Engaging Students and Faculty: Examining and Overcoming the Barriers

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Abstract

Academic integrity breaches are a multifaceted and complex problem. Much of the literature on academic integrity in higher education has focused on students and their behaviors, with a view to understanding why and how often students commit transgressions. As more is learned about the prevalence of breaches and the associated contributing factors, educators have turned their concerns to other elements within academic integrity systems such as policies, processes, learning and teaching, and the roles and responsibilities of other members in the university academic integrity community. This chapter argues that stand-alone, ad hoc academic integrity interventions in higher education are unlikely to engender lasting and meaningful change at institutions. Structural and behavioral barriers to engagement in academic integrity faced by both students and faculty are addressed. A community-consultative model is presented, as a means of overcoming these barriers.

Introduction

Definitions and Examples

Academic integrity breaches among university students are an issue that concerns all stakeholders of higher education, including institutions, faculty, university administration, students, alumni, employers, and the wider public. Academic integrity can be viewed as a value system as well as the attendant behaviors and actions that occur in congruence with academic integrity's commonly associated values. The International Center for Academic Integrity defines academic integrity as encompassing six fundamental values of honesty, trust, fairness, respect, responsibility, and courage (Fishman 2014). *Breaches* of academic integrity committed by students encompass both intentional and unintentional actions across a range of transgression types. Some of the more common breach types include plagiarism, collusion, cheating in an exam, and falsely claiming credit in group assignments. Examples of less common varieties of academic integrity breaches include bribing a teacher or exam invigilator, falsification of data or documents, enlisting a proxy to sit a test, and sabotage (Devlin 2002).

Prevalence

Some commentators describe academic integrity breach phenomena as corrosive and occurring in epidemic proportions (Alschuler and Blimling 1995; Briggs 2003; Dorff 2004), with breach rates at institutions around the world ranging from 40 % to 92 % across a variety of studies, methodologies, and instruments (see Bjorklund and Wenestam 2000; Brimble and Stevenson-Clarke 2005; Bowers 1964; Franklyn-Stokes and Newstead 1995; Graham et al. 1994; Marsden et al. 2005; McCabe and Trevino 1996; Roberts et al. 1997; Sheard et al. 2002; Whitley 1998). Other writers

such as Clegg and Flint (2006) question whether the "moral panic" (p. 373) of student plagiarism is warranted and instead argue for a more measured, phenomenological assessment of plagiarism.

Despite the methodological heterogeneity of the studies cited above, the reported rates of breaches are nevertheless indicative of a problem that is "persistent and pervasive" (Nayak et al. forthcoming). Within such an environment, the potential damage of breach phenomena includes barriers to effective learning and teaching; the disruption of program delivery and assessment efficacy (Turner and Beemsterboer 2003); a sense of disillusionment, disaffection, and distrust among students and faculty who lose faith in their institutions' ability to foster fairness and consistency; and damage to the reputation of institutions that are embroiled in academic integrity scandals (Dill and Soo 2005).

In attempting to uncover the reasons behind academic integrity breach phenomena, earlier studies have logically focused on academic integrity breach rates, largely consisting of students' self-reports of their academic integrity transgressions and their perceptions of their peers' transgressive activities. Such data has provided empirical evidence of rates and attitudes that can be compared and assessed according to demographic and situational variables.

In his review of the literature, Park (2003) collated the contributing factors most often associated with (in this instance) plagiarism among students. These factors included poor time management, normalization of breach behavior, unintentional actions due to lack of skill and/or ignorance, feelings of dissatisfaction and dissent towards assessments and/or instructors, neutralization of transgressive behaviors, increased opportunities and increased inclination to plagiarize due to prevalence of information and communication technologies, and the lack of punitive deterrents. Other associated factors include time pressures, financial pressures, and the pressures students face to succeed in their studies (Barnett and Dalton 1981; Davis and Ludvigson 1995; Franklyn-Stokes and Newstead 1995; Lipson and McGavern 1993; Nayak et al. forthcoming; Newstead et al. 1996).

While all of these factors have been explored in relation to students' propensity to commit breaches, the findings have been mixed. As East (2009) states, "no photo kit is available and no descriptions of likely suspects are available for vigilant teachers on the lookout" (p. A-40).

Given the complexities involved in identifying "likely suspects," academic integrity research has progressed from mainly student-focused studies (e.g., Franklyn-Stokes and Newstead 1995; Marsden 2008; Marsden et al. 2005; McCabe and Trevino 1996) to studies that encompass institutions as units of analysis in their own right. Variables under analysis extend beyond the prevalence of breach phenomena, to also include academic integrity policies, procedures, and rhetoric (see Australian Council of Distance Education 2005; Bretag et al. 2011; Grigg 2009; Kaktins 2013; Sutherland-Smith 2010).

Less research has investigated the experience of faculty, especially in relation to their roles and responsibilities at the forefront of managing academic integrity. These investigations are made even more germane when we consider that student self-report studies by Sims (1993) and Nonis and Swift (2001) found a high

correlation between students' self-reported academic breach activity at university and unethical behaviors in the workplace. Within a similar theme of inquiry, Lawson (2004), in a study of business school student attitudes, found that students who committed academic integrity breaches demonstrated a more accepting attitude towards unethical behaviors in the workplace.

The complex and multifaceted nature of student academic integrity breaches has also given rise to an abundance of research literature that articulates the benefits of an institutional-wide, holistic approach to tackling the problem (Devlin 2002, 2003; Bertram Gallant and Drinan 2008; MacDonald and Carroll 2006). Alschuler and Blimling suggest that any approach would be a "long-term, multilevel undertaking" (p. 124). The challenge and scope of this task are further echoed by Bertram Gallant and Drinan (2006): "Institutionalization [of academic integrity] requires significant and intentional change in the beliefs, values, attitudes, and underlying assumptions of students and faculty, an extremely difficult task in the complex and diverse higher education setting" (p. 75).

A holistic approach to managing academic integrity initially involves assessing how the different processes and participants at an institution influence academic integrity and then creating interventions at each step, for each participating group, that can improve the operations of the whole. In facilitating such an undertaking, the crucial questions that researchers currently seek to answer are: What interventions are likely to help? Whom should these interventions target? Who will be responsible for carrying them out?

