Studiosity

2024
The Tracey Bretag Prize
for Academic Integrity

Contents

Foreword

Dear Colleagues in Higher Education,

Generative AI has profoundly changed how education sees and treats academic integrity.

Each year, this Prize uncovers and shares widely best practice for pursuing integrity via positive student experiences. In 2024, we open up the Prize to educators, staff, and student groups in the UK and Ireland, Canada, the Middle East, Australia, New Zealand, Malaysia, and Singapore.

Much has changed since the Prize's start in 2020 - what hasn't is that the post-secondary sector is underpinned by the public's trust in their ability to deliver valid learning experiences.

So this year we asked: "**How can the sector keep academic integrity, human experience, and learning at the heart of the student experience?**"

In this fourth year of Tracey's Prize, the nominations are working hard in a complex environment involving assessment upheavals, the declining relevance of 'old' contract cheating issues and punitive methods, and declining belonging and student satisfaction.

S*cale* seems to be the new normal for academic integrity projects, and with more apparent cross-institutional collaboration. It would also appear that academic integrity is firmly on the University Risk Register or part of institutional strategy - apparent via the strong references received from Chancellery on many of these projects and to the individuals leading them.

Congratulations to all those nominated, for your leadership and innovation at this critical inflection point of education and technology.

With many thanks to our Academic Advisory Board who step in to judge each year. In Tracey's own words: "*The Board is perfect to oversee it and I have a great deal of respect for each and every one of them.*" Our sincerest thanks for your time and energy.

Jack Goodman
Founder, Studiosity
President, Friends of Libraries Australia

Professor Judyth Sachs
Chief Academic Officer, Studiosity
Former Deputy Vice-Chancellor & Provost Macquarie University

History of the prize

Tracey's work influenced significant change within Higher education and helped develop historic Federal legislation.

Tracey Bretag was a professor at the University of South Australia and a leading researcher in the field of academic integrity. She led major studies with enormous national and international implications, and spoke widely and publicly on the importance of universities taking a strong stand regarding educating their students about academic integrity, and enforcing the rules with vigor and strong sanctions. Tracey also came to work alongside the team here at Studiosity, providing advice, guidance, and sharing her research at events. Tracey's illness came as a shock, as it did for everyone close to her and the wider academic community.

Tracey was founding editor of the International Journal for Educational Integrity and an advocate for a whole-of-institution, evidence-based, and student-centric approach to integrity.

Sought-after keynote and visiting professor around the world - across the UK, Canada, Dubai, Czechia, Lithuania, Chile, Indonesia, or at home in Adelaide, Australia, it was no surprise to many that Tracey would be presented with a lifetime achievement award by the European Network for Academic Integrity (ENAI) in 2020.

In September 2020, the Australian government had just passed legislation as a result of Tracey's work. Studiosity's Founder, Jack

Goodman, wrote to ask for Tracey's permission to create an annual Academic Integrity Award, named in her honour. We were pleased to receive her blessing in response. Tracey passed away prematurely on 7 October 2020. In February 2021, she was honoured posthumously with a Career Achievement Award from the Australian Awards for University Teaching.

This fourth annual 2024 Prize continues our promise to a world-leading integrity researcher and friend.

We will honour this commitment every year to those who are advancing the understanding and implementation of academic integrity in the higher education sector.

WINNER (2024)

UNIVERSITY
OF WOLLONGONG
IN DUBAI

ENAI WG Centre for Academic Integrity in the UAE

Zeenath Reza Khan | University of Wollongong in Dubai

Evidence submitted

I founded the ENAI WG Centre for Academic Integrity in the UAE (ECAIU) after building this community since 2005 in the UAE single-handedly, collaborating with various stakeholders, organizing events, and hosting conferences to establish the centre as a partnership with colleagues from other institutions in the country. As the founding president, I am in charge of organizing events, curating awareness programs, launching initiatives such as the AI Ethics Lab, authoring reports and guidelines, and leading research grants focusing on higher education and K-12.

Since 2019, we've successfully run a transitional module for K-12 schools, addressing a scientifically identified gap and preparing students for higher education. Our efforts also include teacher training and supporting the entire community, including parents, teachers, faculty, admin staff, students, and management.

Our initiatives feature the development of ethical AI use guidelines, published in 2023 and 2024, along with workshops and training sessions. I have

successfully introduced Student Board and Active Committee with 13 students from different universities and schools who host events like the Integrity Debate Championship and short film competitions to engage other students in discussions about integrity.

