

Addressing current threats to integrity

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Agenda

- Study on Ireland: 2013 - going back more than a decade
- Where we are now
- What more needs to be done

Impact of Policies for Plagiarism in Higher Education Across Europe

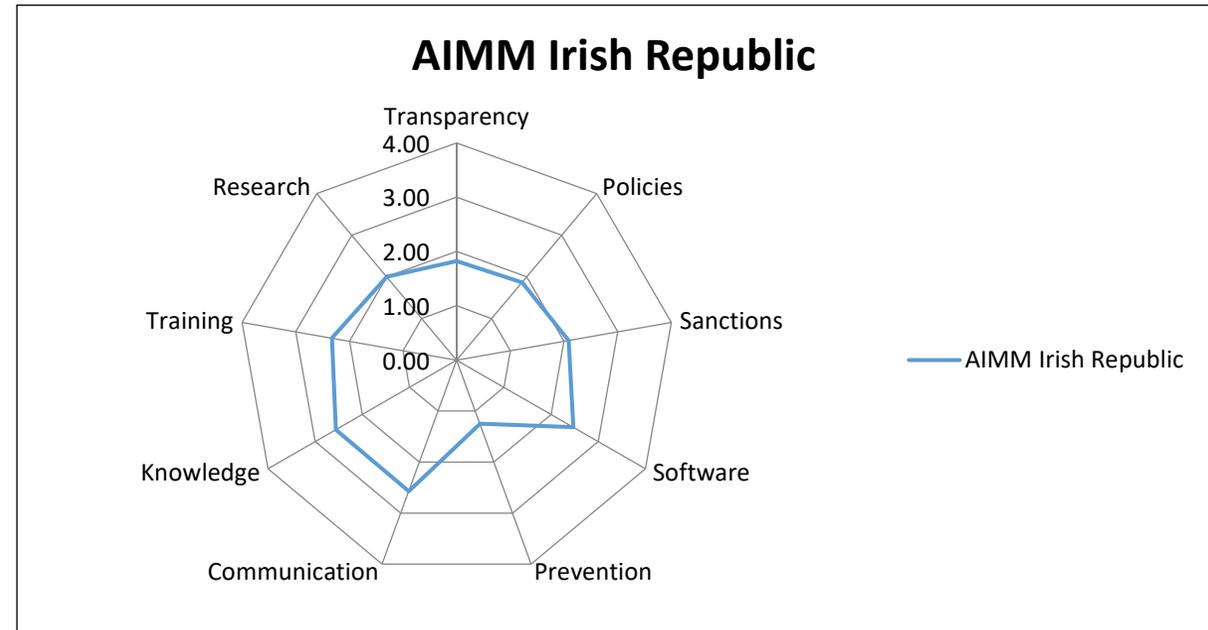
Plagiarism Policies in Ireland

Full Report

Irene Glendinning

October 2013

<http://plagiarism.cz/ippheae/>



AIMM = Academic Integrity Maturity Model

Overall AIMM score 18.94 / 36, ranking 4th from the 27 countries surveyed

based on responses from 82 students, 14 teachers, 1 senior manager, 3 student focus groups and 2 national interviews

[1:UK, 2:Austria, 3:Sweden, 4:Ireland, 5:Malta, ...]

IPPHEAE report, Republic of Ireland, Oct 2013

Strengths, opportunities

- Good general appreciation of the threats to academic standards from student plagiarism
- Some institutions have established special units with expertise in academic integrity, to drive staff development
- Most institutions have licenses for widely used software tools with access to a global repository of academic and other sources in English and increasingly in other languages
- Good level of training in evidence for students and staff, particularly the provision of postgraduate certificate in education for new staff in some institutions
- Expertise being utilised across institutions to improve systems and processes

Weaknesses, threats

- Inconsistencies between institutions in the maturity of policies and systems for academic integrity
- Overconfidence in some institutions about the effectiveness of policies
- Inconsistencies in some institutions on how policies are applied in practice
- Some students reported that teachers were over optimistic about the level of students' prior skills and knowledge for researching and academic writing
- No national system of oversight for quality and integrity in higher education

Where is Ireland now?

