

# The Academic Integrity Rating System (AIRS): An Introduction

## Acknowledgements

The Academic Integrity Rating System (AIRS) is modeled after the Association for the Advancement of Sustainability in Higher Education (AASHE)'s Sustainability Tracking, Assessment & Rating System (STARS); we acknowledge and thank former and current AASHE staff members (specifically Judy Walton & Julian Dautremont-Smith) for assistance and advice.

ICAI would like to acknowledge the work of Thomas Tomasi (Missouri State University), James Earl Orr (Mississippi State University), Patrick Drinan (University of San Diego), Shahla Akbari (University of San Diego/University of California, San Diego), and Tricia Bertram Gallant (University of California, San Diego) for constructing AIRS. They could not have completed this project without the support of ICAI members who provided constructive feedback through the pilot project and other reviews.

The International Center for Academic Integrity (ICAI) has been helping campuses assess the state of academic integrity on their campuses since 2001 when it first made available its Academic Integrity Assessment Guide, graciously funded by the Templeton Foundation.

## Purpose

The purpose of AIRS is to:

- identify benchmarks for institutionalizing academic integrity in schools, colleges and universities and reward campuses for their efforts to curb cheating and empower academic integrity
- allow colleges and universities to quickly compare themselves to their peer institutions
- publicize for interested stakeholders the efforts of campuses to curb cheating and empower academic integrity
- stimulate and provide data for the international conversation on academic integrity

## Towards Metrics & a Rating

The AIRS provides measurements to campuses to assess and rank their level of academic integrity institutionalization, both so they can compare themselves to other institutions and so they can benchmark their own progress and make plans for change. As with AASHE's STARS, we have four criteria for including items as measurements in our ranking system:

1 – the item must reflect a “movement’ toward institutionalization because it improves the structures, procedures and cultures in support of academic integrity;

2 – the item must be “relevant and meaningful for diverse institutions”; so some items are flexible while others apply differently to different institutions;

3 – the item measurements “prioritize performance over strategy when possible” so that adopting strategy for the sake of it is insufficient; strategies have to be focused on improved performance and quantitatively measurable (e.g., the percentage of faculty that report cheating); and,

4 – the item has to be “objective, measurable, and actionable”

Additionally, AIRS is designed to be “user friendly.” It is important that schools, colleges and universities know that academic integrity is always a “work in progress.” AIRS is NOT designed to embarrass but rather to empower. ALL schools can do better, even those who score highly on our simple rating system. AIRS helps to keep academic integrity on the campus radar and provides prompts to feasible improvements that can be viable and enduring. AIRS is fundamentally an optimistic mechanism that sees that the “glass is half full.” So, please join us in a common effort to measure, empower and recognize academic integrity.

## **INTERNATIONAL CENTER FOR ACADEMIC INTEGRITY (ICAI)**

### **ACADEMIC INTEGRITY RATING SYSTEM (AIRS)**

#### **Instructions**

##### **Completing AIRS**

Thank you for taking the time to complete AIRS – the International Center for Academic Integrity’s newest initiative.

You should know that completing AIRS will likely require the efforts of several people on your campus – getting key people on a campus to talk about academic integrity is part of its’ intent! You should not need to coordinate meetings to gather the information asked for on AIRS, rather the majority of it should be collectable via email and the web.

Before you begin AIRS, it is recommended that you contact and partner with key officials, committees, offices, and personnel that are the most knowledgeable about academic integrity data, policies, procedures, organizations, and initiatives on your campus. Contacting key people on your campus with an introduction to AIRS that requests information needed will allow them the opportunity to gather and contribute relevant data and materials to the AIRS form.

While each campus is different, our pilot test suggests that it will take 4-6 hours to complete AIRS. The majority of this time will be spent on gathering the required data and supporting documentation. The remaining time will be spent on completing and scoring the form. For further information on scoring and reporting AIRS results, see the sections below.

It is suggested that one person on your campus be the AIRS Key Contact Person so that all information gets sent to him/her for completing and scoring the form (rather than passing the form around to allow people to enter their own information).

