Chapter 6
Developing and Implementing Policies for Academic Integrity – Management of Change

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Abstract A robust approach to academic integrity is an essential requirement for a higher education provider to ensure that academic and research quality and standards remain strong and are not compromised by malpractice and corruption, by staff, students or from external influences. Even institutions with a well-established institution-wide strategy for academic integrity should have on-going monitoring and regular reviews, to ensure that their approach, policies and procedures are operating as intended and remain fit for purpose to counter ever evolving risks and threats. In parts of the world where academic integrity is weak, there are often other priorities or barriers, higher education institutions especially lack appetite to change the status quo. However, even in countries with a long history of policy development, such as UK and Australia, it can be difficult in some institutions to change hearts and minds about the urgency of strengthening responses, both to old threats, such as plagiarism and exam cheating, and newer threats, such as sharing of materials, questions and answers to on-line exams and contract cheating, in all its guises. In this chapter I will draw on my own research and my experience of leading institution-wide reviews, combined with guidance and research from others, to suggest approaches that may be useful in different contexts, to successfully develop and implement policies relating to academic integrity that are applicable to the local context.

Keywords Academic integrity · Change management · Quality assurance · Academic standards · Higher education · Institutional strategies · Institutional policies · Holistic approach

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Introduction

Policies and procedures for academic integrity, research integrity and ethics need to be fit for purpose, in addition to being efficient and effective in their implementation. The evolving nature of the threats to integrity leads to the need for policies to be monitored and regularly reviewed. These requirements imply that there should be someone with the responsibility for managing this important monitoring and change management process. This chapter will explore the demands of such a role and use a case study to illustrate how policies can be developed, implemented, adapted and managed over time. There will also be consideration of what can go wrong and how to respond.

The chapter builds on ideas and findings from four main sources, Kotter's Eight-Stage Change Model (Kotter, 2012), the Scorecard for Academic Integrity (SAID) (Glendinning, 2017), together with findings from two Australian studies, the Academic Integrity Standards project (Bretag et al., 2011; Bretag & Mahmud, 2016) and the follow-up Exemplary Academic Integrity project (Bretag et al., 2019; Bretag et al., 2020).

As the title of this chapter implies, change management is an important part of the process of setting the strategic focus and developing and maintaining institutional policies and procedures for integrity. This is a difficult area to manage, because, although we are largely focused on academic integrity, the broader concept of integrity, covering academic, research, ethical and institutional, impinges on almost every part of a higher education institution's functions (Glendinning, 2022). This means that an inclusive and holistic approach needs to be adopted when reviewing and revising these policies, to avoid unintended side-effects.

Change Management

The seminal Eight-Stage Change Process developed by John Kotter centres around change management in commercial business rather than for education (Kotter, 2012), but this model can be adapted for managing the academic integrity strategy and policies in higher educational institutions by making it cyclical, and adding specific context, see Fig. 6.1.

Having a cyclical process reflects the reality that academic integrity policies are not static, they need to adapt in response to institutional changes as well as evolving and emerging threats. The model can be used to guide the process of change and prevent potential pitfalls. This model could be adapted further by adding an inner iterative cycle around points 3, 4 and 5. It is also worth noting that the timescales of these steps are not uniform, some will often need considerably more time to complete than others. The prevailing institutional culture needs to be considered throughout the change management process and beyond. The changes will not be successful unless all those involved in the process appreciate the benefits and accept