As key stakeholders and participants in institutional academic integrity, *students* and *faculty* are central to the creation and maintenance of positive academic integrity cultures. Obstacles to engaging students and faculty in academic integrity are well documented in the literature and are discussed in more detail in the proceeding sections.

This chapter suggests that stand-alone, ad hoc interventions are unlikely to engender lasting and meaningful change. Merely appealing to students to raise their awareness and skills and to address their ethical values is insufficient. Similarly insufficient is requiring faculty to increase their vigilance and to be more consistent in their application of rules and policies. These measures are helpful, but are not a panacea. Rather, this chapter addresses structural and behavioral barriers to engagement in academic integrity faced by both students and faculty and, based on the literature, will suggest means of overcoming these barriers within a holistic, community-consultative model.

Approaches to Managing Academic Integrity

The aspect that most (if not all) academic integrity policies at higher education institutions have in common is sanctions for proven academic integrity breaches. The punitive approach, in this instance, reflects the deficit model of education, which perceives students as central to the problem. Accordingly, little attention is paid to extrinsic contributing factors such as learning environment, students' peer

culture, or their prior pedagogical experience (Teh and Paull 2013). Deterrence is the main goal of the punitive approach. It involves providing warnings to students regarding penalties, monitoring and policing, and applying penalties for proven cases.

When appropriately applied, researchers like Zobel and Hamilton (2002) articulate the merits of a punitive approach in reducing the likelihood that students will engage in breach activities. Power (2009) provided supportive findings, where almost every student interviewed in her study indicated that their fear of getting caught was the strongest deterrent against committing plagiarism. Findings from international studies lend further credence to the potential efficacy of a punitive approach. A study of Malaysian student attitudes to academic integrity breaches by Ahmad et al. (2008) found that students perceived academic dishonesty in terms of the punishments related to being caught, rather than in terms of the ethics of committing transgressive behaviors. Japanese and American students surveyed by Diekhoff et al. (1999) perceived social stigma as the least effective obstacle to engaging in academic integrity breaches. Rather, punitive measures were ranked as the strongest deterrent.

Critics of the punitive approach (e.g., Devlin 2002; Freeman et al. 2007) caution against overemphasis on sanctions. While a punitive element in academic integrity policy can serve as a deterrent, this approach fails to address the variety of reasons why students engage in academic integrity breaches in the first place. In their study, Bertram Gallant and Drinan (2006) assert that the dominant management approach to academic integrity practiced by institutions seemingly involves reactive procedures that emphasize policing and punishment, as opposed to proactive measures that promote academic integrity as an ingrained community value. In this sense, it is perhaps not surprising that students respond more readily to the threat of sanctions, rather than the positive aspects of academic integrity, given that these aspects are poorly articulated by institutions. Additionally, undue emphasis on the punitive approach seems limiting, considering that students' lack of understanding, lack of familiarity, and lack of skill concerning academic integrity conventions are so often identified as the main reasons for why breaches occur (Carroll 2004; Turner and Beemsterboer 2003).

The *educative* approach, on the other hand, addresses knowledge and skill deficiencies, encourages apprenticeship into scholarship (McGowan 2005), and provides support and resources that enable pedagogical interventions in academic integrity to take place (Devlin 2003). It aims to equip students with knowledge about conventions and expectations, thereby providing them with less impetus to commit an academic integrity breach as a result of ignorance regarding the rules or a lack of skill.

Correspondingly, the language surrounding academic integrity discourse has shifted away from legalese, moralistic, and adversarial terminology (as highlighted by Grigg 2009; Kaktins 2013; Sutherland-Smith 2010) to a reframing of academic integrity as an institutional-community issue, reliant on institutional culture and norms (Bretag et al. 2013; Dufresne 2004; Bertram Gallant and Drinan 2008; Ianna et al. 2013; McCabe and Pavela 2005).

Emphasizing the Academic Integrity Community

Underscoring the concept of community in academic integrity has meant that suggested interventions invariably present a more diffused notion of responsibility among academic integrity stakeholders. Indeed, while there seems to be a tacit understanding of whom academic integrity stakeholders are in the literature, the shifting view away from mainly students, and to institutions as a whole, has required the explicit identification of stakeholders and their roles within academic integrity systems.

For example, the Australian Catholic University's recent *Framework for Academic Integrity* (Ianna et al. 2013) makes explicit the roles and responsibilities of the university's academic integrity stakeholders by specifying four distinct stakeholder groups: faculties, schools, academic staff, and students. A meta-analysis of 125 published Australasian papers on academic integrity by Fielden and Joyce (2008) also provides a comprehensive list of stakeholders that extend beyond the institution: "...institutional managers; academic staff (who, in general carry out multiple duties including research, teaching and service); administrative staff; students; legal advisers; industries supporting academic integrity (for instance, Turnitin); and academic funding agencies, both public and private" (p. 6).

Identifying the groups within academic integrity stakeholder communities serves to emphasize the interconnected nature of academic integrity management. In his study on the viability of an academic honor code system at a US university through an action learning perspective, Dufresne (2004) demonstrated the importance of understanding organizational culture and context *prior* to such an intervention. In the case study provided, the implementation of an institutional-wide academic conduct code was unsuccessful because it did not have sufficient "buy-in" from the academic integrity stakeholders within the university community. Dufresne (2004) referred to Ignelzi's (1990) concept of *participatory* rather than representative democracy as a more effective and inclusive way of implementing the interventions mentioned in the study. In terms of academic integrity interventions, the participatory democracy approach requires more of students than their identification as constituents of the institution's academic integrity community. Rather, it would seek to actively involve them in discussions about academic integrity policies, procedures, and problems, solicit their ideas and input regarding possible interventions, and involve students as facilitators of interventions.

Other authors who have attempted to approach the problem of implementing participatory academic integrity interventions have also recognized the merits of identifying *where* and *how* stakeholders contribute as both drivers and resources of academic integrity. Nayak et al. (forthcoming) employ a theory of change (Fulbright-Anderson et al. 1998; Weiss 1995) as the guiding framework for their study, which sought to create an academic integrity student organization at an Australian university. The theory of change methodology involves articulating desired outcomes of an intervention and then working backwards to identify preconditions, enabling factors and resources required to achieve desired outcomes (Weiss 1995).

