



ÇOMU

CENTRE FOR ACADEMIC INTEGRITY

2021-2025 STRATEGIC PLAN

Strategic Plan at a Glance

ÇOMU Centre for Academic Integrity Mission

In line with the mission of our university "to be a quality-oriented, innovative and entrepreneurial university", to lead the development of a culture of institutional academic integrity, which is an important component of quality assurance studies, at ÇOMÜ

ÇOMU Centre for Academic Integrity Vision

To lead the activities to be carried out in order to become a university where the basic principles of academic integrity are adopted by all stakeholders and where the corporate culture of academic integrity is established; thus, to set a good practice example not only for higher education institutions in our country but also on a global scale and to play a decisive role in structuring academic integrity policies on a global scale

Our Values

In close cooperation with institutions and organisations operating globally on academic integrity, our Centre has adopted the following six core values of academic integrity. These values are

- Integrity
- Trust
- Justice
- Respect
- Responsibility
- Courage

Main Objectives at Centre Level

A1. To establish ÇOMU institutional academic integrity policy

A.2. To lead the development of ÇOMU's corporate culture of academic integrity

A.3. To contribute to the Academy to raise honest individuals who are useful to society

A.4. To increase the recognition of the institution and our country

H1.1. To develop R&D and innovation activities in the field of academic integrity

H1.2. To increase research capacity in the field of academic integrity

H2.1. To encourage the adoption of the basic principles of academic integrity in the functioning of all education, training and research activities

H2.2. To increase interaction between stakeholders to adopt the principles of academic integrity

H3.1. To increase the capacity of activities for students to adopt the understanding of academic honesty

H4.1. To create a working environment with national and international stakeholders through projects, seminars, workshops, etc.

H4.2. To strengthen recognition by having a voice in national and international platforms through these activities

1. KEY PERFORMANCE INDICATORS

Key Performance Indicators	2021 H	2022 H	2023 H	2024 H	2025 H
1. The number of digital and innovative national projects (BAP and TUBITAK etc.) related to academic integrity carried out or partnered by the staff or students of our university (to be processed separately for each year the project is ongoing)	0	0	1	1	1
2. Number of digital and innovative international projects (EU, CoE, etc.) related to academic integrity carried out or partnered by our university staff or students (to be processed separately for each year the project is ongoing)	3	3	3	3	3
3. Number of educational activities (seminars, webinars, etc.) jointly organised with national institutions/organisations on academic integrity	10	10	10	10	10
4. Number of educational activities (seminars, webinars, etc.) jointly organised with international institutions/organisations on academic integrity	12	12	12	12	12
5. Number of events (conferences, summer schools, etc.) organised jointly with national institutions/organisations on academic integrity	0	0	0	0	1
6. Number of events (conferences, summer schools, etc.) organised jointly with international institutions/organisations on academic integrity	1	1	1	1	1
7. Number of articles (Q1-Q2) with impact value in the top 50% (Q1-Q2) related to academic integrity (may overlap with indicator no. 8)	0	1	1	1	1
8. Number of SCIE, SSCI and AHCI indexed articles on academic integrity (may overlap with indicator 7)	0	1	1	1	1
9. Number of citations (excluding self-citation) to our corporate and individual publications on academic integrity in SCIE, SSCI, AHCI, Q1 and Q2 indexed journals	5	5	5	5	5
10. Number of international co-authored articles related to academic integrity (may overlap with indicators 7 and 8)	0	1	1	1	1
11. Number of books (including conference proceedings) on academic honesty with foreign partners	0	0	0	0	1
12. Number of foreign co-authored book chapters (including conference proceedings) related to academic integrity	4	2	2	2	2
13. Number of international papers on academic integrity (excluding those listed in indicator 14)	5	5	5	5	5
14. Number of international joint papers on academic integrity	5	5	5	5	5
15. Number of awards/certificates received for academic integrity	0	0	0	0	1
16. Number of applications for Higher Education Council, TUBITAK, TUBA and Foreign Science Awards for academic integrity	0	0	0	0	1
17. Number of YÖK, TÜBİTAK, TÜBA and Foreign Science	0	0	0	0	1

Awards for academic integrity					
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2. Strategic Plan Preparation Process

ÇOMU Centre for Academic Integrity 2021-2025 Strategic Plan was prepared by the "Strategic Planning Team" consisting of the Centre Director, Deputy Director and two Board Members. Information about this team is presented in Table 1.