Finally, it is suggested that completing AIRS be integrated with campus reaccreditation and recommended that the process be started 2 years prior to reaccreditation.

##### **Scoring AIRS**

You have a choice of methods for completing AIRS: Rapid Self-Scoring and Detailed Self-Scoring for ICAI Certification. The Rapid Self-Scoring should be used if you do not have sufficient information or academic integrity activity on campus to complete the detailed report. The Detailed Self-Scoring should be used if you would like acknowledgement from the ICAI of your ranking and a benchmark report that allows you to compare yourself to other institutions.

##### **Rapid Self-Scoring**

Score yourself on primary questions only, giving yourself 50 points for each YES answer (range = 0 – 500 points).

POINTS	CATEGORY	EXPLANATION
350-500	Excellent!	You are on your way to institutionalizing academic integrity
200-300	Good Progress!	You have implemented many helpful practices on your campus
50-150	Good Start!	You have recognized academic integrity is important to the campus
0	Get Going!	Time to get more serious about Academic Integrity

### **Detailed Self-Scoring for ICAI Certification**

Score yourself on primary AND secondary questions. Primary questions are worth 50 points for each YES answer. You can earn up to 50 bonus points by answering the secondary questions. Detailed scoring instructions for the secondary questions can be found in the AIRS instrument.

POINTS	CATEGORY	EXPLANATION
800-1000	Platinum	Campuses that have scored at the Platinum level have made academic integrity an institutional priority, dedicating structural, monetary and human resources to the issue. Academic Integrity is part of the campus culture, an idea that cheating is “something we just do not do here.”
600-799	Gold	Campuses that have scored at the Gold level have implemented many helpful practices, structures and processes, but have more work to do in terms of instilling academic integrity as a core institutional value.
300-599	Silver	Campuses that have scored at the Silver level have recognized academic integrity as important but have implemented very few practices, structures and processes to really demonstrate that academic integrity is an institutional priority.
0-299	Bronze	Campuses that have scored at the Bronze level have recognized academic integrity is important and that cheating is a problem on campus, but have yet to implement many practices, structures or processes beyond the basics (e.g., a policy) to address the issue. We recommend you purchase the ICAI Assessment Guide to help your institution make some movement.

### **Reporting AIRS Results**

Once you’ve completed the Rapid scoring, you can use the chart to report out your AIRS results to your campus community, the media and/or to ICAI.

**Detailed AIRS Scoring must be confirmed by the ICAI after your AIRS form has been reviewed and your documentation checked. Then, ICAI will issue a certificate as well as an explanation if your final, certified score does not match your reported score.**

This is the AIRS scoring sheet. An institution can score as many as 1000 points depending on their level of activity on creating a culture of academic integrity. One person in an institution should be assigned as the LEAD for completing the AIRS scoring sheet, but likely many people will have to be involved in order to collect all of the required information. We anticipate that one side benefit of completing the AIRS scoring sheet will be the stimulation of conversation on campus about academic integrity. Thus, campuses should see this as an exercise not just for AIRS purposes, but for increasing awareness of academic integrity and getting people on the "same page" about how well the institution is doing.

To complete the AIRS Scoring Sheet, carefully read each AIRS criteria (first column) and then the scoring instructions for that criteria (second column) and enter your institution's score in the final column. To provide any qualitative data, requested by the question, click on the second tab "Qualitative Data" and enter the information there. Any requested documentation can be emailed as an attachment along this score sheet.