Additionally, I introduced Studiosity as an ethical help resource to the community in the UAE, inviting them to roadshows in 2018/19 and integrating them into the ENAI community. Evidence of impact includes increased student participation in integrity-focused events, positive feedback from training sessions, and significant improvements in understanding and applying academic integrity principles among students and faculty, as reported in post-event surveys and assessments. Our collaboration with international experts and institutions further enhances our effectiveness, ensuring that academic integrity remains a cornerstone of education in the UAE. These comprehensive efforts demonstrate our commitment to fostering a culture of integrity across all educational levels and stakeholders.

Judges' qualitative feedback

"I really like the sustained cross-sector (K-12 and HE) focus in this UAE (Dubai) context, which is also leveraging international expertise."

"There is good evidence of uptake of various initiatives. It is stated that there have been 'significant improvements in understanding and applying academic integrity principles among students and faculty, as reported in post-event surveys and assessments'. This does present as a comprehensive effort to delivering a 'culture of integrity across all educational levels and stakeholders'."

"Applicant has demonstrated a longstanding interest in developing individual and institutional capacity and capability in AI. Developed and delivered workshops in a variety of institutions, and established a governance structure to support uptake of AI
Nominator has a passion for academic integrity, and has successfully held leadership roles within various contexts regarding it. It's clear to me that they have advanced the understanding of academic integrity on many levels and in a variety of situations."

WINNER (2024)

THE UNIVERSITY OF QUEENSLAND AUSTRALIA

The Assessment Experts Forum

with the Tertiary Education Quality and Standards Agency et al, submitted by Jason Lodge, Deputy Associate Dean (Academic) | The University of Queensland

Evidence submitted

"The emergence of generative artificial intelligence (AI) has caused a crisis in the higher education sector, both in Australia and internationally. This technology has raised questions about the validity of educational assessments. Particularly, the ability of students to use tools like ChatGPT to generate substantial portions of written tasks presents an ongoing threat to the integrity of academic work. A collaborative effort was initiated to provide comprehensive guidance on integrating generative AI into assessment practices while maintaining academic integrity and, crucially, supporting students in their learning.

Objectives:
• Address the impact of generative AI on academic integrity.
• Develop adaptable guidelines for integrating AI into assessment – "a compass, not a map".
• Promote national collaboration on policy and best practices for AI in education.

Methods:
• In 2023, the Assessment Experts Forum was convened in partnership with the Australian Tertiary Education Quality and Standards Agency (TEQSA), leading to the creation of the guidance document ""Assessment Reform for the Age of Artificial Intelligence.""
• The document underwent two rounds of national consultation before finalisation.

Impact:
• The resource, now used at institutions across five continents (that we know of), has been downloaded 10,000+ times.
• Adoption of the guidelines in over 200 Australian higher education institutions demonstrates their relevance and adaptability.
• Positive feedback from educators and administrators underscores the practicality of the guidelines.
• Ongoing collaborations with international academic integrity groups ensure the resources remain practical and relevant.
• The comprehensive, collaborative, and inclusive nature of the project underscores a commitment to maintaining academic integrity in the age of AI.

Judges' qualitative feedback

"Very impressive project that has had a clear impact across the sector. I like the collaborative and consultative approach."

"Tool developed through consultation and feedback seems to have had an impact on institutional practice and the HE sector."

"Good integration with TEQSA and other national experts. Some international success, too."

WINNER (2024)

UNIVERSITY OF GREENWICH

Integrity Matters

Academic and Digital Skills Team, nominated by Sharon Perera, Head of Academic and Digital Skills | University of Greenwich

Evidence submitted

We wanted to create an environment where students could relish learning and celebrate being part of a community of practice. So, we co-created the Integrity Matters module with students to raise awareness of common pitfalls that cause students to use essay mills and other unethical practices. Using gamification and through recognisable scenarios, the module invites students to consider academic integrity. The gentle humour creates a fun environment for learning and inculcates a positive culture, shifting away from blame and shame to integrity and empowerment.

Students said:

"The chats were a great way of learning what is and is not allowed"

"It was informative and engaging. After each section I learned new information to help me (with my studies)"

To scale up the impact of the module, we organised pop-ups across the university to showcase the module and capture students' perspectives on assessment conventions and integrity. We also launched Student Voices, a multi-university symposium featuring student panels, who shared their personal experiences and opinions on the topic and facilitated questions from other student participants.

To build momentum and grow a culture of integrity, we have extended Student Voices to students from national and international institutions. We have also licenced Integrity Matters, enabling other universities to re-brand and use the resources.

