THE CULTURE OF SURVEILLANCE: FACULTY RESPONSES TO ACADEMIC

DISHONESTY IN THE CLASSROOM

By

MEGHAN CHRISTINE LEVI BURTON

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To the Faculty of Washington State University:

       The members of the Committee appointed to examine the thesis of MEGHAN CHRISTINE LEVI BURTON find it satisfactory and recommend that it be accepted.

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D. Michael Pavel, Ph.D., Chair

_____

Kelly A. Ward, Ph.D.

_____

Christian K. Wuthrich, Ph.D.

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Abstract

by Meghan Christine Levi Burton
Washington State University
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Chair: Michael Pavel

The purpose of this qualitative study was to investigate the challenges faculty members face when reporting academic integrity violations to the Office of the Dean of Students. Faculty members at research institutions face unique challenges balancing research obligations, teaching obligations, and service commitments and this study aimed to identify how this affects reporting academic integrity violations.   The respondents in this study are faculty in liberal arts disciplines at Loyal University (LU), a rural land-grant university with very high research productivity. Using Bertram Gallant's (2008) comprehensive framework, the Four Dimensions, semi-structured interviews were conducted to identify the challenges faced by faculty within the Internal, Organizational, Institutional, and Societal Dimensions.

The findings of this qualitative study suggest the lack of institutional reward coupled with the cultural shift toward surveillance and away from scholarly development in the classroom are the strongest barriers acknowledged by faculty. Without strong institutional support, creating a culture of integrity in the classroom was not considered a priority when compared against the highly rewarded research production and grant funding. Faculty members fall back on employing surveillance tactics in the classroom to defend the scholarly space.

The findings in this study provide a useable framework for practice and have significant implications for future work in the area of creating a policy supported by faculty members. By

directly addressing the barriers to reporting identified as the most challenging, policies can be created to meet the needs of both faculty and students. This study concludes with recommendations for policy and future research.

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Chapter One: Introduction

As a new freshman student sitting in my first college writing class, I unknowingly received the most succinct advice I would ever receive regarding academic integrity. The Ph.D. student teaching the class simply said, "Do your own work. If you don't, you will be expelled and we will take you to court and trust me, you can't afford it." While not the perfect definition of the importance of academic integrity it stuck with me for the remaining five years of my undergraduate career. Now, as a graduate student, overseeing the conduct process for academic integrity violations, the relevance of the above statement has come full circle for me. As a student conduct officer I have witnessed marked differences in attitude by faculty members reporting academic integrity violations to the Office of the Dean of Students. Responses range from robust defense of intellectual property to indifference to fear of retribution.

Academic integrity can be an elusive concept to define, even within the same institution, constituencies may view it differently which can lead to ambiguity about what constitutes a violation. The Center for Academic Integrity's report, *The Fundamental Value of Academic Integrity* provides this comprehensive definition: "Academic integrity is a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect, and responsibility. From these values flow principles of behavior that enable academic communities to translate ideals into action" (1999). Unlike other conduct offenses, academic integrity is the cornerstone of higher education and violations disrupt the educational process (Bertram Gallant, 2008). In the article *Faculty Cultures, Faculty Values*, Austin (1990) defines "important bedrocks" of academe, asserting, "the purpose of higher education is to pursue, discover, produce, and disseminate knowledge, truth, and understanding" (p. 62). Austin further breaks down these ideals and identifies as the third critical value: "…commitment to intellectual

honesty and fairness. Students are to be treated fairly, and, since ideas are held as the most valuable capital in academe, faculty are expected to shun plagiarism or falsification" (p. 62).

Research is prolific on the levels of student cheating and the increasing indifference by students toward dishonest behaviors (Murdock, Miller, & Kohlhardt, 2004). In the quantitative study by Nadelson, only eight of 72 faculty members reported academic integrity violations to the student judicial affairs office (2007). With self-reported cheating behavior exceeding seventy percent, the difference between prevalence and reported violations is significant and necessitates further research (Davis, Grover, Becker, & McGregor, 1992). Drinan and Bertram Gallant (2008) suggest the disconnect is partially historical, stemming from the post World War II boom in higher education.   This transition took discipline out of the hands of faculty, due to heavy teaching and research obligations, and led to the advent of due process rights for students and a new administrative branch to exact those rights; Student Affairs. The mosaic of challenges with reporting academic integrity violations is not an issue that rests solely on the shoulders of faculty; it has more complex roots, requiring a comprehensive culture change toward integrity as a primary institutional value (Bertram Gallant, 2007). Drinan and Bertram Gallant (2006) expose the following normative behaviors that contribute to the challenges:

> Researchers have also found that faculty do not adhere to academic integrity procedures, students do not get involved in the development or enforcement of academic integrity, universities do not regularly provide academic integrity education, universities do not routinely assess the proliferation of academic dishonesty, and few universities have an office responsible for coordinating academic integrity efforts. (p. 62)

Given the discrepancies in reporting, faculty work life demands and institutional culture the research conducted in this study elucidates student academic integrity from the faculty

perspective and provides a needed connection between all of the above mentioned issues. The next section provides an overview of the study and the university used in the study.

Study Overview

The purpose of this qualitative study was to investigate the challenges faculty members face when reporting academic integrity violations to the Office of the Dean of Students. This study focused on faculty in liberal arts disciplines at Loyal University (LU), a rural land-grant university with very high research productivity, enrolling over 20,000 students (Carnegie, 2010). Faculty members at LU exceed 1,600 and 80% have a terminal degree in their discipline. My experience has shown that most reported academic integrity violations come from 100 level general education classes and the majority of these classes are offered by the liberal arts disciplines.

Faculty members at research institutions face unique challenges balancing research obligations, teaching obligations, and service commitments. Boyer's (1990) research acknowledged the prevailing sentiment that research production is the cardinal evaluation method used to measure scholarship among faculty: "At the same time, evidence abounds that many professors feel ambivalent about their roles. This conflict of academic functions demoralizes the professoriate, erodes the vitality of the institution, and cannot help but have a negative impact on students" (p. 2). This study examined how the academic integrity violation reporting process is viewed by faculty within the context of challenges related or unrelated to teaching, research, and service obligations.

For the purpose of this study, an academic integrity violation was defined as any transgression that violates the policy as defined in the standards for student conduct adopted by LU. Those standards are (1) Academic integrity violations; including cheating, (2) Knowingly

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furnishing false information to any university official, faculty member, or office, and (3) Forgery, alteration, or misuse of any university document or record, or instrument of identification whether issued by the university or other state or federal agency. Cheating is further defined as: use of unauthorized materials, use of sources beyond those authorized by instructor, acquisition of tests without permission, fabrication, counterfeiting data, counterfeiting records, false excuses for absence, behavior used to gain unfair advantage, scientific misconduct, unauthorized collaboration, unauthorized knowledge of exam materials, plagiarism, unauthorized multiple submission of same work, sabotage, and tampering records (Dean of Students, Loyal University website).