ACADEMIC INTEGRITY RATING SYSTEM (AIRS) CRITERIA		SCORING INSTRUCTIONS & POINT VALUES	YOUR SCORE
<b>POLICIES &amp; PROCEDURES</b>			
1.	<b>We have implemented written policies and procedures regarding academic integrity.</b>	<b>YES = 50 points</b>	
a.	Please list the URL on which these policies and procedures are located on your institution's website OR attach a copy.	5 points for having a simple URL that points to the implemented policies and procedures	
b.	When were the policies and procedures implemented?	0-1 years ago = 1 point ; 2-3 years ago = 3 points; 4+ years ago = 5 points	
c.	To date, how many times have the policies and procedures been reviewed, revised, and/or updated? Please list the date of the most recent update.	5 points IF policy was implemented: 0-1 years ago; 2-3 years ago but has been reviewed at least once; 4+ years ago but has been reviewed at least twice. If policy has been revised at least once based on a Review = 5 additional points.	
d.	What individuals or groups/committees are responsible for reviewing, revising, and/or updating the policies and procedures? What data are used to revise the policies and procedures?	0 points	
e.	In what way(s), if at all, do students affirm their commitment to academic integrity?	on-line = 2 points; verbally = 4; hardcopy signature = 6 points	
f.	In the past year, what percentage of students made this commitment?	if mandatory = 5 points; if voluntary = 1 point for each 10%	
g.	In what ways are students made aware of the academic integrity policies and procedures prior to their signature of commitment?	2 points each (up to 8) for: pamphlet, email to students; letter to students, university website, campus signage	
<b>TOTAL</b>			<b>0</b>
<b>ACADEMIC INTEGRITY GROUPS/COMMITTEES</b>			
2.	<b>We have formal and/or university-appointed active academic integrity groups/committees on campus.</b>	<b>YES = 50</b>	
a.	Please list the name(s) of the groups/committees.	0 points	
b.	What is the total number of representatives that serve on each group/committee? How many administrative staff, academics/faculty, administrators, students, or other officials serve on each group/committee?	5 points for each of the four constituencies that are included on at least one group/committee	
c.	Please attach the mission, purpose, charge, terms of reference, or other task statements of each group/committee.	10 point just for having written purpose statement(s) for all groups/committees; 5 points for more than one, but not all, of these groups/committees having statements	
d.	To what office/team(s) and/or official/executive(s) does each group/committee report?	0 points	
e.	How often does each group/committee/groups/committees meet (average the points if more than one group/committee exists)?	Once yearly = 1 point; Once/term = 3 points; Once/month = 5 points	
f.	How long has each group/committee/groups/committees been active (average the points if more than one group/committee exists)?	0-1 years ago = 1 point ; 2-3 years ago = 3 points; 4+ years ago = 5 points	
g.	Please list all accomplishments of the group/committee/groups/committees to date. In what ways does each group/committee's accomplishments support its' outlined missions, purpose, charge, terms of reference, or tasks. In what ways does it report this information to the university community?	10 points if the workings of all these groups/committees are reported to the university community; 5 points for more than one, but not all, of these groups/committees reporting out to the community	
<b>TOTAL</b>			<b>0</b>
<b>ACADEMIC INTEGRITY STRUCTURAL RESOURCES</b>			
3.	<b>We have an academic integrity "office" or "designated team" with a specific individual (at least half-time) assigned to conduct academic integrity policy administration, promotion, and education.</b>	<b>YES = 50</b>	
a.	When was this office/team or position(s) created?	0-1 years ago = 1 point ; 2-3 years ago = 3 points; 4+ years ago = 5 points	
b.	Please list the name of the office/team and/or title of this individual.	0 points	
c.	Please attach the mission statement of the office/team and/or job responsibilities of the position(s) listed.	5 points if such a job description or office/team mission exists.	
d.	Is the position full or part-time? If part-time, what percentage of time is designated annually?	5 points for each full-time-equivalent, up to 10 points (1/2 FTE = 3 points)	

