

An integrated model of academic integrity

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The purpose of my research

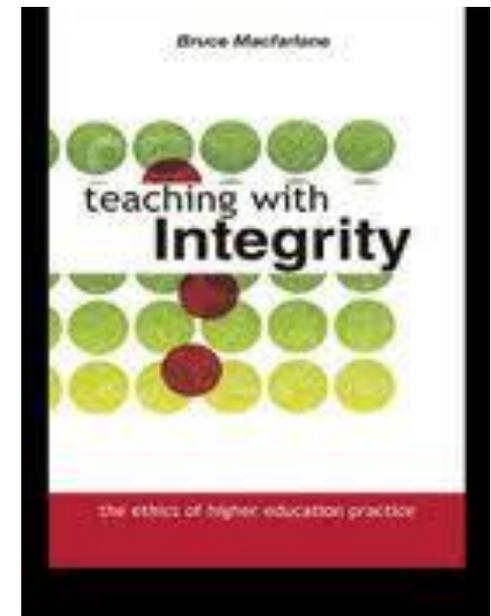
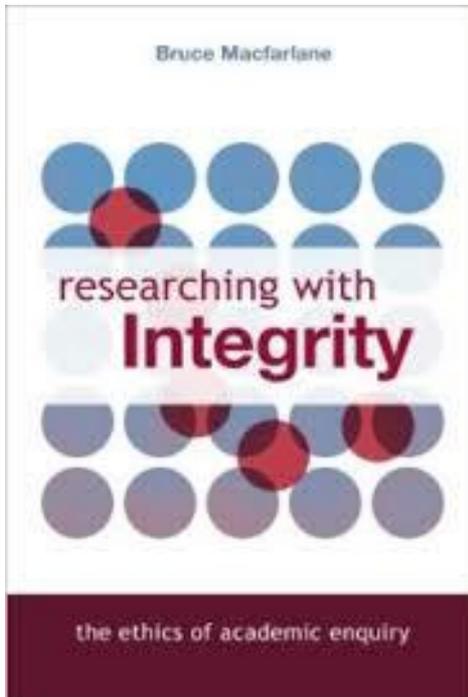
Many philosophers have sought to answer the question:

‘What does it mean to lead a ‘good’ life?’

During my career I have been interested in the following question:

‘What does it mean to lead a ‘good’ life as an academic?’

What does 'academic integrity' mean?



Narrow interpretations of ‘academic integrity’

- It is about misconduct, *not* good conduct
- It is only about cheating and plagiarism by students
- It is only about research ethics (from a biomedical perspective)
- It is about rules, principles, codes of conduct, etc

An integrated model (AI = Academic Integrity)

I argue that AI should:

- 1) Focus on defining *good conduct, not bad conduct*
- 2) Address all elements of *academic practice* – ie teaching, research and service – holistically
- 3) Be *multidisciplinary*, not based only on bioethics
- 4) Be understood as about *personal and professional values or virtues* of moral excellence.

Defining 'integrity'

- In English 'integrity' derives from two Latin words:

'Integer'

'Integritas'

....meaning WHOLE or ENTIRE

- In Japanese....