When a student is reported for violating the academic integrity policy at LU they are notified they have a 21 day appeal period. If they choose to exercise this due process right the Academic Integrity Appeal Board is convened to hear their case and the case of the faculty member to make the following determination; did the faculty member follow their stated course policy regarding academic integrity and is the student responsible or not responsible for violating LU's policy. If the student chooses to take responsibility and not appeal the faculty member's decision they are assigned educational sanctions from the Office of the Dean of Students at LU. These sanctions aim to educate the student on the policies at LU, what constitutes plagiarism, and while requiring the student to personally reflect on their actions and identify how they will approach their studies differently in the future. The next section provides an overview of the conceptual framework guiding the research questions and this study.

Conceptual Framework

This study and the following research questions were developed using the conceptual framework of Bertram Gallant's Four Dimensions. Bertram Gallant (2008) suggests the

following multidimensional lens to view academic misconduct: 1) Internal Dimension, 2) Organizational Dimension, 3) Institutional Dimension, and 4) Societal Dimension. A broader definition of the four dimensions and the way they can pertain to faculty is provided below.

The first dimension, Internal, is a micro level construct concerned with individual character development or lack thereof. As highlighted by Bertram Gallant (2008), most of the research on academic integrity has been focused in this area, relying on survey data of self-reported dishonest behaviors. The focus on the Internal Dimension is a regression back to founding principles of higher education, the canon of educating the whole individual; cognitively, morally, and socially.

The second dimension, Organizational, focuses on the impact of campus climate and its influence on academic integrity. Bertram Gallant (2008) divides the organizational dimension into peer norms and classroom dynamics. The subcategories of this particular dimension can easily be adapted to the faculty viewpoint; as in any group culture, peer norms can also be expected among faculty members. Faculty members may feel uncomfortable with confronting students or choose to handle violations internally to avoid interference from student affairs in the academic realm (Drinan & Bertram Gallant, 2008). Furthermore, indifference, fear of retribution, and ambiguity about reporting procedures are all negative perspectives that can easily disseminate through faculty cohorts to create a foundation of normative behavior in response to academic dishonesty. Classroom dynamics also have an effect on academic integrity. Faculty may not want to acknowledge that a student would be so disrespectful as to damage the glorified archetypal student/faculty relationship. Dishonest behaviors can be viewed as a personal affront thus damaging rapport and can lead faculty members to create a culture of surveillance or conversely become apathetic to the behavior (Drinan & Bertram Gallant, 2008).

The third dimension, Institutional, focuses on academic systems. Both faculty and students face enormous pressure from the structure of academia. Faculty receive pressure to publish and produce work that is measurable or creates social capital for the university, and students too often view college as a means to successful career, not a time to focus on the acquisition of knowledge and furthering character development (Bertram Gallant, 2008). This structure supports a less than ideal circumstance on both ends of the spectrum. The competition among students begets a "win at all costs" atmosphere. Faculty can also be too overwhelmed with the demands of their profession to be deviated by an individual student's character development.

The fourth and final dimension, Societal, views academic integrity from a macrolevel within the larger context of society as a whole. Bertram Gallant (2008) provides this succinct definition, "So while the internal dimension positions the use of technology to copy and paste as evidence of immorality, the societal dimension argues that technology challenges standard writing conventions and the moral assumptions of plagiarism" (p. 58). The concern of the societal dimension is the affect the declining moral fiber of society as a whole has on the function of academia.

Adapting the dimensions outlined above to view the faculty as the actor and not the student provided a more comprehensive view of the barriers faced in reporting academic integrity violations. As suggested by the literature, the point of departure from integrity in academic work is multidimensional and historical in context. This study sought to provide a needed faculty perspective to the challenges and barriers to reporting violations, allowing for due process, and lastly addressing the diminishing faculty role as agents of positive change among the college student population.

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Research Questions

Researchers on the subject of academic dishonesty have uncovered a phenomena that is multidimensional (Bertram Gallant, 2008). While research is prolific on the reasons why students cheat, there is a gap in the literature regarding how dishonest acts by students complicate faculty work life by creating a culture of surveillance instead of scholarship. Austin (1990) acknowledged the influence faculty have on culture in academe stating, "Faculty not only produce knowledge but also transmit culture as they educate young people" (p. 62). Examination of the faculty perspective informs the practice of student affairs professionals, provides an avenue from theory to practice for consistent reporting and educational opportunities for students, and illuminates behaviors affecting the culture in the classroom and thus student development. The following questions were used to guide the study:

1. Does a faculty member's individual definition of academic integrity affect reporting?
2. What impact does organizational culture have on reporting?
3. What challenges do faculty members face in reporting academic integrity violations?
4. What are the greater expectations for academic integrity in academia?

Methods and Goal

This study used qualitative research methods to conduct a content analysis to identify the barriers perceived by faculty members in the liberal arts disciplines in reporting academic integrity violations. Respondents were current faculty members at a rural land-grant public university in the northwest. Data was gathered through semi-structured recorded interviews, which were transcribed and analyzed for themes (Cortazzi, 1993).

The goal of this study was to identify the challenges faced by faculty members to add to the current research on the topic of academic integrity in the classroom and also to provide a

guiding framework for creating a successful academic integrity program that addresses

challenges and ultimately encourages faculty to be comfortable with the reporting process.

Chapter 2, Literature Review, provides a review of literature including the role of the

student affairs and the research university, due process rights, faculty work life, and the study of

academic integrity. Chapter 3, Design and Methodology, includes the research questions, the

qualitative design, method for data collection and analysis, trustworthiness and confidentiality.

Chapter 4, Findings, provides an overview of the themes expressed by the respondents. Lastly,

Chapter 5 concludes with answers to the research questions, recommendations for policy,

practice and future research and a summary conclusion.

Chapter Two: Literature Review

The genesis of higher education was grounded in principles of piety, defining intellectual scholarship, and holistic student development.   Higher education today has struggled to maintain its foundation of providing an educated member of society. In 1904, Woodrow Wilson opposed the coming commercialization of higher education by stating that a university is "not a place of special but of general education, not a place where a lad finds his profession, but a place where he finds himself" (Lucas, 2006, p. 220). The demands on faculty to meet teaching, research, and service obligations have left the calling of total student development to be facilitated outside of the classroom.

The literature review chronicles the contributing factors to faculty challenges in reporting violations. Specifically, the role of student affairs and the research university were examined regarding the effects on academic integrity and the changes in structure created. Next, the advent of due process rights that provided legal guidelines for hearing procedures were delineated. An overview of the culture and constructs of faculty work life follow, and lastly, a review of the study of academic integrity.

Student Affairs and the Research University

A critical juncture in higher education came during the year 1862 with the passing of the Morrill Act creating the land-grant university. Congressman Justin Smith Morrill provided a loose framework for a more utilitarian approach to higher education, "lop off a portion of the studies established centuries ago as the mark of European scholarship and replace the vacancy…by those of a less antique and more practical value" (Lucas, 2006, pp. 153-154). Sweeping changes in higher education included; an influx of students, a louder call for original

scholarship and competition for funding, set in motion the separation between teaching and research which perpetuated a widening gap between faculty and students (Hoekema, 1996).