In the context of a university, the conditions required for the implementation of the academic integrity intervention undertaken by Nayak et al. (forthcoming) encompassed obtaining stakeholder viewpoints through student focus groups and interviews with faculty, administration staff, and student leaders. Change enablers who would drive the intervention were identified from among students and university staff. The end result was a student organization, led and run by students, that works to promote academic integrity in collaboration with other university departments such as the Learning and Teaching Centre.

An example of a consultative and collaborative effort among different stakeholder groups in an academic integrity intervention is also demonstrated by Ianna et al. (2013), in the development of supporting material for an online academic integrity module. The cited intervention not only involved faculty but other departments that contribute to academic integrity (e.g., learning support and the library) and clearly articulated the role and responsibilities of students and faculty in this academic integrity environment.

The Notion of Responsibility

In devising targeted interventions, it is prudent to also examine existing attitudes and assumptions held by members of the institutional community regarding their academic integrity roles and responsibilities. Without investment in responsibility from key stakeholders, the most well-intentioned interventions are doomed to failure. McCabe et al. (2003) reported that in institutions where there was no academic honor code (i.e., in institutions where academic integrity responsibility and ownership is not shared with students), it is faculty who "play a greater relative role in their institution's academic integrity policies. Indeed, they are more likely to perceive themselves as being 'on the front lines' and the ones who must 'shoulder the load' when it comes to maintaining academic integrity" (p. 370).

In their survey of academic affairs administrators' perceptions of academic integrity, Bertram Gallant and Drinan (2006) found that over half of the respondents perceived faculty as potential catalysts for academic integrity change. These findings are suggestive of a certain administrative and instrumental responsibility that faculty members perceive for themselves. It is worthwhile elucidating how these attitudes influence the way faculty members perform their academic integrity roles.

The stakeholder group that is most directly and visibly affected by the policies, procedures, and outcomes of academic integrity processes is students. Nayak et al. (forthcoming) reported that academic integrity values were communicated to students through policies, through instructors, and via teaching materials, effectively placing the responsibility for communicating these concepts with faculty and the institution. When asked about their perceptions regarding responsibility for academic integrity at their enrolled institution, of the 5,538 Australian university students who participated in the study, 84 % agreed that academic integrity was the responsibility of the *entire* university community. Interestingly, however, students also perceived

that they were *more* responsible for academic integrity than academic and administrative staff. The authors concluded that students could be enlisted as a (currently underutilized) resource in the promotion of academic integrity.

When considering the concept of responsibility, there appear to be two coexisting concepts at work – the responsibility of providing the guiding framework, rules, conventions, and policing of academic integrity (i.e., the responsibility of the institution and its staff), and the responsibility of abiding by those rules and conventions (i.e., the responsibility of students). Parsing academic integrity responsibility in this manner places a potentially distracting emphasis on students as potential perpetrators and on faculty as enforcers. Fielden and Joyce's (2008) meta-analysis reported that the majority of the papers they examined concerned faculty's views about students. Almost half were written by academic teaching staff reporting on student plagiarism, with recommendations concerning how policy and practice could be altered to mitigate students' breach behaviors. The usual approach to plagiarism has seemingly been to hold students accountable (Macdonald and Carroll 2006). A shared notion of academic integrity responsibility is required if we are to create investment in responsibility (as opposed to monitoring and culpability) from students *and* faculty.

Barriers to Faculty Engagement

Faculty often feel that they are at the front lines for maintaining academic integrity, charged with the responsibility of transforming institutional policy and rhetoric into practice, through their teaching, management of breach cases, and modeling of ethical behavior (Coren 2011; McCabe et al. 2003). Extant studies into faculty attitudes concerning their experience of managing academic integrity indicate a lack of investment in institutional processes. This section will discuss the barriers to engaging faculty and the possible interventions to promote stronger investment.

Inconsistent Knowledge, Skill, and Perceptions

A study by Zivcakova et al. (2012), which examined faculty perceptions of their students' knowledge of academic integrity through viewing students' discussions in an academic integrity workshop, reported that faculty were surprised by some of the views expressed by their students. Students and faculty expressed differing views about what constituted academic integrity breaches. Given the increasingly diverse cohorts of students attending higher education from different backgrounds, it is prudent to undertake basic assessment of student competencies in academic integrity conventions (as similarly proposed by Bretag et al. 2013) so that aligned learning and teaching strategies for academic integrity may be devised.

Along a similar vein, East (2009) contends that some faculty may be insufficiently prepared, in terms of skill level and procedural familiarity, to manage student academic integrity in the classroom. Research has shown that faculty

have been known to react differently to incidences of academic integrity breaches (McCabe et al. 2003) and do not always agree on what constitutes transgressions (Flint et al. 2006; Robinson-Zanartu et al. 2005; Roig 2001).

These inconsistencies are also apparent among different faculty members. A study by Hudd et al. (2009) found that full-time and part-time faculty (sometimes referred to as sessional or casual faculty) respond to academic integrity breach cases differently. For example, part-time faculty expressed more lenient attitudes towards academic integrity breaches than their full-time counterparts. They viewed transgressions such as the use of unauthorized notes in an exam, and colluding on a take-home test with another student, as more minor violations than full-time faculty.

Ultimately, while there may be overarching institutional ethos regarding academic integrity, inconsistencies in the teaching of academic integrity conventions and in the application of rules by instructors may cause this overarching message to become diluted and fragmented. What passes for acceptable in one class may be deemed a breach in another, creating uncertainty for students.

Ignoring Breach Cases

Exacerbating these inconsistencies is the apparent prevalence of faculty ignoring suspected breach cases and possibly avoiding investigating cases due to obstacles such as the heavy time and effort commitment and the prospect of student resentment (Coren 2011). According to McCabe and Pavela (2004), 44 % of faculty claimed that they did not report a case of suspected academic integrity breach. A survey the following year by Barrett and Cox (2005) found that 51 % of faculty reported behaving similarly. Brimble and Stevenson-Clarke (2006) found that 25 % of faculty failed to report suspected breach cases because they felt the cases were unintentional, while 53 % of faculty indicated they would be hesitant to report a case at all unless they deemed it to be serious.

