Enhancing Academic Integrity through Quality Assurance

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At the end of the session, participants will be able to:

- Understand the inherent connection between academic integrity and the quality assurance of academic programs
- Identify the organizations that oversee quality assurance and the degree learning outcomes for Canadian universities
- Understand how academic integrity is embedded in the academic program review process
- Consider ways in which their institutions could enhance academic integrity through their academic program reviews
The Connection

Quality assurance and academic integrity are intertwined and you cannot have one without the other.
Two main concerns

Breaches of integrity chip away at the foundation of academia and it puts the credibility of higher education at risk.

1) the potential for students to graduate without having the required degree competencies, and;

2) the possibility that students who engaged in academic misconduct in school might engage in this behaviour in their career.
Not being qualified ...

From a job readiness perspective, students who have not earned or demonstrated their degree qualifications will not be prepared to contribute to their field; moreover, they can also pose a danger to others (IIEP-UNESCO, 2016; ICAI, 2016).
Future misdeeds ...

Research indicates that students who engaged in academic misconduct may be more inclined to act with misconduct in their careers (Denisova-Schmidt, 2018; IIEP-UNESCO, 2016).
Integrity is KEY

Maintaining integrity in higher education is key to preparing students as social and civically responsible members of society.

(Source: International Center for Academic Integrity, 2014, pg. 15).
United Nations Educational, Scientific and Cultural Organization (UNESCO)

According to an advisory statement released by the International Institute for Educational Planning (IIEP) of the United Nations Educational, Scientific and Cultural Organization (UNESCO) in 2016, “corruption in higher education has a high cost to society” (p. 2), and “…quality assurance systems must take a leading role in this battle” (p. 1).

(Source: https://unesdoc.unesco.org/ark:/48223/pf0000249460)
UK Quality Assurance Agency for Higher Education

“We safeguard standards and improve the quality of UK higher education wherever it is delivered around the world. We check that students get the higher education they are entitled to expect”.  
(Source: https://www.qaa.ac.uk/)

QAA has a “Quality Code” that guides their standards in degree education.
QAA has an Academic Integrity Advisory Group that works on large scale AI initiatives

- Scoping the potential for legal sanction against essay mill companies
- Assessing the impact of QAA's guidance on addressing contract cheating and the use of essay mills
- Developing an Academic Integrity Charter

(Source: https://www.qaa.ac.uk/en/about-us/what-we-do/academic-integrity/academic-integrity-advisory-group)
Association of American Colleges & Universities (AAC&U) adopted a VALUES system

“VALUE stands for Valid Assessment of Learning in Undergraduate Education. VALUE is a campus-based, faculty developed assessment approach organized and lead by AAC&U as part of its Liberal Education and America’s Promise (LEAP) initiative”. (Source: https://www.aacu.org/value-faqs)

AAC&U developed rubrics on 16 specific VALUE learning outcomes across three dimensions. (Source: https://www.aacu.org/value-rubrics)
<table>
<thead>
<tr>
<th>Intellectual and Practical Skills</th>
<th>Personal &amp; Social Responsibility</th>
<th>Integrative and Applied Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inquiry and analysis</td>
<td>Civic engagement—local and global</td>
<td>Integrative learning</td>
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<tr>
<td>Critical thinking</td>
<td>Intercultural knowledge and competence</td>
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<tr>
<td>Creative thinking</td>
<td>Ethical reasoning</td>
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<tr>
<td>Written communication</td>
<td>Foundations and skills for lifelong learning</td>
<td></td>
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<tr>
<td>Oral communication</td>
<td>Global learning</td>
<td></td>
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<tr>
<td>Reading</td>
<td></td>
<td></td>
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<tr>
<td>Quantitative literacy</td>
<td></td>
<td></td>
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<tr>
<td>Information literacy</td>
<td>(Source: <a href="https://www.aacu.org/value-rubrics">https://www.aacu.org/value-rubrics</a>)</td>
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<tr>
<td>Teamwork</td>
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<td>Problem solving</td>
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</table>
US Ethical Reasoning Standard

Ethical Reasoning VALUE Rubric

The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The core expectations articulated in all 16 of the VALUE rubrics can and should be translated into the language of individual campuses, disciplines, and even courses. The utility of the VALUE rubrics is to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can by shared nationally through a common dialog and understanding of student success.