ACADEMIC INTEGRITY RATING SYSTEM (AIRS) CRITERIA		SCORING INSTRUCTIONS & POINT VALUES	YOUR SCORE
e.	Is the designated office/team or position(s) filled with academics/faculty or administrative staff member(s)? To what office/team, division, and/or position does the designate office/team or position(s) report? Please attach an organization chart.	0 points	
f.	Please list the URL of this office/team and/or contact information of individual(s) listed above.	5 points if the office/team/person has a website	
g.	Please list and describe the activities that this office/team or individual(s) have offered in the past year to educate academics/faculty, administrative staff and/or students.	2 points each (up to 10) for each workshop, event, program, etc.	
h.	What percentage of students, academics/faculty and administrative staff were reached?	2 points (up to 10) for each percent of the students, academics/faculty and administrative staff reached	
i.	Please list the designated budget of the office/team or individual(s) for the past year.	2 points if there is a budget; 3 additional points if the annual budget exceeds \$5/student	
<b>TOTAL</b>			<b>0</b>
<b>STUDENT ORGANIZATION</b>			
4.	<b>We have an active academic integrity student volunteer organization/group on campus. This organization/group is distinct from the formal groups/committees to which students have to be elected or appointed (e.g., Honor/Honour Councils, hearing boards).</b>	<b>YES = 50</b>	
a.	Please list the name(s) of each student organization. What is the organizational structure of each student organization? Please attach the constitution of each organization.	5 points for having an organizational structure/constitution	
b.	How long ago was the oldest student organization formed?	0-1 years ago = 1 point ; 2-3 years ago = 3 points; 4+ years ago = 5 points	
d.	In the past year, how many active members participate in each organization and what are their roles? (attach position statements if not already provided)	2 points for each individual position (up to 10) and bonus 5 points if more than 10% of the student group/committee are members	
e.	Please list all events that each student organization has actively executed this past year. In what way(s) did each event support academic integrity?	5 points for having an event and 2 points for each additional event (up to 10)	
f.	In the last year, what was the total percentage of the students, academics/faculty and administrative staff were reached by each student organization and through what events?	2 points (up to 10) for each percent of the student, academics/faculty, and administrative staff population represented in the total attendance	
<b>TOTAL</b>			<b>0</b>
<b>EDUCATION FOR STUDENTS</b>			
5.	<b>Academic integrity information is annually distributed to students</b>	<b>YES = 50</b>	
a.	FOR NEW STUDENTS---please list all pre and post-enrollment orientation/induction events. How many of these events include academic integrity? What percentage of time during each orientation/induction does academic integrity receive? Please attach an agenda for each orientation/induction that includes the section regarding academic integrity.	2 points each (up to 10) for each orientation/induction event for new students that include academic integrity, plus 1 point for each percent of the total orientation/induction time that is devoted to this topic (up to 10).	
b.	Who is involved in the discussion of academic integrity at student orientations/inductions?	5 points if presenters include academics/faculty or administrators, plus 5 points if presenters include students	
c.	What percentage of each of incoming freshmen, transfer students and graduate students (averaging across the populations) attend orientations/inductions in which academic integrity is discussed?	if 100% attendance is mandatory = 5 points; if voluntary = 1 point for each 10%	
d.	In what other student materials is academic integrity discussed? (For example, mass emails to new student, social/campus media announcements, handouts in introduction-to-student-life classes, etc.). Please attach copies or list URLs if they are distributed via the web.	2 points for each document or web page (other than those distributed during new student orientation/induction) that gives students academic integrity information (up to 10)	
e.	Please describe how these materials are distributed to new students or how students are informed of the websites.	0 points	
<b>TOTAL</b>			<b>0</b>
<b>EDUCATION FOR ACADEMICS/FACULTY &amp; ADMINISTRATIVE STAFF</b>			
6.	<b>We have academic integrity training opportunities for administrative staff, academics/faculty, and teaching assistants/tutors.</b>	<b>YES = 50</b>	
a.	Please list and describe all the opportunities offered in the last year.	2 points each (up to 10) for each training event.	
b.	How often are these trainings conducted? Are they conducted in person or online? Please attach handouts, PowerPoint presentations, and other training materials.	1 point for each event that is at least annually (up to 5), plus 1 point for each one that is conducted in person (up to 5)	
c.	Are trainings mandatory or voluntary? If mandatory, are they mandatory for all campus administrative staff, academics/faculty, and teaching assistants/tutors? If voluntary, what percentage of administrative staff, academics/faculty, and teaching assistants attended training in the last year? Do adjunct academics/faculty, visiting academics/faculty, and lecturers attend training?	if mandatory = 5 points for each group described that is required to do this (up to 4 groups); if voluntary = 1 point for each 5% that attend (up to 20 points)	
d.	Who conducts the various trainings regarding academic integrity? Please list those involved by title/position.	5 points if presenters include academics/faculty or administrators, plus 5 points if presenters include students	
<b>TOTAL</b>			<b>0</b>
<b>CURRICULUM/A INFORMATION</b>			
7.	<b>We have a policy requiring a statement of academic integrity in curriculum/a materials.</b>	<b>YES = 50</b>	
a.	Please list the URL on which the policy can be found OR attach a copy.	5 points if URL exists	

