learning, and assessment
- Faculty development and training
- Policy and process
- Educational technology

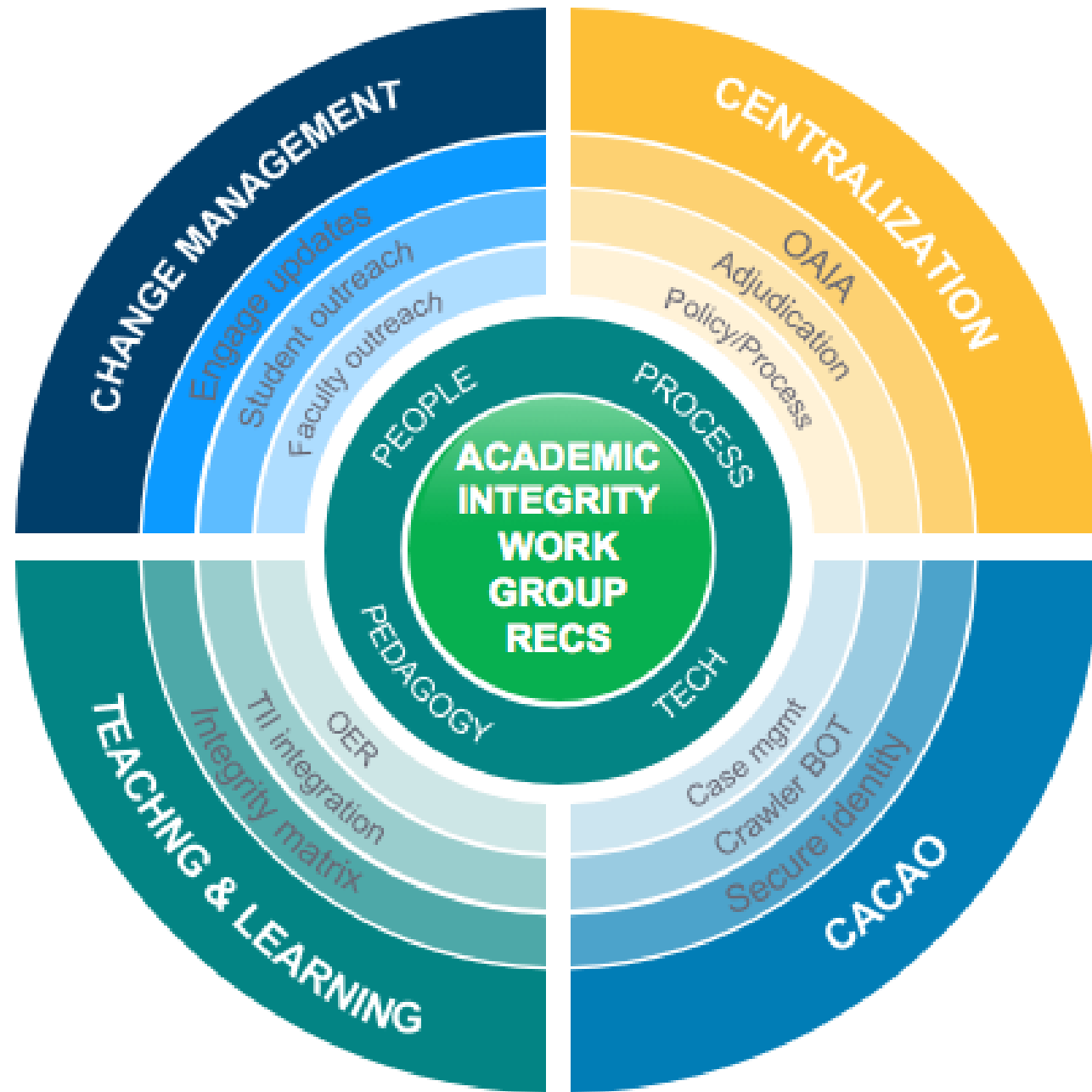
Implementing AIWG recs

Cultural change

Providing transparent multi-channel engagement

Operations

Taking solutions and processes to scale



Student success

Infusing Academic Integrity across the curriculum

Infrastructure

Leveraging machine Learning and data to secure the classroom

Cultural change

Actions emphasize continuous engagement:

- Partnership with faculty shared governance
- Intranet updates
- Leadership communications, solicitation of regular feedback and input
- Presence at global Townhall, biannual faculty meetings
- Multichannel: video, email, internal and external comms

Student success

Aligned to UMUC's philosophy of integrity, UMUC has embraced an approach to open education that emphasizes metacognitive skill building to set students up for maximal success:

- Strengthening comprehensive orientation and academic integrity tutorial
- Rethinking institutional philosophy of citation
- Engaging students across the lifecycle of their time with us to continuously develop greater capacity to learn how to learn in online
- Empowering faculty as primary agents of integrity

Operations

Actions in this area emphasize centralized resourcing, including:

- New Office of Academic Integrity and Accountability
- Centralization of academic integrity SME work and adjudication of academic misconduct
- Policy and procedures overhaul with cross-functional partnerships to implement

Infrastructure



Deploying an automated web crawler to identify proprietary UMUC content posted online at over 600+ offending sites and auto-generate and send legal takedown notices.



Acquiring behavioral biometric tools to create a digital fingerprint for students against which all subsequent activity is compared.



Fully integrating TurnItIn (TII) into all classrooms to check similarity of all uploaded work and providing access to TII's Feedback Studio writing feedback tool.



Developing authorship authentication technology to establish a digital voice print for students to flag anomalous voice shifts across the classroom.



Transitioning the adjudication of all academic misconduct proceedings to case management software, improving efficiency, and data reporting/analysis.

Outreach and partnerships

- Partnership with WCET, QM, MarylandOnline Consortium
- Conducting USM workshops on org change and integrity
- Consultation and collaboration with other online institutions
- Seeking consortium partnerships to scale tools, techniques, tactics

About today

Three modes of engagement

- Structured workshops
- Dedicated team time
- Connecting and collaboration



And finally ...

“Start by trusting students.”

-Jesse Stommel



ACADEMIC INTEGRITY

Questions, comments

Douglas Harrison, PhD, Associate Dean, The Graduate School

March 26, 2019 | Reframing Academic Integrity Convening

UNIVERSITY OF MARYLAND
 University College

STATE UNIVERSITY
GLOBAL CAMPUS



UNIVERSITY SYSTEM
of MARYLAND