Table 1: Strategic Planning Team

Team Members	Mission
Assoc. Prof. Dr Salim RAZI	Chairman of the Quality Assurance Commission (Manager)
Assoc. Prof. Dr Tolga ÖZŞEN	Quality Assurance Commission Member (Deputy Director)
Prof. Dr. Ece ZEİR TOPKAYA	Member of Quality Assurance Commission (Board Member)
Assoc. Prof. Dr. Baris USLU	Member of Quality Assurance Commission (Board Member)

3. Situation Analysis

3.1. Institutional History and Overview of the Centre

Although the ÇOMU Centre for Academic Integrity was established in 2021, we have had many pre-establishment activities that provided the basis for the establishment of our Centre, which is a first for the academia of our country. Our work started to be recognised on a global scale when Assoc. Prof. Dr. Salim Razi, who is the Founding Director of the Centre, won the Turnitin Global Innovation Award (https://en.prnasia.com/releases/global/Turnitin_Announces_Global_Innovation_Awards_Winners-133917.shtml) for the academic writing teaching model he developed in 2015 to prevent plagiarism. The model was also listed and recommended as a good practice example by the Australian Government Higher Education Council Quality Agency in 2017 (<https://www.teqsa.gov.au/sites/default/files/good-practice-note-addressing-contract-cheating.pdf>).

Prior to its establishment, our Centre was a partner in the EU Erasmus+ KA2 project "European Network for Academic Integrity" and became one of the founding partners of the "European Network for Academic Integrity" (<https://www.academicintegrity.eu>), which pioneered academic integrity policies for European academia. Our Centre Director is currently a member of the Board of Directors of the European Network for Academic Integrity. The European Network for Academic Integrity has 35 institutional members across Europe, including accreditation agencies such as the Slovak Higher Education Accreditation Agency and the Irish Quality and Accreditation Agency (<https://www.academicintegrity.eu/wp/partners/>).

Prior to its establishment, the Centre was involved in two projects supported by the Council of Europe's ETINED platform. In the PAICKT academic integrity project, our Centre Director was the Turkey coordinator (<https://rm.coe.int/project-on-academic-integrity-in-armenia-azerbaijan-georgia-kazakhstan/1680992c0b>). The second project supported by the Council of Europe was carried out within the scope of the "ETINED Advocacy Week" activities and Assoc. Prof. Dr. Salim Razi gave a seminar at this event (<https://www.coe.int/en/web/ethics-transparency-integrity-in-education/advocacy-week-free-from-corruption->).

Immediately after its establishment, our Centre started to work on the "International Cooperation for the Prevention of Plagiarism in Universities" Project (PUPP) to be submitted to the Social Sciences and Humanities Research Council of Canada. In this project, which is the world's most comprehensive R&D study in its field, 34 institutions from 9 countries including the United States of America, Belgium, Czech Republic, France, United Kingdom, Canada, Portugal, Slovenia and Turkey are participating with 56 researchers. The project proposal has received a budget of 2,500,000 Canadian dollars from the Social Sciences and Humanities Research Council of Canada. The project, which will last for seven years, has a very important importance in terms of determining the strategic plan of our Centre.

In the first year of its establishment, the Centre submitted the project "Facing the Threats to Academic Integrity (FAITH)" to the Turkish National Agency under the Erasmus+ programme KA220-HED - Partnerships in Higher Education action. The project mainly aims to establish European benchmarks for academic integrity policies and to provide guidance and support for academics, librarians and students. The Slovak Agency for Higher Education Accreditation is also a partner in the project proposal, which is led by our Centre.