During this time of increased research production universities began adapting honor codes to give the responsibility of policing academic dishonesty to the students. Hoekema (1996) states, "the loosening of the moral control of colleges over their students and the increasing emphasis on research as the goal of the university – have converged to bring about a change in the fabric of university life that is of the greatest importance…" (p. 6). Peer accountability was not a reliable form of rule enforcement but faculty were too engaged with research pursuits to be the sole enforcers of academic integrity codes. As such, the call for greater involvement from the administration laid the foundation for the advent of student affairs programs (Lucas, 2006).

By the end of World War I, the movement toward student affairs programming included a dean of students, resident life staff, academic advisors, and admissions counselors. Lucas (2006) acknowledges this evolution, "…given the increasing size and diversity of the undergraduate population, the emergence of an elaborate extra-academic support structure was both necessary and probably inevitable" (p. 212). As the experts in student life, these new professionals played a delicate game of removing student discipline from the faculty while trying to maintain a balance between adjudicating student conduct and not being perceived as diminishing the academic freedom of faculty members. The relationship between faculty and emerging student affairs professionals cooled with the constitutional amendment for due process rights which entrusted upholding a legal statue to the administrators (Kaplin & Lee, 2007). This strain in relationship is well documented in the literature, "Relations between the two groups range from the distant but cordial to the openly antagonistic. The separation is probably an

inevitable outcome of the goals that have dominated each community" (Hoekema, 1996, p. 7).

Administrative supervision lead to greater control over student's extracurricular activities and

relieved faculty members of some student character development responsibilities but

undoubtedly did change the landscape of higher education and its role of total student

development. The next section addresses the legal cases that set the precedent for current day

adjudication of academic integrity appeals.

Due Process

The United States courts have continually upheld, without actually defining, that

education is considered a property interest of the student based on the 14th Amendment of the

U.S. Constitution (Kaplin & Lee, 2007). The 14th Amendment states: "…nor shall any State

deprive any person of life, liberty, or property, without due process of law…" (*U.S. Constitution,*

Amendment XIV). The 1961 case of *Dixon v. Alabama State Board of Education* set the

precedent that a university cannot apply a severe sanction, such as suspension or expulsion,

without giving a student due process (Gehring, 1998). In 1969 the court even further defined the

steps an institution must take to exact due process in the case *Esteban v. Central Missouri State*

College, including but not limited to; providing ten days notice with a written statement, advance

inspection of files, a right to bring counsel, and the opportunity to personally present their case

(Kaplin & Lee, 2007). The Esteban case created a framework for academic integrity violation

appeals, as the violations can be an offense that justifies expulsion. As described above, the shift

of discipline from faculty to student affairs has caused further hesitancy by faculty to report

academic integrity violations due in part to the appeal process being administered by student

affairs professionals, even though the board members are faculty. Not wanting to involve

administration, faculty may choose to sanction a student with a failing grade on an assignment or

fail a student in class without reporting the violation to the student judicial affairs office (Drinan & Bertram Gallant, 2008).   This approach has a serious flaw in that it denies a student their due process rights as provided by the 14th Amendment and could potentially lead to litigation as shown by the above mentioned court cases. This habit of in-house adjudication lends weight to the importance of this study in identifying the challenges faced by faculty and creating a program to address those challenges to avoid well meaning but costly missteps. The next section provides a view into the institutional culture and how it affects faculty work life.

Culture and Constructs of Faculty Work Life

As research institutions strive for distinction and elite status, this ambition can have unacknowledged affects on faculty members. Administrative edicts aiming for greater significance on a national level creates a disparate triumvirate of the constructs of faculty work life; research, teaching, and service (Amey, 1999). This stems from the advent of the research university which created two opposing sides to higher education; the focus on teaching and student development and the more highly rewarded research production. This shift in education is an unfortunate outcome of a commercialized, production-oriented system of higher education (Lucas, 2006). Balancing these conflicting demands has proven to be overwhelming and has created a tempestuous environment for faculty to work.   The constraints on time and talent leave little room for faculty to be concerned with student development and within that, academic integrity.   Amey (1999) succinctly addresses this discrepancy: "In a discussion on student development, faculty will not likely become involved in the lives of students if there is no intrinsic or extrinsic reward associated with doing so" (p. 61). With this shift, has also come a shift in classroom culture. Faculty are obligated to spend more time fulfilling research goals

which undoubtedly takes them out of the classroom and lessens the needed interaction with students to help facilitate a culture of scholarship and integrity.

In their study of liberal arts institutions, where connection between faculty and students is more highly valued, Braskamp, Trautvetter, and Ward (2006) aptly acknowledge the importance faculty play in the culture of an institution:

> However, it is the faculty who are, in essence, the keepers of the culture. The heart of these institutions is the formation and development of students, and faculty play a key role inside and outside of the classroom. While one president can do much to set a campus in a particular direction and student affairs professionals do much to carry out campus missions, the faculty are responsible for maintaining and communicating a culture of holistic student development on a daily basis. When we talked to students about campus life, nearly all referred to the faculty as the most important part of their college experiences. (pp. 62-63)

While this reference is about students at a liberal arts college it highlights the differences between a campus that focuses on the student and an institution that focuses on research. The importance of student/faculty relationships is highlighted by how profoundly faculty involvement and mentoring affects the student when, as the quote states, the development of students is the main priority of the institution. The changes to the structure of universities during the past century has essentially taken the faculty member, the "keepers of the culture" out of the classroom with nothing to replace that loss in culture.

Within the context of this study, the culture of ambiguous expectations at research institutions leaves faculty members with little time or concern for student development and included in that promoting integrity in the academic work of their students. The often time-

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consuming reporting process offers no acknowledged reward and can lead faculty members to be defensive about their use of time for reporting violations. The next section provides an overview of major academic integrity research.

The Study of Academic Integrity

Research on academic integrity has spanned decades and diverse approaches. Authors have focused on student improprieties and the reasons for the dishonest behavior (McCabe, Trevino, & Butterfield, 2002), the contextual influences and their affect on cheating (McCabe & Trevino, 1997), honor codes and their value (McCabe, et al., 2002), and academic integrity as an institutional construct (Bertram Gallant, 2007). For the purposes of this study, the review provided below focuses on academic integrity concerned with process and reporting as opposed to an argument of moral fortitude.

McCabe and Trevino (1997) surveyed a random sample of seniors, juniors and sophomores at nine moderately selective state universities, with an average enrollment of 12,329 students. The response rate of the survey was 38.7% with females being over represented in the respondent population. The students were asked to self report their academic dishonesty by answering questions related to the following contextual factors; fraternity/ sorority membership, peer behavior, peer disapproval, peer reporting, severity of penalties and faculty understanding/support for academic integrity policies. The analysis showed that Greek membership, peer behavior and peer approval were the strongest factors influencing dishonesty. It is interesting to note that if the respondents thought their peers would not disapprove they were more likely to commit academic dishonesty. Faculty understanding and support did not play a significant role in the decision making process (McCabe & Trevino, 1997).