完全無欠。誠実。正直。高潔。清廉。

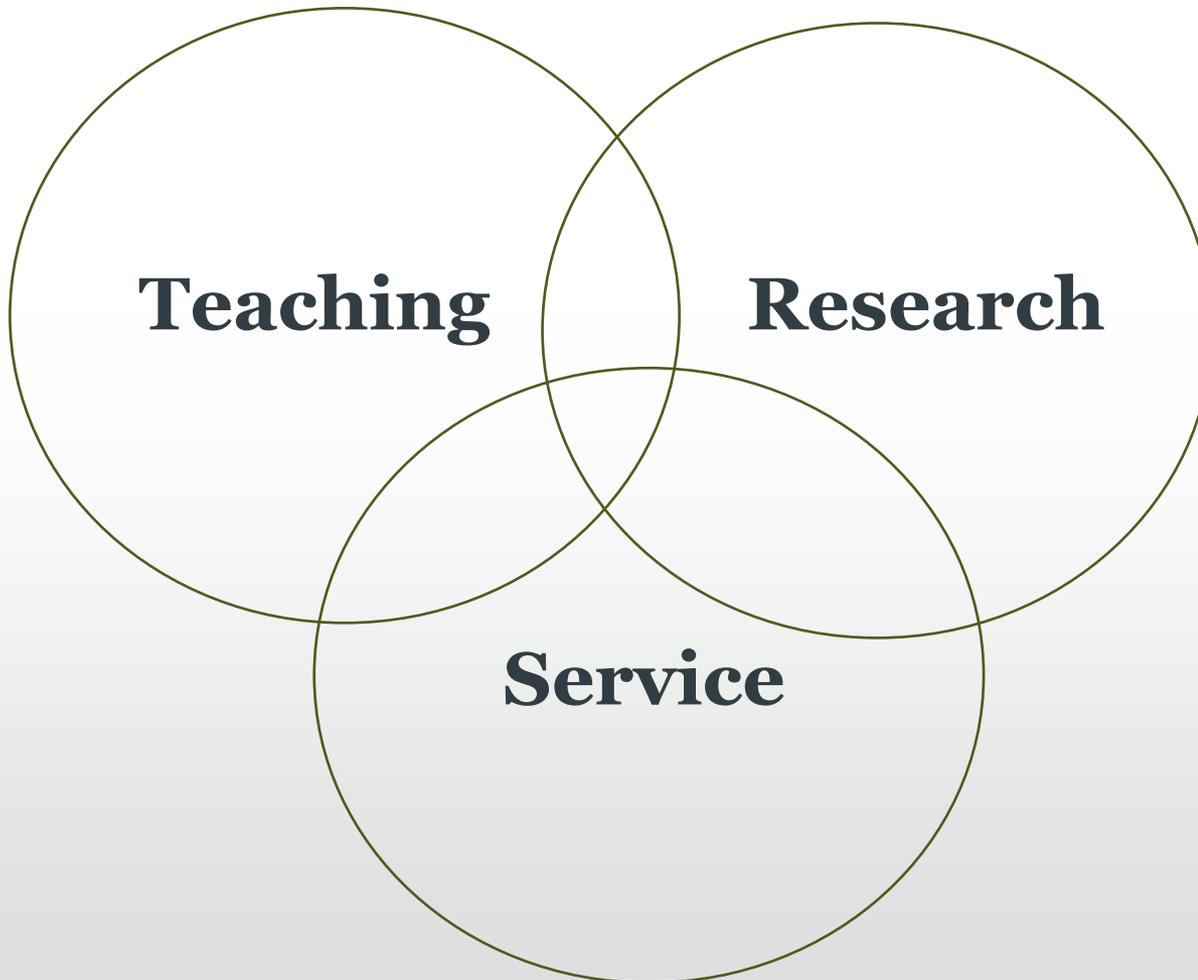
A person with integrity = 人格者

Defining 'academic integrity'

'the values, behaviour and conduct of academics in all aspects of their practice'

(Macfarlane, Zhang and Pun, 2012: 340)

An integrated model of academic practice



A virtue approach: the golden mean

- Excellences of character, rather than rules
- Finding the middle course between extremes

eg

Vice

Virtue

Vice

Cowardice

Courage

Recklessness

The virtues of academic practice

Teaching

Respectfulness, sensitivity, pride, courage, fairness, openness, restraint, collegiality

Research

Courage, respectfulness, resoluteness, sincerity, humility, reflexivity

Service

Benevolence, collegiality, loyalty, guardianship, engagement

Macfarlane (2004; 2007; 2009)

What is the link between quality assurance and academic integrity?

Quality Assurance is:

‘A mechanism for which higher education institutions secure their quality of education and research in order to build the confidence of stakeholders (my emphasis)’. (NIAD-UE, 2015)

‘*Quality assurance* is the process for checking that the academic standards and quality of higher education provision meet agreed expectations (my emphasis)’. (UK QAA, 2015)

Sources: NIAD glossary of terms (online); QAA (2015) *The Quality Code: A Brief Guide* (online)

How are 'virtues' relevant to NIAD-UE?

NIAD-UE role: To reassure stakeholders that higher education institutions are performing *with integrity*

How does NIAD-UE judge that universities are performing with integrity? Are they:

- *Fair* – in their treatment of students?
- *Open/transparent* – in being committed to continuous improvement?
- *Trustworthy* – in upholding standards?
- *Accountable* – for their public funding?

Virtues implied by level of QA responsibility

<i>Level</i>	<i>Responsibility</i>	<i>Virtues (eg)</i>
Macro	NIAD-UE	Guardianship
Meso	Universities	Trustworthiness Accountability Openness
Micro	Academic faculty	Fairness Respectfulness

eg 'Every student is treated fairly and with courtesy, dignity and respect' (QAA – UK, 2015)

Definitions of quality and virtue

Definition of quality

- as exceptional
- as perfection
- as fitness for purpose
- as value for money
- as transformation

Implied virtue

- Reflexivity
- Openness
- Trustworthiness
- Accountability
- Student-centredness

Definitions of quality from Harvey
& Green (1993)

Quality and AI as input, process and output

- Quality as *input* eg establishing *transparent/open* systems
- Quality as *process* eg treating students *fairly* and *respectfully*
- Quality as *output* eg *trustworthiness* in reporting research data through publication; in student assessment

3 threats to academic integrity

Academic performativity 学術研究における点数稼ぎ主義

Rewarding academic work on the basis of targets and performance indicators



Academic capitalism 学術界での利益至上主義

Commercial exploitation of academic work



Academic cronyism 適性等関係なく地位を与える等のえこひいき

Relationships based on gifts and favors within academic networks to trade privileges and opportunities without regard to merit



Conclusion: Why AI is central to quality

- AI is central to QA and relies on virtues such as trustworthiness, transparency, fairness and accountability.
- Integrity based on a common understanding of professional virtues among academics promotes a self-policing quality culture
- BUT quality drivers and performance indicators need to avoid crude targets in order to counteract the effects of academic performativity, academic capitalism and academic cronyism

Gosei-chou
Arigato gozai mashita!

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