Our Centre aims to attract the attention of graduate students to the studies on academic integrity and to ensure that graduate students, who will be the academics of the future, engage in activities to promote academic integrity in their own institutions. To this end, the Centre Director has introduced courses on "Avoiding plagiarism in academic writing" in the MA programmes in English Language Teaching and Japanese Language Teaching, and "Academic integrity policies" in the PhD programme in English Language Teaching. The lectures in the PhD programme are attended every week by academics from abroad who have very important studies in the field of academic integrity. The lectures are also broadcast live via "YouTube live stream" (Example lecture: <https://youtu.be/8bQ6hWTCqrg>), allowing the participation of all academics and students interested in the subject. In 2021, on behalf of the "European Academic Integrity Network", our Centre organised the academic integrity doctoral summer school programme in partnership with the University of Wollongong, Dubai and the Lithuanian Centre for Social Research. The courses in the summer school were given by 21 academics from 12 different countries, who have very important studies on academic integrity worldwide. A total of 44 students from Australia, United Arab Emirates, Croatia, England, Iran, Ireland, Ireland, Switzerland, Italy, Canada, Qatar, Qatar, Turkey, Vietnam and New Zealand participated in the programme (<https://www.academicintegrity.eu/wp/enai-summer-school-2021/>). In addition, Özgür Çelik, a PhD student in English Language Education programme of the Department of Foreign Languages Education, was awarded the Doctoral Dissertation Support Award (DDG) by The International Research Foundation for English Language Education (TIRF) for his thesis titled "Creating a culture of academic honesty in secondary schools to support the development of English writing", which he conducted under the supervision of the Director of the Centre. TIRF, a non-profit organisation that promotes best practices and research, has been providing support of up to USD 5,000 to students conducting doctoral research in priority areas since 2002. The DDG award, which was previously won by Özgür Şahan, a PhD student of Assoc. Prof. Dr Salim Razi in 2017, has been awarded to our university for the second time, and ÇOMÜ has continued to be the only university in Turkey to win the TIRF DDG award (https://www.tirfonline.org/wp-content/uploads/2021/09/TIRF_DDG_2021_%C3%96zg%C3%BCr%C3%87elik.pdf). Again, as of the 2020-2021 Academic Year, the Avoiding Plagiarism in Academic Writing course in the Japanese Language Teaching Master's programme of the Department of Foreign Languages Education of the Graduate School of Graduate Education of our university is being carried out by our centre director Assoc. Prof. Dr. Salim Razi. In a sense, it can be considered as a first in the world since a course in this framework is not offered in the field of Asian languages in general and Japanese language in particular. As can be seen, academic integrity studies are carried out with a transdisciplinary approach within the framework of the vision and mission of the centre.

In addition, a Master's Thesis titled "Investigation of the Relationship between Writing Anxiety and Perceptions and Attitudes towards Academic Integrity Violations" was initiated by Senem Çente-Akkan under the supervision of Assoc. Prof. Dr. Tolga Özşen, the deputy director of the centre. This study is one of the first studies in the world in the context of Academic Integrity studies in the field of Japanese Language Teaching.

3.2. Determination of Areas of Activity and Products and Services

The fields of activity and services of our Centre are summarised in the table below.

Table 2: Field of Activity and Product / Service Table

FIELD OF ACTIVITY	PRODUCT/SERVICES
Education and Training	<ol style="list-style-type: none"> 1. Undergraduate (Teacher Training) Education Programmes 2. Foreign Language Programmes 3. National Exchange Programmes 4. International Exchange Programmes
Research and Development	<ol style="list-style-type: none"> 1. Scientific Publications 2. Scientific Research Projects 3. Scientific Activities
Entrepreneurship	<ol style="list-style-type: none"> 1. Technopark Activities and Commercialisation 2. Patent, Utility Model and Licensing 3. Projects Implemented in Cooperation with Private Sector Organisations 4. Sectoral Institution / Organisation Promotion Activities in Cooperation with Private Sector Organisations

3.3. Stakeholder Analysis

Stakeholders are individuals, groups or institutions that are related to the products and services of our faculty, that are directly or indirectly, positively or negatively affected by our faculty or that affect our Centre. Stakeholders are classified as internal stakeholders and external stakeholders. Within the scope of stakeholder analysis, the activities offered by our Centre are associated with those who benefit from them.

Table 3: Association of Stakeholders with Areas of Activity

Stakeholders	Fields of Activity				
	Education and Training	Research and Development	Entrepreneurship	Community Service	Management Services
Academic Staff	*	*	*	*	*
Administrative Staff	*	*	*	*	*
Students	*	*	*	*	*
Alumni		*	*	*	
Technopark		*	*		
Ministry of National Education	*	*		*	
Council of Higher Education	*	*	*	*	*
Higher Education Quality Board	*	*	*	*	*
South Marmara Development Agency	*	*	*	*	
TUBITAK	*	*	*	*	
Chamber of Commerce and Industry	*	*	*	*	
Municipality	*	*	*	*	
Education Sector Organisations/Schools	*	*	*	*	
Civil Society Organisations	*	*	*	*	
People of the Region	*	*	*	*	
Media	*			*	
International Academic Integrity Institutions and Organisations (such as ENAI, ICAI, Council of Europe ETINED, UNESCO ETICO, UAE CAI)	*	*	*	*	

3.4. Corporate Culture of our Centre

The general view of the corporate culture in our faculty is summarised below.