In Coren's more recent 2011 study, 48 % of faculty admitted that they had not referred a suspected breach case. It is not surprising, then, that Zivcakova et al. (2014) found that faculty perceived their colleagues' failure to report breaches as a concerning issue. Bennett (2005) reported that 25 % of students felt that faculty were not serious about plagiarism. Faculty who perceive a lack of clear direction from their institution may be disinclined to initiate formal processes when they suspect a breach has occurred (Kolanko et al. 2006; Simon et al. 2003). When teachers ignore breaches, this can create ambiguity about whether academic integrity is taken seriously by the institution. If faculty are not incentivized to take appropriate action, it is unlikely that students will take the initiative.

Lack of Institutional Support

Even when there is an articulated institutional commitment or a reinvigoration of interest in student academic integrity, a lack of aligned support and guidance

provided to faculty *by* their institution works against effective academic integrity management. East (2009) provides an apt example in her case study of an Australian university's academic integrity management system, reporting on the lack of alignment between policy, institutional rhetoric, and practice. In the example discussed, training for academic staff in the use of plagiarism detection software was listed in the institution's policy, but there had been no move to provide this training, rendering the initiative unsuccessful. Such misalignment provided faculty with little motivation to take up policy directives that they may perceive to be ineffective or superficial, and instead deal with breaches on their own (East 2009).

Respondents in the study by Zivcakova et al. (2012) readily identified procedural deficiencies in how academic integrity was administrated (in terms of the application of rules) and a lack of support provided to faculty for dealing with breaches. The survey of faculty attitudes to academic integrity processes by McCabe et al. (2003) found that faculty preferred to deal with cases personally, rather than report the matter to the appropriate authority. East (2009) suggests that some faculty may not feel that their supervisors deliver sound decisions regarding academic integrity breach cases and that this lack of faith is a resulting deterrent to reporting.

Workload and Stress

Compounding the problem of a perceived lack of satisfaction with administrative support is the fact that faculty view academic integrity management as a time-consuming process in general, particularly when the burden of proof and responsibility for progressing a case resides solely with the reporting faculty member (Keith-Spiegel et al. 1998; Larkham and Manns 2002; McCabe 1993).

Nearly all the faculty surveyed in Coren's 2011 study of faculty attitudes and actions relating to students' academic integrity breaches stated that they ignored suspected breach cases due to insufficient evidence. In their study of the attitudes of psychology professors to student breach activity, Keith-Spiegel et al. (1998) reported that faculty perceived the work required to seek out sources of suspected plagiarism to be onerous and, as such, presented a disincentive to reporting. Additionally, being responsible for students' academic integrity breach citations can be a daunting prospect and a highly unpleasant task considering the high fees paid by students and the pressures students face to succeed (Franklyn et al. 1995; Sheard et al. 2003). Further adding to this anxiety is the emotional stress of having to police cases and confront students personally, and the fear of litigation and professional repercussions (Coren 2011; Keith-Spiegel et al. 1998).

Coren (2011) further contends that faculty who have had negative experiences in dealing with academic integrity breaches were more likely to find academic integrity management to be an unpleasant aspect of their work and to place less importance on the perceived opinions of their colleagues regarding how such cases ought to be handled. McCabe (1993) found that among faculty who did report academic integrity breaches, between 20 % and 30 % of them were unsatisfied with

how the cases were handled. Faculty who did report breach cases in Coren's 2011 study, and who were unsatisfied with their handling, were subsequently *less* confident that they would receive adequate support from their institution if they reported further cases. These findings underscore the notion that some faculty may experience a lack of professional self-efficacy concerning their ability to manage academic integrity.

Towards Better Engagement of Faculty

Possible solutions for improving faculty engagement are presented in the following sections, encompassing procedural support, resourcing and preparation, learning and teaching support, and professional development.

Procedural Support

The concept of a dedicated academic integrity officer is one method of providing day-to-day procedural and, possibly, moral support for faculty (Carroll and Appleton 2005; Devlin 2003; Park 2004). Variations on this approach have been implemented in the form of academic integrity advisors (Zivcakova et al. 2012), academic integrity officers (McGowan 2013), academic honesty coordinators (Devlin 2003), and student academic conduct officers (East 2009). This role involves any combination of the following duties: the provision of discipline-specific support to faculty, management and referral of cases, determination of outcomes, maintenance of case databases, and advising faculty (Park 2004).

The role has further potential for development. There is scope for academic integrity advisors to become involved in discussions with university administration relating to policies and to be utilized as consultants regarding the professional development needs of faculty, and learning and teaching interventions relating to academic integrity. Such advisors are also in an excellent position to serve as the faculty voice relating to academic integrity issues due to their exposure, awareness, and knowledge of colleagues' experiences in dealing with breach cases, their experience in the application of academic integrity policies and procedure, and their ability to comment on the effectiveness of procedures based on their knowledge of case outcomes. Faculty in Zivcakova et al. (2012) noted the benefits of having a colleague in an academic integrity advisory role, in terms of the administrative support they received in dealing with breach cases, and as a source of expert knowledge. As McGowan (2013) states, "in other words to guarantee some consistency" in how breach cases are handled (p. 230).

Hamilton and Richardson (2008), writing in relation to a plagiarism detection software intervention at an institution, cite a similar concept – that of *staff champions*, whose role is to inform students about referencing techniques, student responsibilities, and the technical aspects of using the plagiarism detection software, Turnitin. Though the term academic integrity "champion" is also used by

Bertram Gallant and Drinan (2008), "staff champion" as cited by Hamilton and Richardson (2008) is a different concept. The role described by Bertram Gallant and Drinan (2008) does not predominantly involve assisting students (though the authors do not preclude this). Rather, Bertram Gallant and Drinan's (2008) academic integrity champion, through their enthusiasm and commitment to the cause, serves as potential catalyst for bringing about positive academic integrity change. Similar to the potential of the academic integrity advisor (typically a member of faculty), such individuals may take on the role of interlocutors in consultation with the institution and with other academic integrity stakeholders.

Resourcing and Preparation

Supporting faculty can extend beyond providing advice and improving administration by also providing resources for use or adaptation in classrooms. This enables faculty to feel less like they have to "reinvent the wheel" when it comes to instruction in academic integrity rules and expectations, and allows them to save time and effort by utilizing existing material. The practice of sharing (and, in some cases, collaborating on) resources also serves to contribute to the scholarly practice of teaching academic integrity. The *Building Academic Integrity Project*, an Australian Government Office for Learning and Teaching study led by Victoria University, examined the specific role of unit/course coordinators in the management of academic integrity (Building Academic Integrity Project (n.d.)).