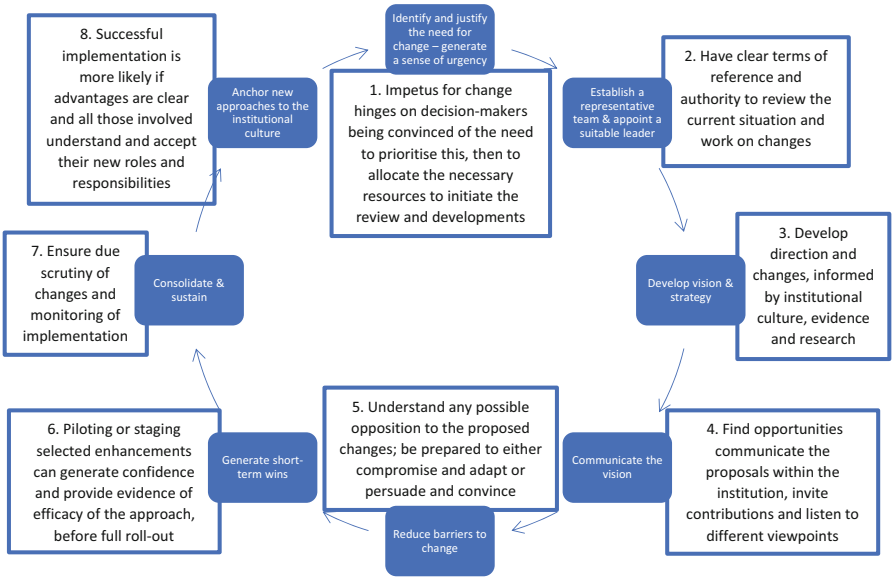

Fig. 6.1 The change management cycle: Academic integrity. (Adapted from Kotter, 2012, p. 18)

the reasons behind them and also changes to their own role. Ideally, there should be a consultation process to capture viewpoints from a wide range of stakeholders, especially students. Training, guidance and support must be made available both in advance of the implementation and during the roll-out, to ensure the potential for confusion is minimised.

Having established a model for the change management process, it is important to clarify what is included under academic integrity policies and what characteristics make them effective and complete.

Benchmarking Academic Integrity Policies

A definition is needed of what is included and excluded when we refer to academic integrity policies. Adapting an earlier model with the working title Scorecard for Academic Integrity Development (SAID), developed several years ago by the author, together with Tricia Bertram Gallant and Jennifer Eury, an institution's academic integrity strategy, policies and related procedures, can be evaluated by considering their approach to these ten categories:

- *Institutional commitment and resources for supporting the academic integrity strategy*
- *Clear and consistently applied policies and procedures for academic integrity*

- *Fair and proportional outcomes for integrity breaches, applied across the institution*
- *Engagement and buy-in towards strategies for deterring academic integrity breaches*
- *Institutional learning culture and values*
- *Student leadership and support for the institutional strategy*
- *Transparency, openness, effective communication at all levels*
- *On-going evaluation, monitoring, reviews to enhance strategy, policies and systems*
- *Engagement with research into academic integrity*
- *Understanding of acceptable academic practice, in line with international norms*

(adapted from Glendinning, 2017, pp. 27–8)

A self-assessment questionnaire to evaluate the maturity of an institution's responses towards academic integrity makes use of these ten categories and related questions (ENAI Surveys, n.d.). The ten categories will be used next to guide the discussions.

Institutional Commitment to Academic Integrity Strategy

Adopting a whole-institution approach for developing a culture of integrity requires commitment from the very top of the institution (Kotter, 2012; Bretag & Mahmud, 2016). Institution-wide commitment can be broadly communicated by including statements about integrity in institutional mission and value statements, but this must be meaningful, not an empty gesture. When approached seriously, academic integrity is expensive. Adequate resourcing is an essential requirement to ensure that the strategic commitment can be delivered. A committed senior leadership will ensure that any necessary resourcing and support are provided. Failure to resource activities to educate and deter malpractice, including maintaining robust systems and processes to monitor and handle breaches to integrity (Bretag & Mahmud, 2016), is likely to cost the institution more in the longer term, not least in terms of poor reputation for quality from prospective students and graduates' employers.

One mark of an institution's commitment to academic integrity is the appointment of a suitably experienced person with responsibility for maintaining the institutional strategy on academic integrity and coordinating the implementation and monitoring of operations (QAA, 2022; Bretag & Mahmud, 2016; Kotter, 2012). Bretag and Mahmud refer to academic integrity champions, which is not necessarily a formal role, this can be anyone, staff or students, internal or external to the institution, who are leaders helping to drive positive change (Bretag & Mahmud, 2016).