- Focus now on integrity not plagiarism
- QQI established 2012 – world leading on both QA and integrity
- NAIN established 2019 – going from strength to strength
- Legislation on contract cheating introduced in 2019, with QQI given responsibility for managing and prosecuting cases
- Many high-quality guidance notes available
- Awareness about integrity across education in Ireland is high
- Research projects from Ireland – presented at many conferences

What more needs to be done

Thinking about the big picture

Academic Integrity Institutional Strategy

- Consistent approach across the institution
- Broad view of integrity – not just about student conduct
- Leadership, coordination, adequate resource provision
- Supported by clear guidance and training for all
- Education-led, pro-active approach
- On-going monitoring – reporting to academic board / governors
- Integrity integral with quality assurance cycle
- Use of statistics to understand, target and improve
- Working with students as partners

Operational integrity – roles, responsibilities

- Institutional governance
- Staff recruitment and promotion
- Student recruitment and admission
- Teaching and learning – pre-degree, undergrads, masters, PhD
- Student assessment
- Credentials and qualifications
- Scholarly research
- Academic publishing

(Glendinning, Orim & King, 2019; Andrews & Glendinning, 2023)

ACADEMIC INTEGRITY STRATEGY

Staff integrity
Leadership
Training, updates
Guidance notes
Central support unit
Resourcing
Code of conduct

Teaching, learning and assessment
Pedagogy
Assessment design
Deterrence measures
Communication
Teacher as role model

Integrity threats
Blocking & monitoring
essay mill advertising
Pro-active monitoring
of essay mills &
tutoring sites
Reporting threats
Hacking prevention

ACADEMIC QUALITY

Academic and research integrity breaches
Generating evidence
Raising an allegation
Recording cases
Use of technology
Roles and responsibilities

Academic & research conduct procedures
Viva voce
Hearing, Adjudication
Mandatory training
Standard sanctions
Recording outcomes
Notification
Closing the loop
Appeal process

Periodic review
Research
Networking
Change management
Consulting, buy-in
Communicating
Implementing

On-going monitoring
Statistical analysis
Reviewing, awareness
Researching, pro-activity
Annual reporting
Enhancing
Managing change

Students: Academic & research integrity
Education throughout the student journey
Clearly worded guidance, Code of conduct
Academic writing and study skills
Support, Duty of care, Inclusion, Equality
Holistic view of student circumstances
Protocols for research and publishing
Student leadership, Representation
Students as partners

Academic integrity regulations
Definitions
Clear policies
Guidance
Whistle-blowing policies

Admissions & recruitment
Agent training
English testing
Qualifications checks
Diagnostic testing

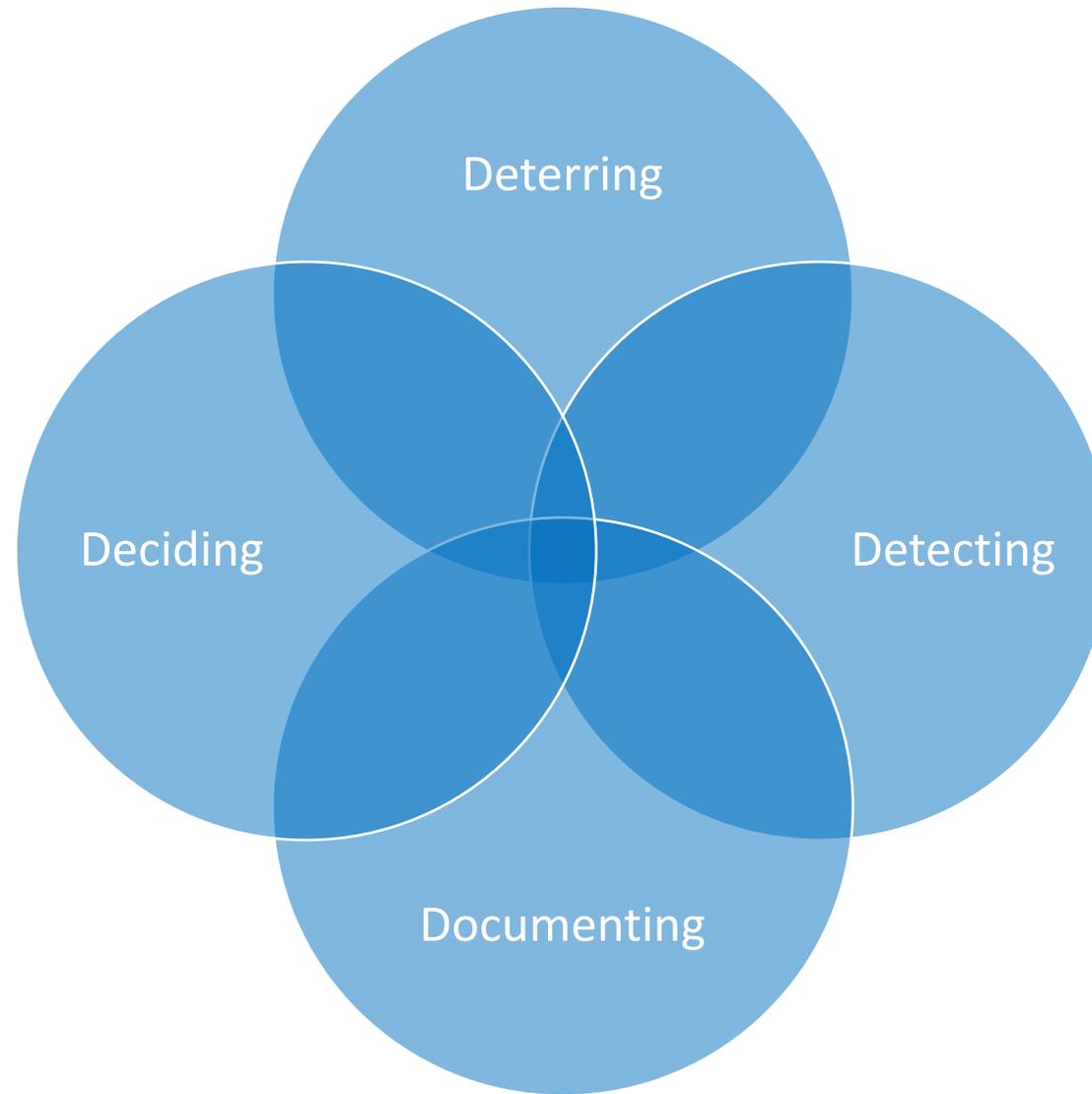
Ethical approval
Staff training
Ethics lead / panel
Approval process
Monitoring compliance