ACADEMIC INTEGRITY RATING SYSTEM (AIRS) CRITERIA		SCORING INSTRUCTIONS & POINT VALUES	YOUR SCORE
b.	Are academics/faculty reminded of this policy, and if so, how often?	5 points if academics/faculty are given annual reminders to include this statement in their curricula materials OR 10 points if given reminders each term. 5 additional points if these reminders are done via two media (e.g., email and ?)	
c.	Please review curricula documents from all classes in at least three academic departments from the last academic term and respond to the following: i. What percentage briefly (1-2 sentences) state in writing the institutional policy or websites? ii. What percentage extensively (1-2 paragraphs) discuss academic integrity and institutional policies without mentioning specific course policies? iii. What percentage extensively discuss (2-3 paragraphs) the specific course academic integrity or academic misconduct policy, in addition to institutional policy?	1 point for every 10% that mention the institutional academic integrity policy at some level, plus 1 point for every 10% that extensively discuss the institutional policy, plus additional point for every 10% that discuss specific class policies in addition to mentioning the campus policy.	
d.	Please attach a few sample copies of the reviewed curricula materials.	0 points	
<b>TOTAL</b>			<b>0</b>
<b>COMMUNICATION TO THE GENERAL PUBLIC</b>			
8.	<b>We prepare a report which outlines the number of cases reported, breakdown of those cases, and penalties assigned for academic misconduct.</b>	<b>YES = 50</b>	
a.	How often is this report prepared?	10 points if prepared at least annually	
b.	To whom is the report distributed and/or how is it made available?	10 points each if made available to the following 4 entities: top executives/administrators; all academics/faculty/administrative staff; all students; local news media.	
c.	Please attach your latest report or provide the url.	0 points	
<b>TOTAL</b>			<b>0</b>
<b>PROCESS EVALUATION</b>			
9.	<b>We evaluate the perceptions and experiences of those who have been through the academic misconduct process.</b>	<b>YES: Academics/Faculty = 25 POINTS YES: Students = 25 POINTS</b>	
a.	Please describe how you evaluate the perceptions and experiences of the <b>academics/faculty</b> who go through your process. What percentage of those academics/faculty respond to the evaluations?	For every 20% of the academics/faculty who provide feedback, award yourself 1 point	
b.	How often are evaluations sent to the <b>academics/faculty</b> members who go through the process?	5 points if the evaluations are conducted on an ongoing or at least annual basis.	
c.	How are the results of these <b>academics/faculty</b> evaluations compiled? Who reviews these results? Please attach the results of your last two assessments. If only one evaluation has been conducted to date, please attach one.	2.5 points each (up to 5) for each group/committee or individual who reviews the feedback results.	
d.	Please describe any changes that have been made based on the feedback from the <b>academics/faculty</b> .	5 points each (up to 10) for substantive changes made as a result of this type of feedback from academics.	
e.	Please describe how you evaluate the perceptions and experiences of the <b>students</b> who go through your process. What percentage of those students respond to the evaluation?	For every 20% of the students who provide feedback, award yourself 1 point	
f.	How often are the evaluations sent to the <b>students</b> who go through the process?	5 points if these evaluations are conducted on an ongoing or at least annual basis.	
g.	How are the results of these <b>student</b> evaluations compiled? Who reviews these results? Please attach the results of your last two student assessments. If only one evaluation has been conducted to date, please attach one.	2.5 points each (up to 5) for each group/committee or individual who reviews the feedback results.	
h.	Please describe any changes that have been made based on feedback from the <b>students</b> .	5 points each (up to 10) for substantive changes made as a result of this type of feedback from students.	
<b>TOTAL</b>			<b>0</b>
<b>DATA COLLECTION</b>			
10.	<b>We have conducted at least one survey of academic integrity, academic misconduct, and/or plagiarism at our institution.</b>	<b>YES= 50 POINTS</b>	
a.	Please list all years in which student surveys have been conducted. Attach summary reports from the last two surveys. If only one survey has been conducted to date, please attach one.	conducted 1 survey = 2 points conducted 1 survey within the last 2 years = 3 pts conducted 1 survey within the last 2 years that was a repeat of an earlier conducted survey = 5 pts	
b.	Please list all years in which academics/faculty surveys have been conducted. Attach summary reports from the last two surveys. If only one survey has been conducted to date, please attach one.	conducted 1 survey = 2 points conducted 1 survey within the last 2 years = 3 pts conducted 1 survey within the last 2 years that was a repeat of an earlier conducted survey = 5 pts	
c.	Did you survey any other groups? administrative staff? Teaching Assistants/Tutors? Other?	1 point for each additional group (up to 5)	
d.	Please list the response rate for each group surveyed (most recent survey for each group).	For the average response rate across groups, 1 point for each 5%.	
e.	In your last survey, did you use the McCabe survey in full? If not, please describe your method for data collection and attach your survey instrument.	0 points	
f.	To whom was your most recent survey summary distributed? Attach a copy of this summary.	2 points each if made available to the following 5 entities: top administrators; all academics/faculty/administrative staff; all students; local news media, AI research community (publication or presentation).	
g.	Are survey results and summaries included in your accreditation reports and/or shared with accreditation teams?	5 points if shared.	
<b>TOTAL</b>			<b>0</b>
<b>GRAND TOTAL</b>			<b>0</b>