Clarity and Consistency in Policies

At a very minimum, academic integrity policies must be consistent, proportional, and fair to all participants (Glendinning, 2017), which means both students and staff (academics/faculty and administrators). Ideally the way academic integrity is framed and managed should be institution-wide and apply to the whole community (QAA, 2022). The use of language should be positive, when possible, supportive and educational, rather than punitive, assigning blame (Bretag et al., 2011; Bretag & Mahmud, 2016). Written and spoken communications should talk about integrity rather than misconduct, when it makes sense, but using vocabulary that students and staff can understand, without ambiguity. It is a good idea to ask student associations and the institution's international office to check the wording for student-friendliness. Some institutions provide guidance in several languages, to ensure that international students are not disadvantaged (QAA, 2022), but this carries with it the need for updating all versions as changes occur.

Regarding consistency, care must be exercised to ensure that the student experience and outcomes relating to both education about integrity and sanctions applied for integrity breaches, are not affected by any differences in procedures in different parts of the institution (Bretag et al., 2011). Education and support should dictate both the process to be followed and be part of the outcomes. This will ensure that the reasons for the breach are fully understood and addressed, and that the student has no reason to continue to make similar mistakes.

Considering the negative side of the topic, there should be clear statements on what constitutes a breach of integrity, how allegations should be reported, recorded and managed, including who is responsible for generating evidence to support allegations, presenting and hearing the allegations and defence, adjudication on the evidence, deciding on the outcomes (Bretag & Mahmud, 2016).

Records of all academic integrity breaches need to be maintained to allow monitoring of trends and to determine whether measures to deter misconduct are effective (Bretag & Mahmud, 2016). Keeping detailed records for each case is essential to identify when a student continues to breach integrity, which may either be intentional misconduct or could be a sign that the student needs further guidance (Bretag et al., 2011).

Of course, breaches to integrity do not just apply to students and they are not confined to student assessments. Misconduct can happen in many other operational areas, including admissions and recruitment, (for example, use of fabricated credentials), teaching and learning, (such as bribery to change marks), administrative and academic functions, (including nepotism and fraud in the appointment of teachers), the conduct of research and, not least, scholarly publishing (Glendinning et al., 2019). The institutional strategy should encompass all possible threats to integrity and hold everyone in the institutional community accountable for upholding integrity.

Fair and Proportional Outcomes

Measures must be in place to ensure that the same type and severity of integrity breach results in equivalent outcomes. The actions taken in response to an upheld allegation against a student should serve the following purposes:

- To ensure no unfair advantage arises from the breach – for example zero mark, if the student is permitted to redo the work or take a replacement assessment, normally a cap should be applied to ensure that only a bare pass grade is possible;
- To put right any misconceptions and deficits in skills that gave rise to the breach – appropriate education, bespoke to the educational needs of the student;
- To discourage the student from any further breaches – additional training and guidance about the importance of academic integrity should be a mandatory element of the outcomes;
- To serve as a deterrent to other students – if students believe there will be no consequences, they are more likely to take risks.

An academic conduct investigation provides an opportunity to understand any pressures the student was under, financial, family, personal, and to provide support and guidance to help them to overcome their challenges. It is also important to support the student through any negative side-effects of their mistake or misunderstanding, for example, the need for the student to explain to family, employer or sponsor why their progress has been delayed, or why an additional course fee is due.

There should be mechanisms in place to determine what outcomes (sanctions or penalties) should result from different types of breach and how to categorise the level of severity of the action or conduct. There should be opportunities for appeals or reviews of decisions, but only on clearly stated grounds, to ensure that any potentially unfair outcome is duly investigated and, if justified, overturned. The people given responsibility for a specific part of this process must not have any conflicts of interest in that specific case and situation. In particular, the marker/grader identifying the problem should not be directly involved in making the decision about the allegation or what the outcomes should be for the student. Their role as educator of the student puts them at risk of threats, pressure or offers of bribery from the student, either not to report the breach or to change the decision. They and others involved in this process, including administrators, must be protected through the procedures from this potentially risky situation.

Some institutions include forms of sanction that are overtly punitive and do not directly align with the purposes listed above, such as imposing a monetary fine, requiring the student to do menial work or community service, or publicly naming and shaming students who have plagiarised or worse. It is the view of this author that any outcomes or sanctions for an academic breach must respect the dignity of the student and allow them the opportunity to correct misunderstandings or errors. Should a student not respond over time to the opportunities provided to learn from their mistakes and continue to breach integrity rules, then more stringent sanctions should follow, potentially leading to suspension of studies or expulsion.