Since the pilot phase in September 2023: 380 students used the module; 200 students from 3 universities participated in Student Voices; 3 universities are interested in licencing Integrity Matters. Integrity Matters is now incorporated in the university assessment policy.

COMMENDED (2024)

Students as Leaders - Developing an Academic Integrity Ambassador Program

Claudia Gottwald, Academic Integrity Skills Officer | The University of Adelaide

Evidence submitted

The University of Adelaide has developed the Academic Integrity Ambassador Program, a student leadership program aimed at promoting a culture of academic integrity through engaging student ambassadors in peer-to-peer and educational activities: https://www.adelaide.edu.au/student/academic-skills/academic-integrity-ambassadors
This program exemplifies an innovative Students-as-Partners approach around academic integrity in the higher education sector, where students and staff take shared responsibility in the program development process.

Student leaders are involved in course/program visits, pop-up stalls, student-led workshops and panels, conferences, collaborations with staff, social media/marketing strategies, quizzes, educational artwork, and more.
The program's success in 2023 can be evidenced as follows:

- Through the program, SELTS results improved, with 96% of students knowing where to access information about academic integrity, up 2% from 2022, representing the highest aggregate result for the University.

- Survey data demonstrate that 100% of Ambassadors see the work environment of the program as professional and pleasant, feel a sense of accomplishment, and are proud to be volunteers of the University of Adelaide.
- Ambassadors visited 34 courses/programs in Semester 2 2023, reaching approximately 1060 students, and 59 courses/programs in Semester 1 2024, reaching approximately 1750 students, based on teaching staff information.
- During Academic Integrity Awareness Week, Ambassadors significantly supported engaging with 21,220 students through face-to-face, online, and social media activities: https://www.adelaide.edu.au/student/academic-skills/academic-integrity-for-students/academic-integrity-awareness-week
- The program gained recognition at four conferences in 2023, led to the establishment of a Student Champion Network between three institutions in the UK, Nigeria and Australia and formed the basis for the creation of three similar programs in the UK/ Australia.

Judges' qualitative feedback

"Really like the engagement with Students as Partners in this nomination. Has impressive reach and good outcomes, including its adoption elsewhere, which is further objective evidence of positive impact."

"Involving students in promoting approaches to academic integrity make sense. There appears to have been strong adoption both internally and externally."

"Collaboration with students to 'manage/develop understanding of academic integrity. I am impressed with the student leadership/ownership element focus. Has been taken up elsewhere."

"A strength in this nomination is in its direct intersection with the student cohort, emphasising the important roles that students can play in learning about, and managing, academic integrity."

COMMENDED (2024)

THE UNIVERSITY OF
NOTRE DAME
AUSTRALIA

UNDA Academic Integrity Framework

Susan Sherringham, Australia Manager Academic Integrity | University of Notre Dame

Evidence submitted

A whole of university academic integrity framework with three focus areas; enabling conditions, effecting practices and ensuring standards, provides a cultural change lens and introduces the concept of caring climates as an underpinning pillar to academic integrity.

The focus areas and their objectives recognise that academic integrity is an ever-evolving set of practices with disciplinary and professional nuances; practices that continue to be shaped by new technologies, global phenomena and shifts, which pose emergent opportunities and risks. They also recognise that whilst academic integrity requires a focus on student and staff behaviour, it also needs to acknowledge and address what informs, influences, motivates and moderates such behaviour.

The implementation is in process, however, the framework has already delivered benefits with increased engagement in academic integrity monitoring and an uplift in detection and reporting through consistent processes which are delivery reliable data for reporting, identifying and mitigating risk.

Student completion of the Academic Integrity Training Modules introduced in 2023 is now sitting at close to 100% of active students with over 9,000 completions.

A university wide review of assessment design, and assessment as learning has commenced and is being embedded in the comprehensive program review for all programs.

An guides and resources have been developed including an awareness module, Whose Work is it? has been embedded in every course of the LMS as part of the academic support area of the courses.

Staff are now proactively seeking guidance and requesting workshops on academic integrity, authentic assessment and integration of human-AI collaboration.

Judges' qualitative feedback

"Welcome whole-of-institution focus on student and staff behaviour."

"This approach is leading now to university-wide change in assessment, which should have big impact in due course."

"Looks like a well coordinated whole of institution approach. Some good work has been undertaken and the student take-up of the training module is impressive."

"Whole institution approach which appears to be delivering cultural and behavioural shifts in student understanding and application of academic integrity."