ACADEMIC STANDARDS

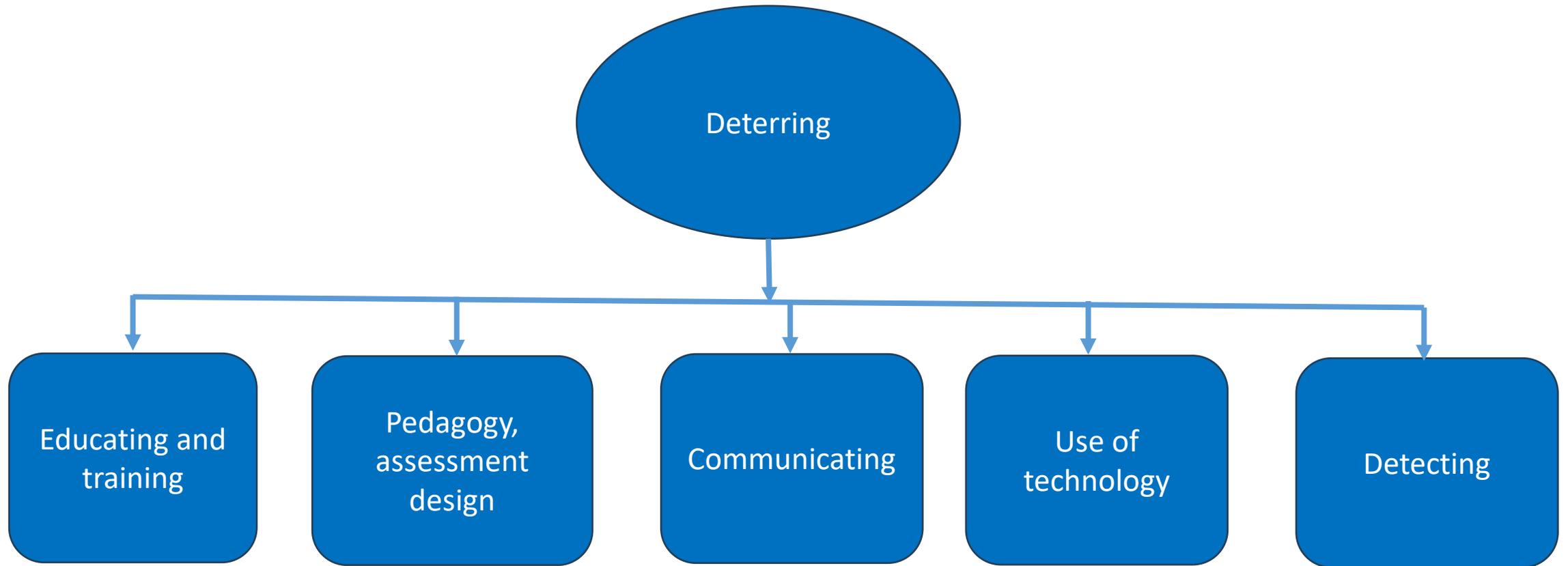
ACADEMIC DISHONESTY

(Glendinning, 2022)