Engagement and Buy-In

This point roughly equates to steps 4 and 5 of Kotter's model (Kotter, 2012): communicating the new strategy and initial ideas for changes and empowering people to contribute their views. Inviting a broad range of input to the development process when there is still capacity to influence and shape the changes, is a good way to identify, and then reduce, any barriers to change.

No policy has a chance of success unless those involved in implementing it understand the part they play, believe in and value it, appreciate why it is needed, and are aware of the consequences if they ignore their responsibilities. Academic integrity processes can be particularly unpopular because they take up valuable time that people would rather use for more positive pursuits. It is essential that all members of the community understand the part they must play and are convinced about the necessity of adopting these policies, irrespective of any inconvenience to them.

Having efficient procedures that are not overly bureaucratic, draconian, or viewed as irrelevant or time-wasting is part of the answer to getting buy-in from colleagues (de Maio et al., 2020). Involving and consulting a wide range of people from the community, including students, during the development and review of policies is an essential element in making sure that all perspectives are considered, and people feel ownership of the policies. This must be a genuine consultation, where all input is considered with due care, and opinions and ideas from all parties are taken seriously.

Once the policies and procedures are established, sharing them and inviting comments is a good way to pick up any further anomalies or exceptions that were not accounted for earlier. On implementation, provision of guidance, training and support for all staff and students can make a difference to the capacity for everyone to get engaged and help to make the roll-out an operational success.

Engagement is also about education on academic integrity and associated knowledge and skills. This is not just for students, but for everyone involved in academic integrity (Bretag et al., 2011; Bretag & Mahmud, 2016). Educators must not assume students bring these skills with them from their previous educational experiences. Sometimes students (and academics) may mistakenly believe they understand, for example, how to reference and why it is important, then they are surprised to find they are accused of plagiarism.

The first stage is to identify what skills are important, then continue to develop the skills throughout every student's journey, and also offer training for any staff who may need it. As a starting point, Fig. 6.2 presents the author's view, with input from a few colleagues, on what constitute relevant topics for learning and developing.

Sometimes topics that students do not see as central to the curriculum are not taken seriously. To ensure students remain fully engaged in developing these important skills, they need to be contextualised to the students' main study programme and delivered at a time, when they will be most meaningful and useful. The topics need to be taught by effective teachers, who have expert knowledge in these areas. A good way to ensure the subject context is delivered is for the subject

Fig. 6.2 Skills and knowledge related to academic integrity

expert and the skills expert to co-teach the topic. This approach has the additional advantage of helping to enhance the skills of subject teachers.

As suggested, education and professional development on the same topics can also be beneficial to academics and other staff in the institution, not least for them to appreciate how to design and present assessment tasks that require students to apply what they have learnt. A well-designed examination or assessment task will not eliminate opportunities for academic misconduct, but it will make cheating more difficult and more likely to be noticed when it does happen (Dawson, 2020).

Learning Culture and Values

The internal culture and ethos of an institution will dictate how academic integrity is viewed within the institutional community and what is required in terms of strategic direction. It would not be feasible, for example, to take the strategic focus and operational policies and procedures in the author's institution and successfully transplant and implement them in a university in Albania, or even in the USA or Germany. The approach adopted by any institution must take into account the norms, local customs and expectations of all parties involved, which can be very different, even for institutions within the same country (Curtis, 2023). This point aligns with the adaptations to Kotter's eighth step, taking into account the underlying norms within the institution when introducing and embedding new approaches, for

example, affecting learning, teaching and assessment methods. Implementation will almost certainly require changes to thinking and procedures (Kotter, 2012). When changes require members of the institutional community to accept new concepts and values, more time should be allowed, combined with careful planning and training.

Irrespective of local culture and norms, there are certain characteristics that all institutions should aspire to. Policies should encompass various codes of conduct and guidance for different community members and provision for education and training of different parties. There should also be clarity on what procedures to follow for different events, and who is responsible for different decisions. Academic integrity is central to teaching, learning and assessment. The design of assessments, how they are embedded within the learning process and how they are monitored and delivered, can either provide or obstruct opportunities for students to cheat. The academic skills that students bring with them, plus the expertise that they acquire during their studies, as set out in Fig. 6.2, can make or break their student journey.