COMMENDED (2024)

DEAKIN UNIVERSITY

"How would you respond?"

Deakin University Student Association | Deakin University

Evidence submitted

For the 8th annual Academic Integrity Awareness Campaign, DUSA focused on improving students' knowledge of Deakin's academic integrity standards and what it means to act with integrity when asked 'How would you respond?'.

The campaign featured on-campus activities with scenarios depicting common academic integrity dilemmas that students may encounter when communicating with their peers. Large signs displayed text message conversations between hypothetical students, prompting students to suggest the final response. Scenarios included use of file sharing websites, purchasing assessment answers, and improper use of genAI.

Students participating were encouraged to choose a response that deterred breaches rather than encouraging them. The on-campus activations served as a valuable platform for fostering open and honest conversations between students, which further reinforced the campaign's messages and facilitated peer-to-peer learning. Additionally, online activities, such as social media Reels and interactive stories, extended the campaign's reach to students unable to attend on-campus events.

The campaign's emphasis on scenario-based learning proved to be particularly impactful, as it provided students with practical examples of ethical decision-making when communicating with their peers. One of the most notable achievements of the campaign was the high level of student participation, with over 700 responses recorded across all campuses

Key findings from the campaign revealed encouraging results, with most students selecting responses aligned with academic integrity principles signifying that previous awareness campaigns and university activities promote a positive academic culture. Most students (91%) demonstrated an understanding of the risks associated with using genAI for assessment writing, indicating a growing awareness of ethical considerations in technological use.

Judges' qualitative feedback

"Student led initiative by DUSA Ambassador Program has clearly been successful in raising awareness and understanding of AI issues and dilemmas."

"Good to see the student association undertaking an activity like this."

"A strength in this nomination is in its direct intersection with the student cohort, emphasising the important roles that students play in learning about, and managing, academic integrity."

COMMENDED (2024)

JAMES COOK UNIVERSITY SINGAPORE

The AI Assessment Scale

Mike Perkins, Leon Furze, Jasper Roe, Jason MacVaugh | James Cook University Singapore

Evidence submitted

Collaborating across three countries (Vietnam, Australia, and Singapore), our research project aimed to identify a flexible tool that could be implemented across various forms of higher education assessment to deal with the ramifications of Generative AI. Working together and providing insights from multiple cultural and institutional contexts, we adapted an existing scalar approach (created by Leon Furze) and developed it systematically to be a unique offering for higher education assessment.

The goal of developing this scale relates to both academic integrity and equity. We recognized that any intervention should be simple to understand by teachers and students, flexible and adaptable to different forms of assessment, and deployable at scale. By using the AIAS, institutions, educators, and students benefit from greater transparency and clarity on how AI tools can be used within a framework of values of academic integrity – including trust, fairness, transparency, and honesty. After completing publications on this work (Perkins et al., 2023; Furze et al., 2024) we have sought to promote the AIAS and enhance its uptake among universities in Australia, Singapore, Vietnam, and others.

By encouraging mass adoption, we hope to create an equitable, trusting, and transparent environment for higher education assessment in the era of AI.
Perkins, M., Furze, L., Roe, J., & MacVaugh, J. (2023). Navigating the generative AI era: Introducing the AI assessment scale for ethical GenAI assessment. https://doi.org/10.48550/arXiv.2312.07086
Furze, L., Perkins, M., Roe, J., MacVaugh, J., (2024). The AI Assessment Scale (AIAS) in action: A pilot implementation of GenAI supported assessment. https://doi.org/10.48550/arXiv.2403.14692

Judges' qualitative feedback

"The international approach is promising as different cultures view these matters differently."

"International focus to develop a flexible tool to deal with ramifications of AI."

"Application is based on the introduction of a tool, providing a scale of the amount of AI used in assessments ("No AI" through to "All AI"). The scale has been helpful to educators for assessment design, and for students to clarify how/when GAI could be used in their work."

COMMENDED (2024)

Using Gen AI to promote academic integrity

Nadia Koren, Academic Integrity Lead | TAFE NSW

Evidence submitted

As the Academic Integrity Lead at TAFE NSW (VET and HE), I have pioneered a cultural shift in academic integrity within Australia's largest education and training provider.

Tracey Bretag's research on academic integrity (specifically Contract Cheating) has been a key influence in my development of the 6 strategies for TAFE NSW, which comprise of:

- Effective education of staff and learners.
- Proactive support to minimise breaches.
- Targeted preventive measures.
- Diligent identification and reporting.
- Fair consistent, handling, record keeping of outcomes and appeals.
- Integrated governance and continuous improvement

I have initiated and completed many projects within each of these strategies and they are listed here: https://tinyurl.com/3st33fna .