## ACADEMIC INTEGRITY RATING SYSTEM (AIRS) CRITERIA

### POLICIES & PROCEDURES

1 a.	Please list the URL on which these policies and procedures are located on your institution's website OR attach a copy. (If attaching, please write "attached" in the next column)
1 d.	What individuals or groups/committees are responsible for reviewing, revising, and/or updating the policies and procedures? What data are used to revise the policies and procedures?

### ACADEMIC INTEGRITY GROUPS/COMMITTEES

2 a.	Please list the name(s) of the groups/committees.
2 d.	To what office(s) and/or executive/official does each group/committee report?
2 g.	Please list all accomplishments of the group(s)/committee(s) to date. In what ways does each group/committee's accomplishments support its' outlined missions, purpose, charge, terms of reference, or tasks. In what ways does it report this information to the university community?

### ACADEMIC INTEGRITY STRUCTURAL RESOURCES

3 b.	Please list the name of the office/designated team and/or title of this individual.
3 e.	Is the designated office/team or position(s) filled with academics/faculty or administrative staff member(s)? To what office, division, and/or position does the designate office/team or position(s) report? Please attach an organization chart.
3 f.	Please list the URL of this office/team and/or contact information of individual(s) listed above.
3 g.	Please list and describe the programs and activities that this office/team or individual(s) have offered in the past year to educate academics/faculty, administrative staff and/or students.

