



Quality Assurance and the Challenge of Addressing Academic Corruption

WEBINAR

Thursday 12 October 2017

Our esteemed panel of experts:

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| Irene Glendinning | Office of Teaching and Learning, Coventry University and Leader for the CHEA/CIQG Research Project (Moderator) |
| Carol Bobby | Immediate Past President and CEO, Council for Accreditation of Counseling and Related Educational Programs |
| Peter Okebukola | President, Global University Network for Innovation - Africa |
| Colin Tück | Director, European Quality Assurance Register for Higher Education (EQAR) |



ACADEMIC CORRUPTION

- Reference point – *Advisory Statement for Effective International Practice* (Daniel, 2016)
- New global study of accreditation and quality assurance bodies (AQABs) about to begin
- Survey questions for the study:
 - What are AQABs doing about these issues?
 - Are there good practice examples to share?
 - What more can be done and by whom?

SCOPE: TYPES OF CORRUPTION

- The regulation of higher education systems
- The teaching role of higher education
- Student admission and recruitment
- Student assessment
- Credentials and qualifications
- Research and publications

AGENDA

- **Introductions and initial statements from each panelist**
- **Follow-up questions from moderator**
- **Follow-up questions from participants**
- **Questions from participants on any of the areas of corruption**

PANELIST INTRODUCTIONS



Irene Glendinning (Moderator)
Office of Teaching and Learning, Coventry
University and
Leader for CHEA/CIQG Research Project



Mr. Colin Tück
Director
European Quality Assurance Register
for Higher Education (EQAR)



Dr. Carol Bobby
Immediate Past President and CEO
Council for Accreditation of
Counseling and Related Educational Programs



Professor Peter Okebukola
President
Global University Network for
Innovation – Africa

QUESTION FOR EACH PANELIST

- Select one of the types of corruption listed and talk about why this type of corruption is a problem in your area, what is being done, either by AQABs or government initiatives, to address the underlying causes



Carol Bobby



ACADEMIC CORRUPTION IS NOT NEW...

- ...especially in the area of combatting the use of fraudulent academic credentials and/or qualifications
 - Accreditation in the US was created to combat quackery or the public and fraudulent claim to skills, knowledge and degree credentials by persons who have not completed recognized training in a specific profession (e.g., medicine, engineering, physical therapy)
- challenges include
 - continued proliferation of degree mills, as well as accreditation mills
 - purchase of fake diplomas to verify claims of degree attainment on resumes
 - degree attainment through use of made-up research data
 - Faculty serving as full-time faculty at multiple institutions simultaneously

AN EXAMPLE OF ONE PROFESSIONAL ACCREDITOR'S RESPONSE TO THIS SINGLE AREA OF CHALLENGE...

- The eligibility standards require documentation of regional accreditation by the institution to insure that it is not a degree mill.
- A new policy was developed indicating that the core faculty within the program seeking accreditation could only be designated as core faculty at one institution, regardless of the fact that they may be teaching courses at other institutions simultaneously.
- The accreditation standards require a careful review of faculty credentials. This, along with the organization's "Statement on Integrity in the Accreditation Process," require the institution to take responsibility for clear and honest representation of such supporting evidence with regard to the program's human resources.
- The accrediting agency works collaboratively with the profession's credentialing agencies (national certification board, state licensing boards) to insure they understand the role that accreditation serves in protecting the public.

ADDITIONAL COMMENTS FROM US ACCREDITORS WITH REGARD TO ACADEMIC CORRUPTION

- From a regional accreditor: “Again, any breach of what we perceive as integrity moves us to some kind of action, from a visit to a sanction.”
- From a national institutional accreditor: “DEAC believes that accreditors have a very important responsibility in this area. DEAC’s standards are a testament to that belief. Accreditors should collectively engage on this issue and work with each other, and with institutions and programs, to develop a common framework of standards to combat and prevent academic corruption.”
- From a specialized, professional accreditor: “Our accreditation manual/policies would theoretically prevent corruption in all areas except research and publications b/c we do not directly address those. Currently we would *react* to incidents brought to our attention or discovered via complaint or site visit based upon policies in our accreditation manual. We do not have a proactive response policy.”



Peter Okebukola



VIEWS FROM AFRICA BY PETER A. OKEBUKOLA

- Based on Case Studies and Conclusions of the 9th Africa Regional Conference on Quality Assurance in Higher Education (**September 18-22, 2017**). Participants from **22 countries**.
- *Academic Corruption as Depressant of Quality in the attainment of SDGs: **Crushing the Octopus***.
- Highlights of two of the nine types of academic corruption described at the conference- (a) **Research and publications** and (b) **Credentials and qualifications**.

WHAT IS BEING DONE TO TACKLE CORRUPTION IN RESEARCH AND PUBLICATIONS? CASE STUDIES FROM NIGERIA, SENEGAL AND UGANDA

- Many universities now have clear **policies on academic corruption** in research and publications and the **penalties**. QA agencies check these as part of minimum academic standards.
- Universities publish a growing list of “**fake journals**” and fail to recognise them for staff promotion.
- Policies are **widely disseminated** and student and staff made to **sign agreements on such policies**.
- **Deterrence**: Quite a number of academic staff confirmed to have engaged in corruption in research and publications (including cooked data and plagiarism) have been sacked and the information given wide publicity in the media.

WHAT IS BEING DONE TO TACKLE CORRUPTION IN CREDENTIALS AND QUALIFICATIONS? CASE STUDIES FROM BURUNDI, GHANA AND NIGERIA

- **Closure** of within-country institutions offering fake credentials and qualifications.
- **Non-recognition of corruptly-obtained credentials and qualifications** by institutions and national quality assurance agencies.
- Addis Convention to implicitly address fake credentials and qualifications by mobile university students and staff across Africa.



Colin Tück

QUESTIONS & ANSWERS

SUMMARY

- Thanks to CHEA/CIQG, panelists and all participants
- Survey of AQABs – link will be circulated shortly by CHEA/CIQG via their email contact list – please forward to someone who can respond on behalf of the organization
 - Follow-up interviews to explore good practice
- International Day of Action Against Contract Cheating, 18th October:
<http://contractcheating.weebly.com/>

Daniel, J (2016). *Advisory Statement for Effective International Practice: Combatting Corruption and Enhancing Integrity: A Contemporary Challenge for the Quality and Credibility of Higher Education*. IIEP/UNESCO, CHEA/CIQG.

THANK YOU FOR JOINING US!

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