Four overlapping dimensions – Student Academic Conduct



Aiming to encourage integrity and minimise the number of integrity breaches



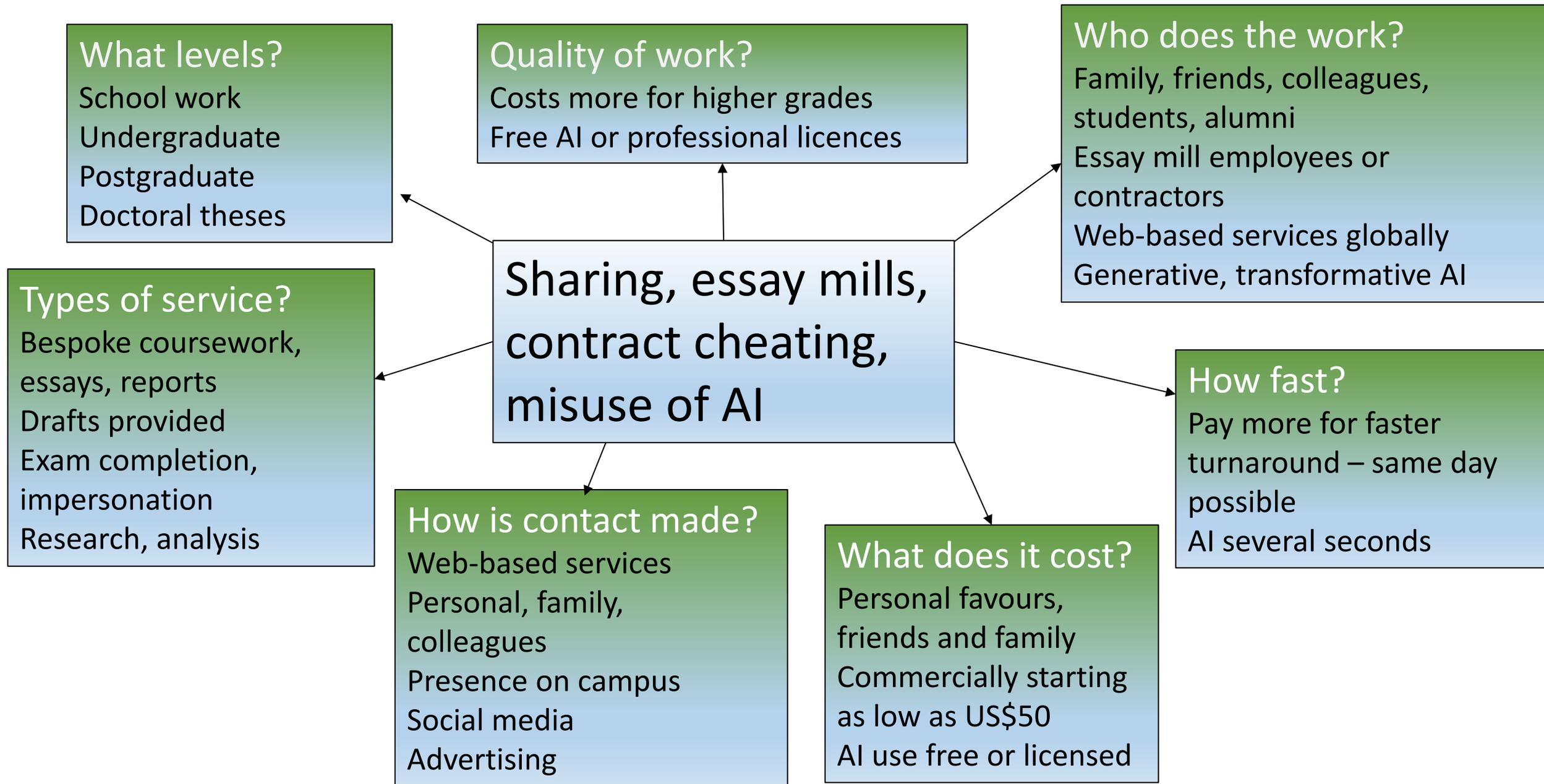
Types of academic & research integrity breaches

- Plagiarism, self-plagiarism
- Collusion, sharing
- Contract cheating
- Misuse of AI-tools
- Bribery (attempted or proven)
- Fabrication, falsification
- Deception, misrepresentation
- Overriding ethical approval
- Data security breaches
- Exam cheating:
 - Unauthorised materials, communications
 - Impersonation
 - Closing or hiding from web-cam
 - Prior sight of exam paper, exam leaks
- Providing unauthorised access to portals
- Assisting others to breach integrity