In the longitudinal study by Cole and McCabe (1996), the authors provided a comprehensive look at institutional issues within the context of academic integrity. The researchers identified the following as major concerns; affect of honor codes on campuses, unauthorized collaboration, and the sanctioning process for violations. To inform the major concerns, the authors examined seminal research on the subject over the last forty years, beginning with Bowers (1964). The main finding in Bowers (1964) work was the relationship between the overall climate of an institution and the students' predisposition to acting with integrity. Fifteen years later, Stanford University conducted research of current students using the framework provided by Bowers. The research was pivotal in the study of academic integrity because it illuminated no significant changes to student behaviors toward dishonest academic behavior. Stanford followed up on the study in 1980 and 1984 and again found no significant difference from the original study (Cole & McCabe, 1996). McCabe and Trevino (1993) surveyed undergraduates at 31 selective, small to medium sized schools, again using the framework provided by Bowers. The main interest this time was the comparison of dishonest behaviors among students at schools with honor-codes and those without (McCabe & Trevino, 1993). McCabe and Bowers later collaborated to do a comprehensive comparison of Bowers 1963 survey and McCabe's 1993 research and found, like the previous comparisons mentioned, no significant difference in levels of cheating. Further, the study provided a unique look at the lifespan of academic integrity (as cited in Cole & McCabe, 1996). Recent research has focused on changes in technology (internet) and changes in student population (Millennial) as mitigating factors for dishonest behavior (Bertram Gallant, 2008). However, McCabe and Bowers provided a broad look at the phenomena over a forty-year span, encompassing a generational change with no significant change in cheating behaviors.

Recent research on academic integrity has focused on the shift toward institutional culture change to empower the integrity movement. Bertram Gallant's (2007) analysis of this approach is provided in the form of a case study concerned with the attempted culture change of a four-year liberal arts college. The institution aimed to create a culture of integrity through a purposeful change process. Bertram Gallant (2007) identifies a two-fold purpose for the study; expand the current research base by examining the complexity of integrity culture change and to offer general guidelines for practice in creating culture change. The study was guided by the theoretical framework provided by Schein's theory of organizational culture. Schein (1990) defines culture as, "a pattern of basic assumptions, invented , discovered, or developed by a given group, as it learns to cope with its problems of external adaptation and internal integration…"(p. 7). Bertram Gallant (2007) uses the framework as both design and method of analysis. The study included three universities; a large land-grant, a private university, and a small private religious liberal arts college. Inductive narrative analysis was used to construct a retelling of the 41 interviews with the 23 respondents who included members of the Honor Council and non-council members. The study illuminated the barriers to culture change as being complex and holistic (Bertram Gallant, 2007). Bertram Gallant is leading the charge to reexamine how we view academic integrity at the college level and the ways organizational research can be used to meet the needs of the students and faculty to create a broader definition of institutional integrity.

This review of literature illuminates the complex and often turbulent landscape faculty transverse to accomplish the mandate of the modern research university. Expectations of research production, honoring student rights and responsibilities, and the memory of an obsolete practice of guiding student development all contribute to the barriers faced by faculty in

reporting academic integrity violations. The next chapter will expound upon the qualitative

research design, data collection, content analysis, trustworthiness and confidentiality and

conclude with a statement addressing limitations.

Chapter Three: Design and Methodology

The purpose of this study was to gain the faculty perspective on challenges faced in reporting academic integrity violations. Researchers have offered explanations about the possible barriers, Drinan and Bertram Gallant (2008) have identified the following succinct list for consideration; "…fear of litigation, perceptions of time-consuming procedures, or perceptions of negative effects on student academic and career futures" (p. 261). While supposition does exist, this study aimed to contribute a concrete explanation to current research by asking the faculty directly to address these concerns.

This study examined the following research questions guided by the framework provided by Bertram Gallant (2008). Each research question falls within one of Bertram Gallant's Four Dimensions to view academic integrity; Internal, Organizational, Institutional, and Societal:

1. Does a faculty member's individual definition of academic integrity affect reporting?

2. What impact does organizational culture have on reporting?

3. What challenges do faculty members face in reporting academic integrity violations?

4. What are the greater expectations for academic integrity in academia?

Research Design

This study used qualitative research methods and semi-structured interviews to investigate the academic integrity related perceptions and experiences of faculty in the liberal arts disciplines at LU a public land-grant research university in the northwest. Creswell (2007) provides the following process-oriented definition of qualitative research:

Qualitative research begins with assumptions, a worldview, the possible use of a theoretical lens, and the study of research problems inquiring into the meaning individuals or groups ascribe to a social or human problem. To study this problem,

qualitative researchers use an emerging qualitative approach to inquiry, the collection of

data in a natural setting sensitive to the people and places under study, and data analysis

that is inductive and establishes patterns or themes. The final written report or

presentation includes the voices of participants, the reflexivity of the researcher, and a

complex description and interpretation of the problem, and it extends the literature or

signals a call for action. (p. 37)

In this study, I wanted to keep in mind the tenets of qualitative research and remember

that I am the research tool and to let the deeper meaning emerge from the data without injecting

any researcher bias. The study is guided by a partial sample of characteristics Lincoln and Guba

(1985) defined as naturalistic framework which include; the researcher as a human instrument,

utilization of tacit knowledge, qualitative methods, purposive sampling, and inductive data

analysis. Cortazzi (1993), identifies the shift toward qualitative research in the education

discipline to include: first, the trend of personal reflection through journal writing, focus groups,

or the retelling of "war stories" to colleagues and supervisors; second, the study of educator

knowledge, specifically to gain insight into decision making; third, the study of teacher

experiences providing a needed sense of empowerment by letting their voices be heard.

By using recorded semi-structured interviews for data collection I captured the

respondents' experiences and not only the context of their words but also the subtle value of

prose, the inflections of voice and the thoughtful pauses that all provide a primordial illustration

of voice. As with the research questions, the fourteen interview questions were divided almost

equally into the Four Dimensions to provide a narrower focus to view the Internal,

Organizational, and Societal Dimensions (Bertram Gallant, 2008). Each section of interview

questions tied closely to the conceptual framework to identify challenges and perceptions at

every dimension. For example, in the Internal Dimension interview questions were constructed

to identify personal perceptions and included: "How do you define an academic integrity

violation in your classroom?" Interview questions in the Organizational Dimension centered on

the structure of the department unit and included, "Describe your department's written or

unwritten expectations for reporting academic integrity violations" and "Are you aware of how

other faculty members in your department/college handle academic integrity violations in their

classrooms?" The questions in the Institutional Dimension tied back to the conceptual

framework by focusing on the value an institution places on academic integrity, questions

included: "Do you think the university reporting process encourages faculty to report

violations?" Lastly, the Societal Dimension interview questions addressed more global

conceptualizations of academic integrity, including: "What factors do you think shape academic

integrity on campus? In society? Does technology have an impact? (Internet, cell phones)."