Initial results from a survey of 438 faculty revealed that faculty were uncertain about the different forms of academic integrity breaches and how academic integrity ought to be taught to students. The project specifically identifies unit coordinators who are at the center of managing academic integrity and, as such, are tasked with the role of translating policy into teaching and learning outcomes. Rather than faculty producing resources on their own, the project website serves as a useful aggregator of academic integrity teaching resources that can be downloaded and, in some cases, adapted. Resources are listed by name, purpose, and the recommended term or semester for when the material is best disseminated. The resources include links to videos, quizzes, online modules, tutorials, and other teaching documents, the sharing of which promotes an academic integrity community of practice (Building Academic Integrity Project (n.d.)).

A different example of an online resource is the online academic integrity module. Such modules are a recent learning and teaching tool and mainly for student use. The module developed by Macquarie University, however, can also be utilized by faculty as a diagnostic and learning and teaching tool to counter academic integrity issues in their classrooms. It covers academic integrity definitions, student responsibilities, competency assessment in academic integrity, and provides links to resources.

Faculty workshops are another method of providing skills and support to faculty, to promote consistency in academic integrity learning and teaching. The faculty training workshops described by Hamilton and Richardson (2008), for example,

cover the discussion of policy, process, case studies, academic responsibilities, and discipline-based methods for faculty to disseminate academic integrity information to their students. Such workshops may work well to counter faculty perception of a lack of support and guidance in managing student academic integrity.

Devlin's (2003) recommendations for how faculty can improve academic integrity management included ensuring that all sessional faculty (sometimes referred to as nontenured, casually employed, or part-time academic staff) are provided with induction into academic integrity management approaches. Faculty are also encouraged to collaborate with learning support services in creating academic integrity information or interventions for students. Another related recommendation was for the creation of a central register of academic integrity breach incidents, which would allow faculty to keep track of cases and improve transparency of case management. Devlin (2003) also recommended the creation of a new role within the faculty – that of the academic honesty coordinator, who would oversee these abovementioned measures. Adoption and adaptation of these suggestions may assist in underscoring an institution's commitment to academic integrity, providing an initial support base for new faculty and promoting consistency in the application of academic integrity rules and procedures.

Learning and Teaching

An additional way to facilitate stronger faculty engagement in academic integrity is to treat academic integrity not purely as a behavioral phenomenon, but also as a learning and teaching issue. Much of the scholarly research into embedding academic integrity into curriculum is centered on professional disciplines such as business, law, health, and accounting. In these instances, it is not precisely academic integrity that is being taught, but ethics as it applies to real-life, discipline-specific scenarios.

As Langenderfer and Rockness (2006) state, "If students are not aware of the many ethical dilemmas they will face while on the job, they are more likely to make a bad, or at least, a poorer decision than if they had prior discussions relating to how to deal with such situation. Forewarned is forearmed! Students need to think of ethical issues and how they as individuals will face the issues before they are confronted with real-world dilemmas" (p. 349).

There is much to be gained from a similar integrative approach for academic integrity into all courses, and into individual course elements, via a constructive alignment approach (Biggs 2003). This approach will be discussed in more detail later in the chapter.

Embedding of academic integrity into curriculum can occur via two methods to ensure maximum reach across a diverse student body. First, as an initial introductory course taken alongside other courses for new students and, second, as students progress through their programs, academic integrity components may be integrated *into* their subjects providing plenty of contextualized examples that build on students' existing knowledge (Alsop 2006; East 2009). It is further recommended

that assessments be used as teaching tools for academic integrity, by providing diagnostic feedback (East 2009; Henderson 2007; Macdonald and Carroll 2006). This stance necessitates viewing certain levels of transgressions *not* as breaches, but as indicators of skill deficiencies to be addressed.

Other studies have demonstrated how novel approaches to academic integrity information dissemination for students can have positive effects for both learners and their instructors. The study by Zivcakova et al. (2012) involved faculty observing academic integrity seminars given to their students by an academic integrity advisor. This intervention was designed to provide an opportunity for students to engage in dialogue and interaction on the topic of academic integrity, to ask questions and move beyond passive reception of academic integrity information.

While the presentations were informative for students, faculty reported being surprised by their students' thoughts and views regarding academic integrity and by how engaged and open the students were in their discussions with the presenter. This active engagement with the topic of academic integrity was later reflected in the faculty's subsequent classes with their students. Faculty reported having insightful, constructive discussions about academic integrity, as students pondered on the issues that had been covered in the presentation. The format of the intervention (highly interactive, discussion-based) was also in-line with the preferred methods for how students wish to learn about academic integrity (Bretag et al. 2013; Nayak et al. forthcoming). The intervention not only informed faculty about *what* their students thought about, when it came to academic integrity, but also stimulated instructors' ideas for *how* they could improve teaching of academic integrity in the classroom.

Professional Development

In addition to making academic integrity part of scholarly learning and teaching, providing professional development opportunities for faculty has the potential to raise the profile of academic integrity engagement as a desirable professional undertaking (Henderson and Whitelaw 2013). This could be achieved by providing training in the form of stand-alone faculty workshops or workshops that are a part of faculty induction, including academic integrity topics as assessable components in postgraduate degree programs in higher education, and other forms of certification for faculty who progress through levels of professional development.

While there is a paucity of research examining faculty professional development initiatives in academic integrity, the concept is recognized as being a critical component of the support systems that underpin exemplary academic integrity policy. In their identification of core academic integrity policy elements, Bretag et al. (2011) listed the following elements: access, approach, responsibility, support, and detail. Based on their review of academic integrity policies at all Australian universities, the authors locate faculty professional development under the domain of "support," underscoring that exemplary academic integrity policy involves the provision of adequate training and professional development of faculty within this domain.

Barriers to Student Engagement

The bulk of early research into academic integrity in higher education focused on students' self-reported breach rates and associated breach behaviors (e.g., Bowers 1964; Brimble et al. 2005; Franklyn-Stokes and Newstead 1995; McCabe and Trevino 1993). Later studies examined student attitudes towards aspects of their learning and social environments, institutional policies and processes, and other contextual factors that influence student academic integrity (e.g., Bretag et al. 2013; Larkham and Manns 2002; Marshall and Gary 2005; McCabe and Trevino 1993, 1997; Sutherland-Smith 2010; Park 2003). From these and other studies, a synthesis of the barriers for student engagement with academic integrity is presented below, followed by examples of interventions that may assist in raising the profile of academic integrity among students and boost their engagement with the concept.