There is need to instil in both students and staff the criticality of integrity to the well-being of the institution and its reputation. The value placed by other people on the employability of graduates and all qualifications and credentials awarded by the institution, is underpinned by its approach to quality, standards and integrity and largely defines its reputation.

Reputations can also be sullied by inappropriate conduct of employees of the institution, particularly senior leaders (Adams, 2017; Singh, 2018; Bik, 2022). Attention to integrity also applies to every operational function of an educational institution, especially promotion and marketing (Bradley, 2018), recruitment and admissions (Besser & Cronau, 2015; Redden & Jaschik, 2015), scholarly research (Bik, 2022; Piller, 2022), and academic publishing (Eaton, 2018; Glendinning et al., 2019; Glendinning & Eaton, 2023).

There has been very little attention in the literature about maintaining standards and integrity in partner institutions and remote and offshore campuses. In such cases, the parent institution delegates responsibility for some or all the teaching, learning and assessment, but is still responsible for the standards and quality of the qualifications awarded in its name. Having less control does not remove the obligation for accountability of the institution. Any partnership agreements should include the requirement for regular reviews of the management of academic integrity, together with on-going monitoring of operations by the partner, with oversight, support and guidance if needed from the institution (TEQSA, 2022). When sharing and devolving responsibility to others, including agents, partners, subsidiary institutions and remote campuses, the institution should make clear how academic integrity is to be promoted and managed, how consistency in student experience, outcomes and sanctions for breaches can be maintained, and the processes for monitoring and frequency for reviews (TEQSA, 2022).

Acknowledging that integrity applies to the whole institution's academic and research community is an essential starting point. Monitoring the efficacy can be quite challenging. This is an area where more attention is needed.

Student Leadership

Most guidance on developing policies for academic integrity emphasise the need to involve students in the process to make sure that student needs are understood and taken into account (for example: Morris, 2011; QAA, 2022; TEQSA, 2017; Bretag et al., 2019; Bretag & Mahmud, 2016). Going one step further, it is highly desirable for students to demonstrate leadership, ideally to strongly support the institutional strategy. Student leaders and representatives should be engaged as partners during formulation or revision of the institutional strategy, development of policies and procedures, and also in the implementation and on-going operations. This can be achieved though having representatives from the local student association on the review team and steering group. It is a good idea to devise a means to make it easy to capture input from students at any time, for example, by using a dedicated secure and private email mailbox that students are encouraged to post to. Understanding student perspectives is not just an add-on feature, it is central to any effective academic integrity strategy.

Student leaders should be encouraged, through funding and practical support, to initiate their own awareness-raising campaigns and research into aspects of academic integrity. Many student associations are autonomous and, therefore, not bound by the same obligations as staff employed by the institution. This means that they can provide independent support for students facing allegations of academic integrity breaches. They can also capture (and then anonymise) important evidence about the student experience when facing allegations, that would be difficult, due to conflicts of interest, for researchers within the institution to collect.

In some institutions having an "honor code" system is part of the strategy for involving students and promoting a culture of honesty and integrity to students. The author has not seen enough evidence to be convinced about the value of this type of initiative for using in a UK context; it is largely associated with universities in the United States of America (Hammack, 2022; McCabe, 2016; Rettinger & Searcy, 2012). However, this is certainly an approach that is worth considering, in the right context.

Transparency

The underlying strategy or philosophy and roles of different participants in the process should be transparent, openly accessible, and reflected in the way the policies are framed. Every member of the community should know where to find details of the policies and they should be written in clear and unambiguous language (Bretag et al., 2011; Bretag & Mahmud, 2016). Educational options, guidance and training should be freely available, be easy to locate and access, for both staff and students.

Every member of the community should be able to work out, based on available policies and guidance, what outcomes apply for different academic or research integrity breaches. Procedures should exist for staff as well as students who breach integrity, although the procedures will need to distinguish between different staff roles, different situations (including allowing for staff who are also students), and different types of breach.