The complete interview protocol in listed in Appendix A.

Site Selection

The selected institution is a comprehensive rural land-grant research university with a

total enrollment of 23,000, including branch campuses. The institution was given the

pseudonym Loyal University (LU). LU is ranked in the top 60 public research universities and

for the large size, LU students still enjoy a 14:1 student to faculty ratio. LU has a VH (very high

research activity) classification from the Carnegie Foundation, with grant and contract

expenditures exceeding $200 million (Loyal University website).

Participant Selection

The study included nine faculty participants from eight different liberal arts disciplines at

LU. The pool of respondents included; two department chairs, three associate professors, two

assistant professors, one instructor and one program director. Gender was divided nearly evenly with five men and four women. Table 3.0 provides a visual representation of respondent demographics.

Table 3.0 Respondent Demographics

Name	Rank & Department	Years at LU	Race & Gender
Jack Custer, Ph.D.	Assistant Professor, History	2	Caucasian Male
Elliott Emerson, Ph.D.	Associate Professor, Communications	13	Caucasian Male
Freya Gray, Ph.D.	Director of Composition	6	Caucasian Female
Murphy Johnson, Ph.D.	Assistant Professor, Criminal Justice	2	Caucasian Male
Bronwen Kelly, Ph.D.	Associate Professor, Sociology	22	Caucasian Female
Liesel Martin, Ph.D.	Associate Professor, Sociology	8	Caucasian Female
Simon Sampson, Ph.D.	Associate Professor, Philosophy	14	Caucasian Male
Katherine Sumner, Ph.D.	Instructor, Clinical Psychology	13	Caucasian Female
Cohen Wilder, Ph.D.	Associate Professor, Comparative Ethnic Studies	8	Caucasian Male

Faculty members from the liberal arts were selected due to the high number of freshman level or general education classes offered through the disciplines. The most prolific reporters of academic integrity violations at LU are typically faculty from the 100-level general education classes. The liberal arts disciplines offer a wide variety of programming and prominent diverse faculty from all over the world (Loyal University website). Initially, I used purposive sampling to identify the participants. Berg (2004) defines this method as, "when…researchers use their special knowledge or expertise about some group to select subjects who represent this population" (p. 36). The faculty members identified by their frequent reporting habits were able to provide deeper insight into the phenomena due to their obvious commitment to academic

integrity. My established rapport with the frequent reporters provided a means to use snowball sampling to gain access to faculty who are less comfortable about the process. Snowball sampling is defined as a modified convenience sample where "the researcher asks participants to identify others to become members of the sample" (Creswell, 2008, p. 155). The goal was to provide a comprehensive assembly of participants, juxtaposing those with frequent reporting behaviors with those displaying infrequent reporting behaviors. This diversity will provide greater balance and clarity while informing the research questions.

Analysis

This study used content analysis to systematically reduce the transcribed interviews to manageable units of data and from there identified themes within each of the Four Dimensions; Internal, Organizational, Institutional, and Societal (Bertram Gallant, 2008).   Using the introductory definition by Miles and Huberman (1994), data analysis is defined as: "three concurrent flows of activity: data reduction, data display, and conclusion drawing/verification" (p. 10).

Data reduction was achieved by using the conceptual framework as a guide, codes were created to begin the data analysis and in vivo coding was identified throughout the process (Berg, 2004). During the data analysis many themes and sub-themes emerged from the data, but in order to keep this study within a manageable scope, the themes and findings discussed in Chapter Four are limited to the strongest themes related to the research questions and their guiding conceptual framework. The data are displayed in narrative and visual form in Chapter Four and further delineated by dimension for clarity. Conclusions are drawn in Chapter Five through a discussion section of the research questions, implications for practice and recommendations for

further research. Recommendations for further research include addressing findings and themes

not discussed in Chapter Four.

Trustworthiness and Confidentiality

Creswell (2007) provides many levels of validation strategies to insure trustworthiness in

qualitative research, a sampling of those levels used in this study were; peer review and member

checking. Peer review is the process of an external check and balance by a neutral third party to

examine the data analysis and interpretations. I used a peer reviewer to discuss the data

collection, analysis, and findings and incorporated suggested changes were appropriate. For

member checking, I provided copies of the transcriptions to all the participants for their

verification of accuracy. Furthermore, confidentiality was maintained through the use of

pseudonyms for both the institution and the respondents. All hard copies of the transcriptions are

stored in a locked, secure location and computer files have been password protected.

Limitations

Limitations in this study include the lack of racial diversity in the respondent population.

The faculty represent different areas of liberal arts disciplines and are split almost evenly by

gender, and while faculty of diverse backgrounds were contacted, every person who replied was

Caucasian. Another limitation in this study may be my perspective on the subject from my work

experience from the past year. I have seen every type of academic integrity violation and almost

every type of response from faculty members. I guarded against inserting my bias in the study

by thorough peer debriefing. Lastly, the study is limited to one campus and the findings may not

transfer well to institutions other than research-oriented, state universities.

Conclusion

This study aimed to identify the challenges faced by faculty members in reporting academic integrity violations to the student judicial affairs office. By using a qualitative approach, this study lends voice to faculty that struggle with their emerging role of sentinel and the disappearing role of educator. Further, the themes drawn from this research inform the practice of student affairs professionals and illuminate a new route for theory to practice in creating a culture of integrity inside and outside of the classroom and propagate the role of faculty as architects for holistic student development.   Chapter Four discusses the themes that emerged from the data analysis and are subdivided by the conceptual framework. Chapter Five answers the research questions and offers recommendations for policy, practice, and future research.

Chapter Four: Findings

This qualitative study identified the faculty perspective on student academic integrity in the classroom. My goal in conducting this research was to identify the challenges faculty members face in reporting violations to provide a better framework to affectively promote academic integrity policy, understanding, and implementation. Nine faculty members from liberal arts disciplines at Loyal University, a land-grant university with a Carnegie Classification of Very High (VH) research activity, were interviewed using the Four Dimensions framework provided by Bertram Gallant (2008). The Four Dimensions view academic integrity in depth through the lens of the Internal, Organizational, Institutional, and Societal perspectives. This framework was used to guide the following research questions addressed by this study:

1. Does a faculty member's individual definition of academic integrity affect reporting?

2. What impact does organizational culture have on reporting?

3. What challenges do faculty members face in reporting academic integrity violations?

4. What are the greater expectations for academic integrity in academia?

This chapter will use the themes expressed in the data analysis to elucidate the motivating or de-motivating factors faculty face in reporting academic integrity violations. Direct quotations from faculty are used to give weight to the findings and to provide clear connections to the literature review.

Themes

The following section includes an overview of the themes that emerged from the data in each of the Four Dimensions: Internal, Organizational, Institutional, and Societal (Bertram Gallant, 2008). The theme of surveillance was heavily woven throughout all the dimensions and discussed by every respondent. In the context of this study, this finding is significant.