(Source: https://www.aacu.org/ethical-reasoning-value-rubric)
Canadian Degree Qualifications Framework

Ministerial Statement on Quality Assurance of Degree Education in Canada was created in 2007.

These standards were created and adopted by all the Ministers across Canada that were responsible for post-secondary education.

The ministerial statement contains many references to integrity and specifically, academic integrity.

(Source: Ministerial Statement on Quality Assurance of Degree Education in Canada, 2007).
Academic QA & Degree Standards in Canada

There isn’t one governing body in Canada to oversee academic QA. The Universities Canada website describes how Canadian universities maintain quality assurance.

Despite the fact that each university across Canada has autonomy, they must still subscribe to a national level of general standards.

“This means that Canadian universities have a shared understanding of the value of one another’s academic credentials and that our high quality standards are recognized internationally”.

(Source: https://www.univcan.ca/universities/quality-assurance/)
Provincial QA Agencies

Each Province has a body that oversees quality assurance and the degree level standards.

<table>
<thead>
<tr>
<th>Province</th>
<th>Agency Responsible</th>
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<tbody>
<tr>
<td>Alberta</td>
<td>Ministry of Innovation and Advanced Education &amp; Campus Alberta Quality Council</td>
</tr>
<tr>
<td>British Columbia</td>
<td>Ministry of Advanced Education &amp; Degree Quality Assessment Board</td>
</tr>
<tr>
<td>Manitoba</td>
<td>Ministry of Advanced Education</td>
</tr>
<tr>
<td>Ontario</td>
<td>Ministry of Training, Colleges and Universities &amp; Ontario Universities Council on Quality Assurance</td>
</tr>
<tr>
<td>Quebec</td>
<td>Ministry of Education, Higher Education and Research &amp; Bureau de coopération interuniversitaire</td>
</tr>
<tr>
<td>Saskatchewan</td>
<td>Ministry of Advanced Education &amp; Saskatchewan Higher Education Quality Assurance Board</td>
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Where does AI fit?

Academic integrity is embedded in our national degree standards under the section of Professional Capacity/Autonomy (Council of Ministers of Education, 2007).

“Qualities and transferable skills necessary for further study, employment, community involvement, and other activities requiring (i) the exercise of initiative, personal responsibility and accountability in both personal and group contexts, (ii) working effectively with others, and (iii) behaviour consistent with academic integrity.”

Ontario example

There are 6 Undergraduate Degree Learning Expectations (UDLES)

<table>
<thead>
<tr>
<th>Depth and breadth of knowledge</th>
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</thead>
<tbody>
<tr>
<td>Knowledge of methodologies</td>
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<tr>
<td>Application of knowledge</td>
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<tr>
<td>Communication skills</td>
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<tr>
<td>Awareness of limits of knowledge</td>
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<tr>
<td>Autonomy and professional capacity</td>
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(Source: Ontario Universities Council on Quality Assurance)
| Autonomy and professional capacity | Qualities and transferable skills necessary for further study, employment, community involvement and other activities requiring:  
| a) the exercise of personal responsibility and decision-making;  
| b) working effectively with others;  
| c) the ability to identify and address their own learning needs in changing circumstances and to select an appropriate program of further study; and  
| d) behaviour consistent with academic integrity and social responsibility. | Qualities and transferable skills necessary for further study, employment, community involvement and other activities requiring:  
| a) the exercise of initiative, personal responsibility and accountability in both personal and group contexts;  
| b) working effectively with others;  
| c) decision-making in complex contexts;  
| d) ability to manage their own learning in changing circumstances, both within and outside the discipline and to select an appropriate program of further study; and  
| e) behaviour consistent with academic integrity and social responsibility. |

(Source: [Ontario Universities Council on Quality Assurance](https://www.uoic.org/))
Beyond UDLE #6 ...

Ontario universities have some freedom over what is included in their academic program review “self-study” template.

Here lies the opportunity to expand on specific areas of interest such as equity, diversity, and academic integrity etc.

This is done by adding questions that programs must answer such as “what does your program currently do to enhance academic integrity” or “what initiatives does your program plan to adopt in order to increase academic integrity”?

By adding these sections it means that these same questions must be addressed and monitored for improvement in every subsequent academic program review cycle.
How to enhance AI through QA

Enhancing attention on academic integrity in academic program reviews at universities would help solidify students, instructors, staff and administration’s understanding of AI, AND its place as the foundation for academia and maintaining the quality of our degrees.
Questions?

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