The rules, procedures and outcomes for non-academic breaches should be separate and distinct from those for breaches relating to academic and research integrity, because they have different impacts, implications and consequences for the institution and the individual. For example, if a current student is operating a ghost-writing service for other students, this may not strictly affect the integrity of their own academic work, therefore in my institution this would be a (very serious) disciplinary breach rather than an academic breach, but nevertheless, potentially leading to immediate expulsion.

On-Going Evaluation, Monitoring, Reviews

Management of change is important for academic integrity because, as alluded to earlier, the threats to integrity can change quite quickly. In addition, in a complex and/or devolved system, local variations to policies and procedures can gradually creep in and become normalised over time, overriding the approved holistic institutional strategy. For these reasons, the monitoring, review and revision process should be viewed as continuous and cyclical. Several guidance notes advise that if 3 years have elapsed since the academic integrity policy was last reviewed, then it is certainly out of date (Bretag et al., 2019; QAA, 2022). This author has a more nuanced view of the review timescale, based on her own experience.

At Coventry University Group, UK, similar to many other universities, an Academic Integrity Steering Group (AISG), chaired by the Academic Integrity Lead, meets three times each year to discuss the operational aspects of the policies and procedures, to pick up on any problems and challenges and to find solutions. The terms of reference of the AISG include the need to look forward, considering what more needs to be done to improve the systems in place and to address changing priorities and new threats. The AISG reports to the University's Quality in Learning and Teaching committee, which, in turn, reports to the Academic Board.

The Academic Integrity Lead serves as overall coordinator, pro-actively and reactively picking up on problems and investigating and advising on unusual incidents, working closely with the legal team, associate deans (panel chairs), the senior team and central registry. She also provides regular guidance and training for staff and student representatives. The routine operational responsibilities are devolved to faculties and remote campuses and subsidiaries. With close on-going oversight a three-year review cycle would be too frequent. Therefore, a major review every 4 or 5-years would be more appropriate. The AISG has a broad membership, aiming to foster an inclusive approach and to make sure any specific needs of all

parts of this large University can be understood, and are kept up to date with developments. The AISG makes progress by establishing working groups, for example, to improve longstanding inefficiencies, and investigate new phenomena and emerging problems.

A set of academic integrity policies and associated procedures can be very complex, particularly for a large university, involving tens of thousands of students at different levels of education. For a small institution it may be possible to have a single academic integrity panel to hear allegations of breaches, consider evidence and make decisions, which are likely to lead to consistent outcomes. For institutions with large and diverse student populations, having a single institutional panel would be unsustainable, therefore the procedures are likely to need to be devolved to faculty level, as is the case in Coventry University Group, as described above.

The periodic review is important because this provides an opportunity to evaluate how well the overall strategy is working, if there is one, and, if needed, to adjust or redefine the approach and direction. It would make sense for an institution without any holistic approach to integrity to follow a very similar type of review, ideally for the whole institution, but if this proves difficult, it could be done at faculty or subject level as a starting point.

First of all, the terms of reference should be established for the review and appointment of the review leader, followed by the review team members. The central review team should be as small as possible, but should include representatives from every part of the institution, including students (Bretag & Mahmud, 2016). Ideally most of the review team members will have knowledge and experience of the current operations of policies and procedures. It would be good to have predefined aims and objectives, but these could emerge, or be further refined, after the review team convenes.

Familiarity with current thinking about what is deemed to be good practice can be gained by a literature review of to up to date research and guidance. The review group could invite some acknowledged experts in academic integrity policy development to speak to the team and to answer their questions. The recent universal adoption of Zoom and Teams and similar platforms, means that it is cost-effective to invite an advisor from anywhere in the world, without incurring expensive travel costs.

An important input to the review is any available statistics on academic integrity breaches, analysed in as much detail as the data allow. This can be useful evidence about the need for change and where to place priorities (Bretag & Mahmud, 2016). Review group members may choose to collect views of colleagues and students, perhaps using a questionnaire, interviews or focus groups. This could be done at the start, to find out what needs to be fixed, or to collect views on how to frame the revised strategy and policies, alternatively, the survey could be done after the new policies have been drafted, for collecting different viewpoints and suggestions for improvements. As running a survey of any kind is burdensome, it is not a good idea to run more than one survey for the same review. However, there are other ways to involve a wider group of colleagues and to regularly cascade information about the progress of the review. This involvement will help to ensure colleagues are not

unduly surprised by the impending changes and have an opportunity to contribute, which can help to add a sense of ownership.