Surveillance will therefore be discussed outside the Four Dimensions as a standout theme. In the Internal Dimension, two major themes emerged; guiding perceptions and teachable moments. The Organizational Dimension produced the lone theme, department culture. The Institutional Dimension was divided into challenges and institutional culture. Lastly, the Societal Dimension generated the themes generation and reputation. Figure 4.0 illustrates a visual representation of the themes. The next section will provide an in depth overview of the findings within each dimension and the umbrella theme of surveillance.

Figure 4.0. Visual Representation of Themes.

- Guiding Perceptions
- Teachable Moments
- Surveillance

Internal Dimension

- Departmental Culture
- Surveillance

Organizational Dimension

Societal Dimension

Institutional Dimension

- Generation
- Reputation
- Surveillance

- Institutional Culture
- Challenges
- Surveillance
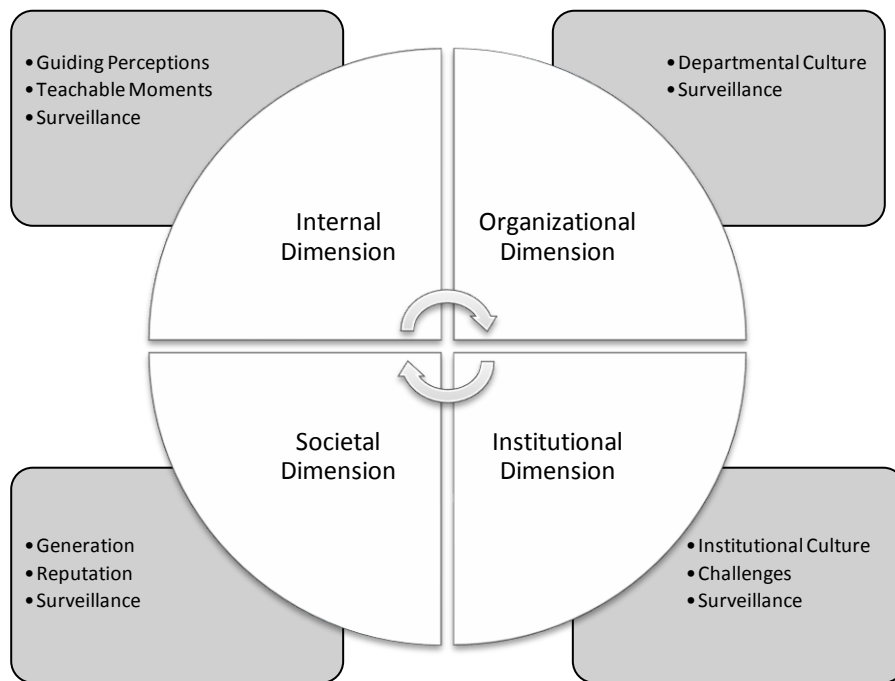
The Culture of Surveillance

The Four Dimensions described by Bertram Gallant (2008) are used as a lens to view academic integrity as a multidimensional construct. *Academic Integrity in the Twenty-First Century: A Teaching and Learning Imperative (2008)* discusses surveillance in the Organizational Dimension within the context of Classroom Dynamics. Upon reviewing the data

it became clear that surveillance was the only theme spanning all four dimensions and could not be constricted to one dimension.

A culture of surveillance was a common classroom issue for all the respondents. For example, faculty have changed assignments or teaching strategies specifically to counteract cheating in their classrooms. Several respondents acknowledged how surveillance changes the dynamics of the classroom and denies students the educational opportunities that would come from a more trusting relationship with the faculty. The faculty recounted many strategies employed to curb cheating; creating several test versions, double checking signatures on practicum evaluations, and a shift to in-class assignments only. Faculty acknowledged perfecting their techniques semester to semester, indicating an evolution in surveillance tactics.

In the following excerpt, Dr. Cohen Wilder, Associate Professor of Comparative Ethnic Studies, not only used the word surveillance, but likened his job to that of a police officer. Surveillance in his classroom has become such an issue that it is now regarded as a function of his job:

> We all agree that should not be done, but it is done consistently. There is no institutional effort to curtail it and it's left up to faculty to be the police officers. I think for faculty that would be a challenge, I would say for myself, I didn't become an educator to be a police officer engaging in surveillance... You are in charge of being the policing mechanism though I don't want that power.

Ambiguity about the institution's expectations was a common response among participants. Detecting cheating and plagiarism was regarded as a "duty" outside of the teaching/research/service structure and faculty struggled to find a place for surveillance within their already busy schedules. Dr. Bronwen Kelly, Associate Professor of Sociology, recounted

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the pre-internet days when she purchased books she knew would be common resources for plagiarism and admitted that "it got to be like shooting ducks in a pond." Undoubtedly, it took significant time out of her teaching and research schedules to incorporate this into her day. Finally, Dr. Murphy Johnson, Assistant Professor of Criminal Justice, tied together surveillance, technology, and the generational influences and how that affects detecting cheating in the classroom:

> Whether faculty want to take the initiative and figure that stuff out on their own or whether they are like my mentor and just to do whatever their research agenda calls for and teaching is regarded as the side dish. It's something I have to take care of but it's not where I am putting my major emphasis. As the technology increases and as generations of college students become more savvy, to that there may be different challenges in terms of detecting plagiarism and cheating and so on.

The implications of this theme are significant in the study of academic integrity because focusing on surveillance creates an undeniable shift of the dynamics of the classroom and the relationship between student and faculty member. The practice of changing tests, assignments, combing through the internet and books leaves little time or consideration for student character development and the transformational experiences that educate the student cognitively, morally, and socially (Amey, 1999; Bertram Gallant, 2007, 2008). The next section will review the themes of the Internal Dimension.

The Internal Dimension: Guiding Perceptions and Teachable Moments

The Internal Dimension is characterized by individual student character development whether cognitively, morally, and/or socially. Bertram Gallant (2008) described this dimension as the characteristics that are intrinsic to a student displaying dishonest behaviors. Using this

framework to guide the interview questions, the themes that emerged were consistent with this viewpoint. Faculty perceptions and personal beliefs regarding academic integrity permeated this section.

Guiding perceptions.

The first theme of the Internal Dimension, Guiding Perceptions, encompasses the perceptions faculty member have about cheating behaviors, personal philosophy, perceptions about peers, and ambiguity about academic integrity as an institutional value. Consistent with research in the area of dishonest student behaviors there was a marked division between those who viewed transgressions as common mistakes in need of a teachable moment and those who viewed violations as character flaws (Bowers, 1964; McCabe & Trevino, 1993, 1996). Even more nuanced was the finding that most faculty made distinctions between offending undergraduate students depending on year and grouped graduate students as a whole, regardless of time in their program.