Other types of integrity breaches in education & research

- Misuse of funding
- Bullying, harassment
- Sexual harassment
- Credential fraud
- Nepotism, favouritism
- Extortion, blackmail
- Altering student records
- Unauthorised disclosures
- Undeclared conflicts of interest
- Peer review fraud
- Unfair authorship
- Publication fraud
- Use of paper mills
- Unauthorised access to exams
- Extortion, blackmail
- Neglect of responsibilities
- Data breaches

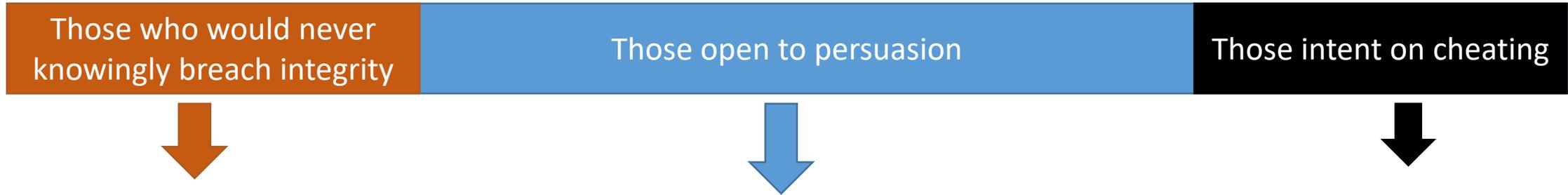
(Glendinning, Orim & King, 2019)



Current challenges to standards and quality

- Plagiarism is still the most common type of integrity breach – all roles
- Threats from contract cheating: Ghost writers, essay mills, GenAI, impersonators, human writers to disguise GenAI
- Students bombarded with invitations from essay mills and file-sharing sites
- Essay mills using AI tools
- Agents facilitating whole student experience, including fake entry qualifications
- Paraphrasing tools, translation software, GenAI tools – students using these tools to save time and effort
- Failure to detect serious forms of academic misconduct
- Complacency, denial: academics, managers, institutions ignoring problems
- Not fully resourcing academic integrity initiatives, systems and processes

Student cheating spectrum: which students breach integrity?



(Glendinning, 2024)

But, also see this publication, for a similar idea: Cath Ellis and Kane Murdoch (22nd March 2024). The educational enforcement pyramid: a new framework for challenging and responding to student cheating

Why do students breach academic integrity?

Opportunity

It is easy to cut and paste from the Internet
They think there are no consequences or penalties
They know / believe that the lecturer does not care

Expediency

They run out of time
They are unable to manage their workload
They think their own work is not good enough to pass

Skills

They can't express another person's ideas in their own words
They don't know how to use and acknowledge sources
They believe the task is beyond their capability
Their reading and comprehension skills are weak

Attitude

They think it will not be detected
They just want to pass and graduate
Cheating is not seen as wrong
They are lazy
They have other priorities
They value loyalty above academic integrity

Understanding

They are not aware of penalties or consequences
They have never been told that this conduct is wrong
They confuse group working with collusion
Tempted by offers of help from essay mills etc

Which of these reasons can we influence?

Why do other people breach integrity?

Academic & professional staff

- To help students pass
- To meet targets
- For progression, promotion
- For personal gain
- Loyalties, obligations
- Conflicts of interest

Researchers

- Lack of understanding
- Easier than following rules
- To meet institutional targets
- For progression, promotion
- Deadlines, pressure
- For personal gain

Which of these factors can we influence?

Skills relating to integrity

Study skills, expectations	Evaluating & using sources	Language & communication skills	Interpreting text-matching reports	Collecting information, note-taking
Writing for academic purposes	Research skills	Reporting academic dishonesty	Referencing & citation	Rhetoric
Critical thinking	Editing, reviewing, summarising	Exam protocol	Digital literacy	Academic integrity
Managing and protecting data	Ethical conduct and approval	Paraphrasing	Data collection methods & protocols	Analysis and interpretation
Employability and professional skills	Time and project management	Effective team-working	Interview skills	Literacy on transformative and generative AI tools
(adapted from Glendinning, 2022)	Numeracy	Giving and responding to feedback	Avoiding academic misconduct allegations	

Study topic themes

- Study and assessment skills
- Writing and referencing skills
- Academic & research integrity
- Creativity
- Research skills
- Preparing for future work & study

Take away messages

- Academic and research integrity underpin quality and standards
- Everyone within HE is responsible for academic and research integrity
- On-going communication and training is essential
- Focus on education first
- Students as partners
- Ongoing monitoring, updates and reviews



Glendinning, 2023

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Thanks for your attention

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Questions?