For the institutional review led by the author starting in 2019, working groups were established to focus on specific elements of the review, each drawing in people from outside the central review team with expertise in the area under discussion. The working groups covered: use of technology, institutional regulations, education and training, operational procedures for managing breaches; reviewing the outcomes/penalties for breaches. Once these working groups were established, the central review team meetings were concerned with monitoring the progress of the working groups, receiving inputs and ideas, and setting goals and targets.

It is important to establish responsibility approving any proposed changes from the outset. Changes need to be justified to ensure they are fully costed and workable, and they do not introduce unsustainable burdens on individuals who are responsible for delivering them.

Implementation is perhaps the hardest stage of the review. The implementation plan could involve piloting radical changes to ensure that they are operationally feasible, before the major roll-out. An alternative approach is a staged implementation, where some elements of the new process are introduced first and allowed to bed-in (Stage 6, Fig. 6.1, (Kotter, 2012)), before introducing the full range of measures. There is always a tension between the need to improve processes as soon as possible and the measured approach to avoid a complete disaster. Whatever form of implementation is adopted, the key to success is effective planning and communication about the changes and providing timely training and support for all parties who are either directly or indirectly affected by them.

Engagement with Research and Development

As explained earlier, keeping up to date with the latest evidence and guidance on how to manage academic integrity on an institutional level is an important part of the review process. However, it is not just something to be done every 3 or 5 years, keeping up to date with guidance and advice is an on-going process. This is one reason why there should be leadership about academic integrity in the institution, ideally there should be a team of people with this as part of their job. Input from experts in this field could be captured through various means, a literature review, through attending conferences, taking part in networks and events, or inviting experts in this field to the institution, to brief colleagues, in person or via Zoom, Teams or similar.

However, as explained several times already, an institutional strategy, policies and procedures need to be the right ones for the institution. The advice provided needs to be adapted according to the culture and ethos of the institution, pushing boundaries where possible, but it is better to have something generally acceptable than moving too fast and failing altogether.

Common Understanding in Line with International Norms

When giving and receiving advice on institutional strategies, there are many factors to consider, as exemplified by these difficult questions:

- Are there any international norms on academic integrity?
- Who decides what is an acceptable position to take on topics relating to integrity, ethics, misconduct, corruption?
- Is it possible to reach a global consensus defining good practice on academic integrity within a higher education institution?

Based on the author's experience of conducting research in different countries, depending on who you ask, there are very broad perceptions and opinions about what academic integrity should look like and who is responsible for encouraging positive conduct or deterring negative conduct.

In many parts of the world there is an assumption that students will learn the necessary skills in their own time, (for example: how to write in an academic style, to select and incorporate sources and literature correctly within their own work, to be able to reference and cite appropriately and be adept at paraphrasing text (IPPHEAE, n.d.). Given that these skills are difficult to master, when even seasoned professional can get it wrong, there is growing awareness that all students need to be formally taught about the topics described in Fig. 6.2, otherwise they are likely to continue to make mistakes, leading to allegations of plagiarism, and perhaps worse (Howard & Jamieson, 2011).

Another source of difference is views on whether the same standards should apply equally to everyone in academia. In some countries, for example, in France, Finland, Poland, integrity is generally considered to apply at master's level or above and in many other countries only the final thesis is checked for plagiarism (IPPHEAE, n.d.), with less focus on academic conduct of undergraduate students than in other counties, such as UK, USA, and Australia (Glendinning, 2016). Several researchers argue that it is fine for students to copy-paste, use patch-writing to help them construct complex sentences, in a supportive learning environment, particularly while learning to write in a non-native language (Howard & Jamieson, 2011). If a student has not been guided or corrected on mistakes in their academic writing skills before they write their final thesis or start a master's or doctoral study programme, then it is unlikely they will appreciate that they have been getting it wrong, and may find themselves accused of plagiarism when the stakes are much higher.