Nine months after starting in this newly created role, ChatGPT was released, and Gen AI was viewed as a threat to academic integrity. However, I spearheaded a broader discussion amongst TAFE staff on how it could be instead used to improve academic integrity.

Beginning in early February 2023, I led professional development sessions on Generative AI and academic integrity, developed guides for teachers and students on its acceptable use, and created resources including a lib guide and FAQs. I also updated policies and procedures and developed an academic integrity module for students.

I promote a positive approach to academic integrity by incorporating restorative justice methods, from initial student interactions regarding potential breaches to interviews and outcome communications.

The impact of the work done can be seen in the number of VET courses reporting breaches increasing by 230%

Judges' qualitative feedback

"Lots of early institutional policy & resources work has been done to embed whole-of-institution approach and further good work in progress for hoped for culture change. I like the scholarly & scholarship approach taken."

"Worthy of acknowledgement."

"The nominator is obviously doing a lot, and it is interesting to hear from the TAFE sector about academic integrity through this nomination."

WINNER (2023)

TORRENS UNIVERSITY AUSTRALIA

Dr Kristina Nicholls and Jacqui Casey
Torrens University Australia | Group nomination

Reason for nomination

In July 2022, led by Director, Academic Integrity, Dr Kristina Nicholls and Lead AIO, Ms Jacqui Casey, Torrens University launched the Face-Less Crowd immersive exhibition on eight campuses and online with images and messages designed by the University's WIL students. Academics were provided with resources to engage students in conversations and an informative booklet was emailed to all students.

The week-long exhibition focused on increasing students' awareness of the pitfalls of contract cheating and was officially opened by the TEQSA Higher Education Integrity Unit. Pleasingly, the University recorded a 33% reduction of contract cheating breaches in T2-2022 and a 45% reduction in T3-2022.

to AI. The Face-Less Crowd campaign was conducted on-campus and online (https:// youtu.be/CP-rixWs2cg) and resulted in significant behavioural change. Immersive exhibition installations were built on each of the University's eight campuses and were intentionally provocative and stark by nature in order to create curiosity and a desire to explore. Examples of stories and images can be found at https://app.box.com/s/ xe9a48jiqkvunqugzl6nyrar79dbibwl

Students shared their previously 'untold' stories about their past academic misconduct experiences and the consequences they faced. The messages were confrontational and powerful resulting in deep and considered conversations about AI between staff, students and their peers. Following the exhibition, the University witnessed a significant decline in academic integrity violations, especially in contract cheating and reported blackmail cases. Such was the impact of this campaign, that both students and staff have continued the conversations

within the classroom, discussing and contextualising the importance of completing a degree with integrity.

A study was conducted to gauge the impact of the campaign on breaches and behaviour, which supports the positive outcome of the campaign.

Judges' qualitative feedback

"Different approach to academic integrity and demonstrated behavioural change."

"By students for students (as a WIL project), with evidence of positive impact. Very good example of what's possible."

"The applicants have enjoyed good reach across the university campuses with their efforts."

Evidence submitted

The Face-Less Crowd exhibition was designed by final year work integrated learning students. The exhibition addressed academic integrity (AI) with a focus on contract cheating and approached the issue by looking through the lens of the student. Students were commissioned by the AI Unit to design an AI campaign for their peers with the objective of educating and preventing AI breaches by raising awareness for both students and staff. The students conducted research across the University and collated student experiences relating

I THOUGHT IT WAS ALRIGHT TO SHARE YOUR WORK WITH FRIENDS. I NEEDED FEEDBACK BECAUSE I WAS STRUGGLING WITH ONE ASSIGNMENT. I SHOULD HAVE JUST ASKED MY TEACHER BECAUSE THEY WOULD HAVE PUT ME ON THE RIGHT TRACK, BUT DIDN'T. IT TURNS OUT THAT FRIEND I HAD ASKED TO HELP ME COPIED HALF MY ASSIGNMENT AND WE BOTH GOT PULLED UP FOR COPYING EACH OTHERS WORK AND RECEIVED A 20 % DOWNGRADE FOR THAT ASSESSMENT. I WILL NEVER SHARE MY WORK WITH ANYONE & YOU SHOULN'T EITHER. THE OUTCOME IS ALWAYS BAD. ♥

Health Student
Breach: Collusion
Outcome: 20% Downgrade
(initial + significant)