The nine respondents had various levels of understanding regarding the academic integrity policy at Loyal University. Although all of the respondents knew where to look to find the policy or to get specific questions answered at least one respondent admitted to purposefully not educating himself on the process because "there are people for that" and preferred to rely on personal assumptions instead. On some level most of the respondents had some personal philosophy about cheating behaviors, integrity, and administrative responses; this behavior pattern lead to the code titled Guiding Perceptions. Dr. Elliott Emerson, Associate Professor in Communications, provided the following statement that was consistent with sentiments from other respondents when asked how his perceptions about academic integrity have evolved over time:

On one hand, I'm more clear on what is or what isn't [a violation], and how each

kind of issue needs to be dealt with and the different rules you run into. But on the

other hand, I'm a lot more clear on the extent to which it's a political process.

What's right seems to be a moving target and what I think is right isn't necessary

consistent with what the university decides is right or wrong at different moments

in time, and I think that is a frustration. I think the other piece of the politic part

is the extent to which faculty in the main don't care about it. It's just too much of

a headache to deal with, or the extent to which they assume they are doing a great

job with it and have never checked in on the university policy. Those are

frustrating things I have learned more about; I've come to appreciate that more.

Regarding the character aspects of the Internal Dimension, many respondents replied

with philosophy that was consistent with the tenets of educating the whole individual, the focus

of the Internal Dimension. Dr. Wilder expressed frustration with the turn away from holistic

education, "…we are teaching students that education is nothing more than a

commodity…something that they bought." This sentiment was expressed by many of the faculty

and is consistent with the "transactional vs. transformational" structure of a research-oriented

university (as cited in Bertram Gallant 2008, p. 54).

Dr. Wilder further explains his philosophy about educating the individual:

It almost reflects this broader issue in education that everything is about effort.

We are not grading on quality, we are grading on effort. The worst thing you

could say was I did bad effort. Not emphasizing the importance of critical

thinking, of learning for the sake of learning, of being educated and well rounded

and engaged in the world. It's like this doesn't matter so who cares? I think it

reflects a broader problem in multiple ways.

Perceptions about peer behavior and institutional behavior were also components of the

theme Guiding Perceptions. Based on either personal experience or the perceived actions of

others, the respondents constructed views of the value of character development and academic

integrity at Loyal University. When colleagues or department chairs expressed differing opinions

on academic integrity, it left the impression of a weak cultural constitution at LU. Dr. Jack

Custer, Assistant Professor of History, highlights the discrepancy:

> My impression of the institution is many of my colleagues view the subject
>
> lightly. What at other institutions would be clear plagiarism; they say "these
>
> students don't know so let's turn it into an education moment; they just don't
>
> know how to cite."…So I'm disappointed in the culture. I don't know to what
>
> level, how pervasive that is, if it's departmental culture or university culture.
>
> Certainly, the university-wide policy doesn't seem light handed but at least
>
> perhaps the way it's getting interpreted or perhaps the way people want to
>
> interpret academic integrity seems a little light handed.

Many of the respondents expressed confusion, ambiguity, indifference, or conflicted

views about academic integrity at Loyal University. Some of the confusion was about the

academic integrity reporting process itself, while other concerns included the lack of a holistic

response to the larger issue. Dr. Wilder stated the following about understanding the larger

problem, "I'm a little less hopeful that we are merely treating one symptom of a much larger

disease. That's what it feels like, or we are cutting off one branch, the tiniest most visible branch

but leaving the roots intact."

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The theme Guiding Perceptions sets the stage for the rest of the data collected in this study. These perceptions, philosophies, and conflictions color the responses and perspectives shared by the respondents in viewing academic integrity at Loyal University.

Teachable moments.

The second theme from the Internal Dimension is Teachable Moments. The respondents in this study displayed a strong commitment to teaching, even in the face of dishonest student behaviors. Nearly all the respondents commented on taking the opportunity to turn a potential violation into a teachable moment for the student. University policy mandates a statement about academic integrity in every syllabus, but some respondents felt this was not enough and took the time to focus on the topic and engage in a discussion or exercise about proper citation and academic ethics. Dr. Kelly, states, "I always begin my classes with exercises in what is plagiarism, what is not. I make sure students know how to properly cite." Many faculty responded with similar sentiments, while others acknowledged it as a strong program wide focus, Dr. Freya Gray, Director of Composition, explains the emphasis in her program:

> That's one of the goals of the 101 program, to help them recognize unintentional plagiarism. Even when I teach 201 and 301, which are the upper division writing courses, I still see that a lot, and so it's something that we're always trying to help students figure out. In fact, the first day I tell students, I'm going to mention the word plagiarism a lot. But it's almost always with the unintentional type because you know I am just going to assume you're not going to come in here with the intention of cheating right off the bat.

Many of the faculty gave examples of educating about cheating and plagiarism in their classrooms as a preventative measure; whether on the first day of class while discussing the

syllabus or more poignantly with a presentation on ethics. Regardless of the level of instruction given on academic integrity, the faculty expressed to their students that when in doubt they are always free to discuss it with them if they have questions.

The themes Guiding Perceptions and Teachable Moments demonstrate again, the constructs of personal character in the Internal Dimension. Also, the respondents acknowledged the structural changes brought on by the demands of the research university and the impact on holistic education. Faculty perception of academic integrity includes the cognitive, moral, and social development of the student, but as this study demonstrated, the faculty viewpoint is not solely limited to the Internal Dimension. The next section examines the themes of the second dimension, Organizational.

The Organizational Dimension

The Organizational Dimension encompasses influences outside the Internal Dimension. Department culture, peer norms, and classroom dynamics all have an impact on faculty perceptions of academic integrity (Bertram Gallant, 2008). This study found that one of the strongest predictors of reporting behavior is department culture. This theme encompasses mentoring, support and socialization of faculty.

Department culture.

Department culture was a strong theme in this study and often the root of differing faculty responses. Within each department, administrative stance, peer norms and autonomy all played a role in creating either a culture that valued academic integrity or a culture of indifference. Dr. Emerson explains the faculty responses that create the culture in his department:

Our faculty range from people who are pretty rigorous to people who wouldn't [report violations in their class]. Students know you can cheat on those tests and nothing is going to happen…it's too much of a headache. And frankly the people who have that mentality of "it's not worth my time" are the people who bring in grant money and they know that is what this job is about and they are right. That's the only criteria anymore. We pretty much got the message.

This division of opinion can be attributed to many factors including age, experience, or time since tenure. Dr. Liesel Martin, Associate Professor of Sociology, identifies the divides in her department as age-related, "I think a lot of the younger, newer professors which are sort of taking over, are much stricter, non-tolerant of cheating."

Autonomy within the classroom was another topic within the responses that might shed light on the division of opinion by age; in the response below professorial autonomy is seen as "old fashioned." Dr. Custer acknowledged that culturally his department valued autonomy more than having a shared appreciation of academic integrity, and then further explained that his personal viewpoint on academic integrity was valued when issues arose.

No, I think we don't have a strong culture of that. Our culture is strong at the professorial autonomy, like the old fashioned professorial autonomy. Any kind of talk like that would be seen as fascist… "you are telling me what to do" and "you are stepping on my autonomy" so I don't think that would fly with most of my colleagues…When I did have issues last semester, my chair, despite having a little bit of what I would I describe as light handed remarks, he did make it clear that this is my domain, that it was my judgment whether this was or wasn't plagiarism

and whether I wanted to push it forward. So even though he did have different

ideas then mine he didn't force them on me.