Policy Language

One particular barrier to student engagement with academic integrity may concern how the concept is disseminated to students to begin with. Findings from past studies into language and discourse in academic integrity policy and definitions (see Briggs 2003; Kaktins 2013) have highlighted terminology that presents academic integrity management as an adversarial system.

Students occupy the role of potential offenders (regardless of whether breaches are deemed intentional or not), and the university occupies the role of the enforcer of academic integrity rules (Sutherland-Smith 2010). The presence of this type of language hampers efforts to promote a *shared* responsibility and a positive conception of academic integrity. Students surveyed in Nayak et al. (forthcoming) agreed that academic integrity was about rules, policies, and penalties *more so* than it was about values. Findings like these are indicative of students' conception of academic integrity as more of an administrative requirement, rather than an aspect of their learning or of their campus culture.

Knowledge and Awareness

Consistent with a focus on educative approaches to managing academic integrity, a lack of skill and awareness regarding academic integrity rules and conventions (Briggs 2003; Devlin 2003; Marshall and Garry 2005) and faculty's mistaken assumptions that students are sufficiently knowledgeable in this area are some of most salient contributing factors for why students commit breaches. This problem relates to inconsistent ideas of what constitutes academic integrity and scholarship in general (Gullifer and Tyson 2010) exacerbated by the inconsistent dissemination of academic integrity information by faculty (Carroll 2004; Flint et al. 2006).

Also compounding the problem is students' overconfidence regarding their knowledge. A survey of 15,304 Australian university students by Bretag et al. (2013) revealed that 94.2 % of students reported feeling confident they could avoid committing an academic integrity breach, despite only two-thirds indicating that they were aware of academic integrity rules and knew where to locate their institution's academic integrity policies. This perceived high confidence in avoiding breaches seems incongruent alongside other studies that report students' unwillingness to report breach cases they may have witnessed (Brimble and Stevenson-Clarke 2006) and students' agreement that academic integrity breaches at their enrolled institution were a serious problem (Nayak et al. forthcoming).

Dissemination Barriers

Skills and awareness of academic integrity conventions constitute the basic academic integrity knowledge building blocks. Once sufficiently equipped, students are able to make more informed choices regarding their academic work and their actions. Attempts to address a lack of engagement by students should first examine *how* academic integrity information is currently relayed to students and then determine their preferences regarding this.

Studies examining student perceptions of their exposure and access to this information have highlighted problems of inconsistent and ineffective delivery. As Cook et al. (2013) state,

> "A student wishing to be fully informed of their obligations would have to access, read, and synthesise information from several sources. Furthermore, the information tends to be text-heavy and may not be easy for students to understand and apply in practice. The risk here is that without appropriate contextualization and support, a student may not fully understand university policies and expectations" (p. 140).

Although the vast majority of the 5,538 students surveyed in Nayak et al. (forthcoming) indicated that their main source of academic integrity information was their unit/course outlines and their instructors, students and faculty who were asked the same question felt that the information was not provided in a consistent manner and was not thorough enough for students to gain an in-depth, contextualized understanding of academic integrity. When asked about their preferences for how they wished to engage with the information, Nayak et al. (forthcoming) reported different preferences even among students from different year levels (e.g., new students preferred learning about academic integrity in smaller, tutorial groups, while seniors cited a preference for lectures).

Students entering higher education quite often possess different learning orientations, influenced by factors such as their pedagogical background. As such, it would be advantageous to consider a variety of dissemination options for academic integrity beyond unit/program outlines, policies, and written instructions. This view is supported by Bretag et al. (2013) who state that a range of engaging activities across different mediums should be employed, for maximum reach and effect.

Towards Better Engagement of Students

Possible solutions for improving student engagement are divided below into two categories – learning and teaching interventions that aim to mitigate the problem of inconsistent knowledge and lack of awareness and socio-behavioral interventions that aim to improve stakeholder inclusiveness in academic integrity, reduce apathy, provide incentives for students to engage with the concept, and promote shared academic integrity community values.

Learning and Teaching Interventions

The constructive alignment approach put forth by Biggs (2003) can be utilized as a useful guide for integrating academic integrity *into* learning and teaching. This approach refers to all elements of teaching – including materials, assessment, and activities – being mutually supportive of learning aims that are articulated at the outset. Applied to academic integrity, the adoption of constructive alignment would involve incorporating academic integrity concepts as learning aims in their own right, with specific learning outcomes to be achieved, and then determining how other aspects of the course could contribute to achieving these aims.

At the beginning of their course, students would benefit from the provision of a clear statement of what they are expected to learn and demonstrate (Ramsden 2003) in relation to academic integrity. Students and their instructors may then compare the knowledge that students accumulate against these learning aims, to gauge their progress. In determining learning aims for academic integrity, obtaining a baseline assessment of student competencies is an advisable starting point (Bretag et al. 2013; East 2009). This would enable instructors to approach the teaching of academic integrity in a less ad hoc manner. Additionally, making the results available to students could prove to be a useful tool for learning.

Most of the recommendations developed by Devlin's 2003 case study promote a holistic approach to improving academic integrity management via learning and teaching approaches. The recommendations include: ensuring that English language competency requirements are adhered to, so that students are not placed in a disadvantaged position in coping with their academic work; making academic preparation programs compulsory rather than voluntary; reducing the number of assessments; and using subject guides (sometimes referred to as unit guides or unit outlines) as the main dissemination medium for communicating about academic integrity information to students.

Engaging students in learning and caring about academic integrity can also occur through the use of case studies and practical examples. Prescott et al. (2014) describe the novel approach of utilizing an "accidental activity" in generating discussions and collegially developed sanctions for an actual academic integrity breach committed by one of the (anonymous) students in a class. The exercise promoted increased understanding about academic integrity and empathy among the students, who were asked to view the case through the perspective of their instructor.