Although several researchers have proposed ways to evaluate institutional policies (for example: Bretag et al., 2019; Glendinning, 2022), there is no global agreement on what should be included in such policies, or how they should be framed (Glendinning, 2022). However, it is proposed that most people involved in academia understand what is meant by ethical conduct in education and research and most of these people would agree how to define and recognise unacceptable conduct in an educational or research context.

Recommendations

As a general rule, anyone within a higher education institution (students, academics, administrators) with exemplary academic integrity policies should strongly agree with these statements:

- The leaders of this institution demonstrate a strong commitment to academic and research integrity;
- Every member of the community in this institution understands their role and responsibility for supporting and enhancing the culture of academic integrity;
- All students receive education, training, guidance about the academic skills and knowledge, as defined in Fig. 6.2;
- All staff (institutional leaders, faculty/academics, administrators, professional support staff, etc.) in this institution behave with integrity and are held accountable for their actions;
- The assessment tasks set by academic staff/faculty/professors require students to demonstrate and apply what they have learned;
- The academic integrity policies and procedures are applied consistently across all parts of the institution;
- I know where to locate details of the institutional policies and procedures for managing allegations of academic integrity breaches;
- My institution provides clear definitions of different types of breaches of academic and research integrity;
- Any outcomes or sanctions applied to students found to have breached academic integrity are consistent, fair and proportionate;
- Any outcomes or sanctions applied to students found to have breached academic integrity are adjusted according to the nature and severity of this case, to account for the student's circumstances and any previous inappropriate actions taken by the same student.
- In my institution, all the academic integrity breaches are detected and managed through the formal policies and procedures;
- Student leaders contribute as partners towards developing and improving academic integrity in this institution;
- An inclusive approach is adopted towards development, monitoring and review of the institutional strategy, policies and operational procedures for academic integrity.

Uncertainty or negative answers to the above questions signal areas of weakness, which have implications on the completeness and effectiveness of the current strategy. Allowing for institutional autonomy, the way each of the aims and objectives of the strategy is achieved may vary either within or between institutions, but for fairness and consistency, the impact on students should be broadly equivalent.

The approach to the development of policies is almost as important as the policies themselves. If policies are not accepted, not understood, too complex, time-consuming or draconian, then people will find ways to circumvent them. Involving

a broad range of colleagues and students as partners in the development process will greatly improve the chances of their efficacy and successful adoption.

As discussed earlier, the approach taken to implement the policies and procedures, piloting or phasing in, for example, can also improve their successful adoption. Communication and training are important elements in preparing for implementation. Operation of new or revised policies and procedures need to be monitored for unintended side-effects and unforeseen impacts. Care must be taken when making any necessary tweaks and adjustments, to avoid further disruption and confusion.

Depending on the level of on-going monitoring, any policies that have not been reviewed for 5 years or more are almost certainly out of date, because the landscape continually changes. Changes to students' study and learning environments can greatly impact on their security and capacity to behave with integrity and provide new opportunities for integrity breaches. In addition, the external threats to integrity are constantly evolving and shifting. Therefore, a regular cycle of policy development and review should be explicitly included in the policy statements and implemented.

Conclusions

Integrity in education and research can mean different things in different parts of the world. This concept can even have different connotations in educational and research institutions within the same country. The way the policies are framed, and the terminology used to describe them, can say a great deal about the ethos within an institution. A decade ago, many higher education institutions had "plagiarism policies", or "academic misconduct policies" (Glendinning, 2016). More recently national agencies and international networks are encouraging institutions to adopt more positive language, including academic integrity, research integrity and ethical conduct, and have an education-led approach rather than focusing on punishment (QAA, 2022; TEQSA, 2017, 2021; INQAAHE, TEQSA, & QBBG, 2020).

Several research projects have been conducted in recent years to explore how academic integrity is being managed in various parts of the world (for example: Awdry et al., 2022; Bretag et al., 2019; Bretag et al., 2020; Glendinning, 2016; Foltýnek et al., 2017; Glendinning et al., 2021; Dawson & Sutherland-Smith, 2017). All these influences are helping to promote positive changes to the shape, look and feel of policies, guidance and procedures within institutions around the world.

Although there is no universal approach to institutional policies, this chapter provides insights into common elements and the importance of managing change.

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