Table 4: Corporate Culture

Participation: Academic and administrative staff are included in the management process as much as possible through commissions and boards established.
Collaboration Although there is no staff allocated to our Centre, information sharing between our Centre Management and Board Members is carried out through ÜBYS and our website. Inter-unit coordination is ensured by obtaining the support of the relevant units when deemed necessary.
Dissemination of Knowledge: In our institution, information is shared through software such as ÜBYS and AVES. Information sharing is provided to all personnel through ÜBYS. Information is shared with stakeholders on the website of our centre. Access to academic data can be provided with AVES. In addition, various activities such as meetings, seminars, workshops, webinars and summer schools are organised for information sharing.
Learning: Activities such as workshops, seminars, conferences, webinars and summer schools are organised in relevant fields for the development of academic and administrative staff, and we also contribute to the activities of organisations such as ENAI and ICAI, which carry out training activities on academic integrity on a global scale, as both speakers and listeners.
Internal Communication: There is vertical communication between subordinates and superiors and horizontal communication between employees at the same level. In addition, communication is provided through channels such as ÜBYS, corporate website, corporate e-mail, face-to-face meetings and SMS.
Relations with Stakeholders: Our institution carries out relations with external stakeholders through meetings, conferences, workshops, surveys, courses given outside the institution and protocols signed. An open door policy is also carried out for the internal stakeholders of the institution and information exchange is carried out by organising meetings to the extent that opportunities can be created.
Openness to Change: Our institution supports new ideas and different opinions. A "Student Committee" has been established in order to reveal the different ideas of the students, and activities will be organised by this Committee to raise awareness among students about academic honesty. Current developments on academic integrity on a global scale are closely monitored and changes concerning our institutional policy are taken into consideration.
Strategic Management: The process of preparing, implementing and monitoring the strategic plan is carried out in cooperation with the Centre Management and the Board of Directors. The monitoring of our strategic plan is carried out regularly. In the process of preparing the strategic plan, it was emphasised that all members of the Board of Directors should show the necessary dedication and ensure participation.
Reward and Punishment System: The reward and punishment system in our institution is applied within the scope of the relevant legislation.

3.5. Physical Structure of the Centre

Our Centre continues its activities in the office numbered E1-122 on the 1st floor of Block E of Anafartalar Campus located in Çanakkale city centre. In addition, the offices numbered E1- 124 and E1-125, which have been allocated to our Centre for the project "International cooperation for the prevention of plagiarism in universities", in which we are a partner, are also used for training activities.

3.6. Academic Activity Analysis

Activity analysis for our Centre is presented below.

Table 4: SWOT Analysis

Internal Environment		External Environment	
Strengths	Weaknesses	Opportunities	Threats
<ul style="list-style-type: none"> *An academic working environment where interest in academic integrity studies increases * The atmosphere in which academic staff are encouraged to scientific studies *Young, dynamic and internationally experienced academic staff *Increase in academic staff with overseas and international connections * Access to technological and academic resources for academic studies 	<ul style="list-style-type: none"> *Low number of national and international projects * Limited interdisciplinary academic collaborations * The scarcity of relevant courses in curricula on academic integrity studies 	<ul style="list-style-type: none"> *Çanakkale province being one of the national attraction points in geographical, socio-economic, socio-political and cultural context *Being located in a socio-economic cultural geography favourable for national and international academic mobility * Increased interest in academic integrity in undergraduate and (especially) graduate programmes 	<ul style="list-style-type: none"> *Limited financial resources * Limitations in the allocation of academic and administrative staff to the centres *Infrastructure deficiencies in adapting to rapidly changing technology

4. Monitoring and Evaluation

Monitoring and evaluation activities for the goals and objectives within the scope of the ÇOMU Centre for Academic Integrity 2021-2025 Strategic Plan will be carried out periodically and/or annually according to the calendars to be determined by our university. In these monitoring and evaluation processes, the following table of target cards, which is the basis for evaluation by our university, will be used to determine the level of progress to be achieved in terms of increasing the strengths and reducing the weaknesses on behalf of our Centre and avoiding threats and seizing opportunities. The numerical predictions in the target cards of our university are the figures to be achieved at the university level, and our Centre will try to contribute to the university outputs with an increasing performance every year in achieving these goals.