Dissemination Mediums

One method of obtaining baseline indications of students' academic integrity skills and knowledge is through an online academic integrity module. Many institutions have recently incorporated these centralized, institutional-wide platforms as a learning and teaching tool and a way of promoting a consistent institutional message about academic integrity (e.g., Cook et al. 2013; Lee and Webb 2013; Zdravkovic et al. 2013). Though these modules fit within the scope of learning and teaching interventions, they also serve to promulgate and make explicit institutions' policies and ethos on academic integrity, as well as students' rights and responsibilities (Zdravkovic et al. 2013). Modules involve a combination of text-based information and interactivity (e.g., in the form of videos and quizzes). These methods constitute a fitting response to students' request for more interactive mediums to learn about academic integrity (Bretag et al. 2013; Nayak et al. forthcoming). Some modules include an entry and exit quiz to gauge prior and posttest knowledge, providing students and their instructors with useful diagnostic feedback.

Improving dissemination techniques via the utilization of a variety of delivery mediums to inform students about academic integrity has the potential to boost engagement (Carroll and Appleton 2001). Gynnild and Gotschalk (2008) point to a strong preference among students for in-class discussions and workshops. Overall, knowledge-building exercises, interactivity, and activities that encourage reflection, as opposed to passive reception, are encouraged for improved learning outcomes (Oblinger and Oblinger 2005). The benefit of providing a range of dissemination methods is that it maximizes the potential for the information to reach a wider number of students across a variety of learning inclinations.

An example of a stand-alone intervention is described by Zivcakova et al. (2014), whereby senior students were recruited to provide uniform academic integrity presentations to their junior peers. The benefits derived from this manner of dissemination are twofold – the "instructors" increased their knowledge and confidence regarding academic integrity, while the students they presented to benefited from improving their engagement with academic integrity in a novel, peer-led approach.

In terms of peripheral support to academic integrity learning, students in Nayak et al. (forthcoming) also wanted more reminders regarding the expectations from their faculty, more opportunities to consult with their instructors, and for academic integrity to have a tangible, visible presence on campus. Indeed, improving visibility and providing reminders have proven to be helpful in deterring breach behavior (Kerkvliet and Sigmund 1999).

Socio-behavioral Interventions

Rather than being passive stakeholders of a system within which they play a critical role, there are potential engagement benefits to be garnered from meaningfully involving students in the management of academic integrity. Research into the

influence of peer culture on breach activity (McCabe and Trevino 1993, 1997; Rettinger and Kramer 2009; Smith et al. 2007) provides strong rationale for student-led academic integrity initiatives, given it has been shown that students are more likely to engage in breach behaviors if they perceive such actions to be normalized by their peer group.

With the exception of institutions that utilize academic honor codes, students largely experience academic integrity as policies, procedures, instructor expectations, and sanctions stipulated by their institution. Within such a "top-down" system, apart from the threat of penalties for breaking rules, there is no strong, intrinsic incentive for students to promote positive academic integrity values among their peers if they do not feel as though they have a stake in the system.

As Nayak et al. (forthcoming) state, in their study on the potential of student-driven academic integrity societies,

> "Meaningful student participation would involve listening to student experiences regarding what they know about academic integrity, how they feel about and deal with it, and then discussing with students the ways by which institutions can facilitate students' collaboration and partnership in academic integrity. Such initiatives would support a holistic approach to managing academic integrity" (p. vi).

The concept of students as collaborators, disseminators and institutional partners in academic integrity already exists, though predominantly in US institutions, in the form of academic honor code systems. The underlying rationale of honor codes is that academic integrity is the responsibility of the entire university community and that as part of that community, students are tasked with the promotion and management of academic integrity (McCabe et al. 2003). These codes may require students to recite a pledge or oath affirming code tenets. In exchange for responsibilities pledged to the university community, students are given privileges such as unproctored exams and may sit on disciplinary committees, sometimes comprised only of students. Students may also be required to report suspected breaches, and in some instances, failure to report a breach of the honor code is itself a violation of the code (McCabe and Trevino 1993).

In their survey of 6,000 students across 31 colleges in the USA, McCabe and Trevino (1993) reported lower rates of breaches at code institutions when compared to non-code institutions. Research into the potential of the honor code model outside of the USA has been rare, with the notable exceptions of Yakovchuk et al. (2011), who conducted a UK study examining the perceptions of faculty and students regarding the viability of a similar, student-led system in the UK. Participants felt the US honor code system would be culturally incompatible at UK universities, but were nevertheless supportive of greater student involvement in academic integrity management.

O'Neill and Pfeiffer (2012) examined the impact of honor codes and perceptions of academic integrity breaches among students, finding that honor codes by themselves did not deter academic integrity breaches. Rather, it was student perceptions regarding the seriousness of the breach type that determined the likelihood of students engaging in the breach activity. The authors suggested that increasing

the awareness of the different types of academic integrity breaches (and the seriousness and impact of such transgressions) would lead to more knowledgeable students who are potentially less likely to commit an academic integrity breach.

More recently, the study by Nayak et al. (2013) examined student attitudes to an honor code system (or similar, student-led model) at Australian universities. Respondents were skeptical about the idea, but of 5,509 students 27 % (or 1,488 students) were willing to participate in such a system, providing positive indication of students' interest to engage with the concept and a more than sufficient pool of interested students from which to recruit for the student-led organization.

Honor code systems are not the only means of involving students in the dissemination and promotion of academic integrity, although they can be utilized as an analogue. Nayak et al. (forthcoming) in collaboration with Dr. Tricia Bertram Gallant, Director of the Academic Integrity Office at the University of California, San Diego (UCSD), facilitated the creation of the first, student-led academic integrity organization in Australia, at Macquarie University.

This student organization, called the Academic Integrity Matters Ambassadors (AIMA), is the third chapter of the International Academic Integrity Matters Student Organisation (IAIMSO), founded by Dr. Bertram Gallant at UCSD in 2009. The Academic Integrity Matters (AIM) student organizations are nonprofit student groups whose goal is to promote a culture of academic integrity on campus and in the community at large (AIM n.d.). Activities undertaken by AIM chapters include presentations, competitions, awards nights, the production of information videos, and collaboration in learning and teaching projects promoting academic integrity. Such organizations provide a flexible and adaptable student-led model for promoting engagement in academic integrity in campus environments where honor codes may not be culturally compatible.