3 i.	Please list the designated budget of the office/team or individual(s) for the past year.
<b>STUDENT ORGANIZATION</b>	
4. a	Please list the name(s) of each student organization. What is the organizational structure of each student organization? Please attach the constitution of each organization.
4 d.	In the past year, how many active members participate in each organization and what are their roles? (attach position statements if not already provided)
4 e.	Please list all events that each student organization has actively executed this past year. In what way(s) did each event support academic integrity?
4 f.	In the last year, what events did the student organization use to reach students, academics/faculty and administrative staff?
<b>EDUCATION FOR STUDENTS</b>	
5 a.	<b>FOR NEW STUDENTS---</b> please list all pre and post-enrollment orientation/induction events. Please attach an agenda for each orientation/induction that includes the section regarding academic integrity.
5 d.	In what other student materials is academic integrity discussed? Please attach copies or list URLs if they are distributed via the web.
5 e.	Please describe how these materials are distributed to new students or how students are informed of the websites.
<b>EDUCATION FOR ACADEMICS/FACULTY &amp; ADMINISTRATIVE STAFF</b>	
6 a.	Please list and describe all trainings conducted in the last year.
6 d.	Who conducts the various trainings regarding academic integrity? Please list those involved by title/position.



<b>COMMUNICATION TO THE GENERAL PUBLIC</b>	
8 c.	Please attach your latest report or provide the url.
<b>PROCESS EVALUATION</b>	
9 a.	Please describe how you evaluate the perceptions and experiences of the academics/faculty who go through your process.
9 c.	How are the results of these academics/faculty evaluations compiled? Who reviews these results? Please attach the results of your last two evaluations. If only one evaluation has been conducted to date, please attach one.
9 d.	Please describe any changes that have been made based on the feedback from the academics/faculty.
9 e.	Please describe how you evaluate the perceptions and experiences of the students who go through your process.
9 g.	How are the results of these student evaluations compiled? Who reviews these results? Please attach the results of your last two student evaluations. If only one evaluation has been conducted to date, please attach one.
9 h.	Please describe any changes that have been made based on feedback from the students.
<b>DATA COLLECTION</b>	
10 e.	In your last survey, did you use the McCabe survey in full? If not, please describe your method for data collection and attach your survey instrument.

**QUALITATIVE DATA**



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# ICAI's ACADEMIC INTEGRITY RATING SYSTEM (AIRS) FAQs

## 1. Why should my institution consider participation in an academic integrity rating system (AIRS)?

If you've ever wanted to know how you are really doing on creating a culture of academic integrity or how your efforts might compare to the efforts of others, AIRS can help. Just completing AIRS can also spirit a campus academic integrity movement as it stimulates conversations and can enhance commitment of campus constituents.

## 2. What is the timeline--and time and resource commitments--for my institution to conduct an AIRS?

We expect that it will take most institutions between 4-6 hours to complete, less for institutions that have very centralized academic integrity operations and more for institutions with decentralized operations.

## 3. What if I have questions about how to fill out the instrument?

Questions can be directed to Tricia Bertram Gallant, [tbg@ucsd.edu](mailto:tbg@ucsd.edu).

## 4. How will the ratings be collected and publicized?

If you do the Rapid Scoring process only, you can decide if you will submit those to ICAI and how and if you will publicize your score to other entities.

If you do the Detailed AIRS Scoring process, you will need to submit your ratings and documentation to ICAI. ICAI will review and issue to your institution an AIRS Certificate (indicating your score) as well as an explanation if your final, certified score does not match your reported score. ICAI will also provide to you a report of where your institution sits in the benchmark data of other institutions which have completed AIRS.

ICAI will publicize all platinum and gold scoring institutions on its website and will issue press releases on an annual basis. See the American Association for Sustainability in Higher Education (AASHE)'s STARS website (<https://stars.aashe.org/institutions/rated/>) for an example as it was an inspiration for AIRS.

## 5. How long should we wait to do a followup of AIRS to see if we are making progress?

This depends on your initial score and the efforts that your institution takes after receiving their first AIRS report. However, this is what we recommend:

IF YOU SCORED:	THEN YOU SHOULD REDO THE AIRS IN
Bronze	2 years
Silver	3-5 years
Gold	5-9 years
Platinum	10 years (complete alongside of your institution's reaccreditation process)