Model for Faculty and Student Engagement in Academic Integrity

The previous sections of this chapter have examined the barriers to student and faculty engagement in academic integrity management and discussed the types of interventions that may improve engagement from these two academic integrity stakeholder groups. A summary of the intervention categories is presented in Fig. 1.

In concordance with recommendations for a holistic approach to improving academic integrity management, and the call for meaningful, reflexive consultation with stakeholders within the academic integrity community, the central component of the model comprises the *community-consultative process*. This process can take the form of a consultative committee, advisory group, or working group made up of representatives from university administration and other departments within the institution who influence academic integrity (e.g., learning support advisors, library staff, student advisors, student advocates, university ombudspersons, and officers from the student union, association, or guild).

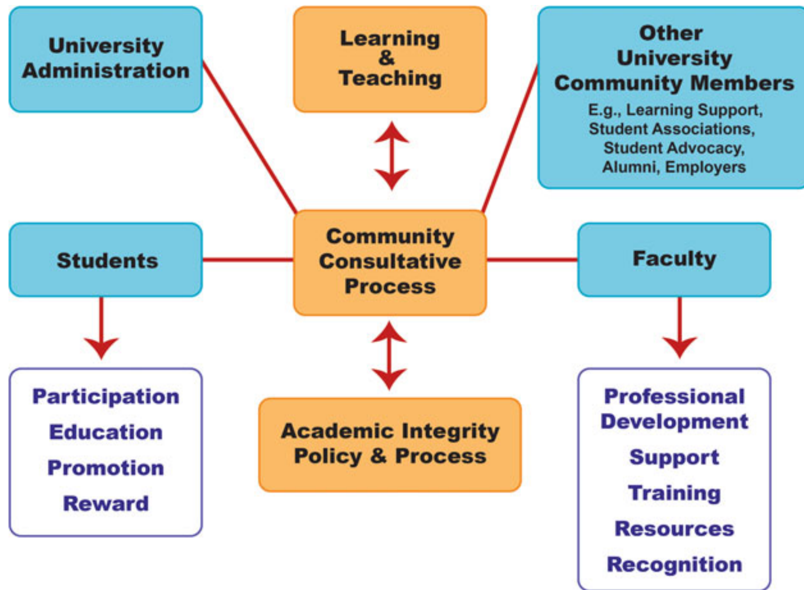

Fig. 1 Model for faculty and student engagement in academic integrity

Before interventions are formulated, the community-consultative process should first conduct a "health check" of the academic integrity policies, processes, and procedures to assess if there is alignment between these elements. Examples of tools to assist with this process include the *Academic Integrity Policy Toolkit*, produced by the Exemplary Academic Integrity Project; a checklist of practices supporting an aligned approach to implementing academic integrity, created by East (2009); the *Academic Integrity Assessment Guide*, produced by the International Center for Academic Integrity; the *Plagiarism Advisory Service Roadmap* (JISC 2005); and *Plagiarism: A Good Practice Guide*, by Carroll and Appleton (2001).

Feedback obtained from the consultative process can be used to design interventions that work to improve faculty and student engagement in academic integrity. From the literature, recommended interventions for faculty include providing support and training in how to deal with cases in order to minimize faculty's perceived burdens and creating greater personal and professional investment in academic integrity through professional development initiatives.

For students, educative interventions are de rigueur in academic integrity management and are an essential component to improving student engagement. However, meaningful student participation in the promotion and dissemination of academic integrity is still glaringly absent from most academic integrity systems outside of those that utilize academic honor codes. Accordingly, student participation is included in the model. The type of vehicle or label for this student participation in academic integrity is less important than whether or not it provides

genuine opportunities for students to be consulted and involved in the promotion of academic integrity and thus, discourages apathy.

Finally, given the strong research-derived focus on learning and teaching interventions to improve academic integrity outcomes for students and faculty, this category stands alone in the model but is inherently informed by the outcome of the community-consultative process and the review of institutional policy and procedural alignment. Learning and teaching interventions include resourcing faculty with training and instruction materials, embedding academic integrity concepts into curriculum and assessment, the provision of workshops and seminars (whether faculty-led or student-led), and providing centralized support and diagnostic tools such as online academic integrity modules.

Summary

Academic integrity breaches are a multifaceted and complex problem. Much of the literature on academic integrity in higher education has focused on students and their behaviors, with a view to understanding why and how often students commit transgressions. As more is learned about the prevalence of breaches and the contributing factors associated with breach behaviors, educators have turned their concerns to other elements within academic integrity systems, such as policies, processes, learning and teaching, and the roles and responsibilities of other members in the university academic integrity community.

While alignment of academic integrity policy and procedures is not a central focus of this chapter, for some institutions, it remains a necessary first step if they seek to address engagement barriers among faculty and students. Consultation with other members of the campus community is also essential to ensure that the viewpoints of those who both effect and are affected by academic integrity management are included in the assessment.

This chapter has discussed the barriers to engaging two major stakeholders in the university academic integrity community – students and faculty. The variety of issues that prevent both groups from becoming more invested in academic integrity has highlighted that there is no "quick fix" to be applied. Rather, proposed solutions need to take into account the wider academic integrity environment within which faculty teach and students learn. Raising the profile of academic integrity, in general, would be a good place to start. Too often it is a hidden issue, discussed not in terms of the positive outcomes for the university community, but as what *not* to do.

Institutions would benefit from enabling dialogue with their community members about why academic integrity is valuable to the university community, as a whole. Academic integrity must be reconceptualized as more than a student issue that is traditionally managed by faculty. Once viewed as a community issue, faculty and students are more likely to perceive that they have a stake in academic integrity and are not merely passively affected by their institutions' rules and policies.

Based on findings from research examining student and faculty experience and case studies of interventions designed to promote engagement in academic integrity among these two stakeholder groups, the *model for faculty and student engagement in academic integrity* (Fig. 1) illustrates how students and faculty can be involved in a consultative process to derive appropriate interventions.

There is a great deal of scope for more detailed study. For faculty, case studies of administrative support, professional development, and the application of learning, teaching, and training in academic integrity would provide rich, contextual accounts of how such interventions can be applied. For students, the viability and sustainability of peer-led academic integrity interventions (in non-honor code institutions) is still unchartered. Assessing ways for students to become active players in academic integrity management has only begun to be explored, and further research can be undertaken to examine appropriate strategies for students to become drivers of academic integrity in their own right.

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