While most of the respondents acknowledged the importance of academic integrity and some expressed disappointment when their peers were not as strict as they were, only one respondent conceded that in his view, indifference was the predominant culture in his department. Dr. Johnson explains the conflicts of demands on time verses the value of academic integrity in his department:

I think a lot of us regard the academic integrity process as problematic because

it's going to take away time, it's going to require us to make some sort of

impassioned plea for truth, honest, and whatever is appropriate just desserts for

punishment. I don't think a lot of people really invest in that, that's the sense that

I got from when I was a graduate student, and I think a lot of my colleagues feel

similarly.

The remarks by the respondents of this study clearly show the heavy influence department culture has on the perceptions of academic integrity and the reporting behaviors of the faculty members within that department. This is consistent with the constructs of the Organizational Dimension which includes peer norms and classroom dynamics. While this theme, department culture, focused on peer norms, classroom dynamics were expressed strongly within the Organizational Dimension with the theme surveillance. The next section provides an outline of the prominent themes within the Institutional Dimension.

The Institutional Dimension: Institutional Culture and Challenges

The Institutional Dimension includes all the pressures inherent to life in academia. The triumvirate of teaching, research, and service, coupled with an incomplete reward structure, large

class sizes, and shrinking budgets creates an institution that functions in "survival mode." The respondents laid out a blueprint of challenges they face in reporting or even valuing academic integrity with institutional culture being the foundation of all the discontent. The themes from this dimension are institutional culture and challenges. In the first theme, institutional culture, the responses blend seamlessly with the awareness that the "educational institution is not an innocent bystander…but an active participant…" (Bertram Gallant, 2008, p. 54).

Institutional culture.

Institutional culture weighed heavily on the thoughts of the respondents. The demands of their jobs, time constraints, the devaluing of the liberal arts and the transactional nature of a research-oriented institution were the many focuses of institutional culture. For example, faculty expressed concerns about requirements for generating grant and contract funds, and external service requirements all while being required to teach a regular course load. This study found the conflicts in reward structure and job requirements created a culture where faculty struggle to place character development within their curriculum. For example, being judged on teaching evaluations when teaching is not considered to be a priority creates unreasonable expectations. Dr. Wilder focused on the transactional nature and how that is conveyed by the institution to the faculty:

> It becomes more and more evident, this place functions as we are in the business of customer service. As students are customers and treated as such and we are treated as cogs in the customer service. It's difficult to do anything where you're being positioned as making the customer unhappy. I think the university conveys that to faculty and others, not just in this regard, but in all regards.

Other requirements that are factored into the institutional dimension are edicts from the provost's office mandating disability statements, accommodating for non-curricular activities and responses to seasonal flu pandemics. Dr. Simon Sampson, Associate Professor in Philosophy, offered a comparison between notifications about disability resource statements compared to academic integrity statements to highlight the lack of emphasis from the administration on academic integrity. When the respondents were asked if they thought academic integrity was highly valued at LU the responses were predictable considering the view of institution culture. Responses ranged from "on paper yes, but in practice no" to never hearing the president say academic integrity is foundational in our community. Dr. Emerson provided an exemplar personal experience that suggests what it might take to make academic integrity a value at LU:

> The case that I ran across last year in my own classroom, where over a semester I could see that I had about 14 kids who were systematically cheating and they all belong to the same organization. If I could have nailed all of them and had an article gone in the paper there would have been a huge cry in the state and the legislature that we have got to stand up and mandate integrity in our classrooms. All of the sudden the president would have been all over it…That's all it ever takes with these political things you need that big case that embarrasses people and all of the sudden you are going to have movement.

Within the theme of institutional culture there was not a clearly positive answer toward the institution. Even the faculty who were not outwardly offended by the lack of value for academic integrity, answered the question with trepidation and most often provided, "I don't know" or "I hope so" as an answer. This suggests the faculty had a poor association with the

values of the institution and saw this as a direct conflict to promoting academic integrity in the classroom.

Challenges.

The second theme of the Institutional Dimension is challenges. This theme was clear and easy to decipher. The respondents replied openly and without reservation about the specific challenges to reporting academic integrity violations. Pervasive through all the responses was the demand on time that the reporting process requires. Even among respondents with a robust defense of academic integrity and intellectual property, the ticking clock created pressure that almost outweighed their commitment. Dr. Kelly, one of the most knowledgeable respondents and a stern proponent of intellectual property had this to say about the time crunch, "Taking the time to meet with the student and having to listen to a lot of ridiculous excuses. And then you have to write the letter to the student…I mean it's time sucking." A similar statement was provided by Dr. Wilder when recounting a time he found a student cheating, "I was literally like please no, please no, please no. I wanted the student to do well, but mostly I didn't want to deal with it." In addition to the time crunch, the responses implicated personal consequences as perceived challenges to reporting violations. One female respondent confided that she felt her personal safety might be compromised if a student reacted in a hostile manner. In the following statement Dr. Johnson, who by the nature of his academic discipline should have in depth knowledge of the importance of due process rights, provides a hypothetical situation of not reporting a student because he might not be believed or a wealthy parent might become involved, thus denying their due process rights, to avoid a perceived personal confrontation:

As an instructor I can choose to fail a student and I don't have to ask anybody. If

that student is cheating…I can give them an F and go on about my merry way.

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And I can be convinced that was quick and efficient and painless I had to make no

case whatsoever and there was punishment involved. As opposed to comparing

this against my sort of conception, my preconceived notion about the academic

integrity process, well people aren't going to believe what I am saying as an

instructor, the student is going to argue, the administration…what happens if there

is a wealthy parent that is involved who donates to the university, so all the

politics involved.

This section outlines the challenges to creating a culture of integrity on campus and how

respondents believe that it must start from the top down. The culture of the institution, either real

or perceived, has immeasurable affects on the reporting behaviors of faculty members. Whether

it is time constraints, devaluing of liberal arts, or a reward structure that does not value academic

integrity, the respondents felt the issue loomed larger than any positive results their individual

efforts create. In the Institutional Dimension, Bertram Gallant (2008) postulates that the

institutional structure that leans toward the transaction relationship affects the way education is

valued and pursued. The results of this study are consistent with that conclusion.

The Societal Dimension: Generation and Reputation

The final dimension, Societal, includes all the overarching cultures in society that have a

direct affect on the function of academia. Two main themes emerged from this section,

generation and reputation. Although important to the broader scope of higher education, the

Societal Dimension is littered with higher level complications that are outside the scope of this

study.

Generation.

The first theme in the Societal Dimension is generation. The respondents acknowledged that this generation provided extra challenges for academia in general. Students likely grew up with the internet readily available at home or in school. Faculty believed that while technology made it easier to cheat, it also made it easier to detect. This study found overwhelmingly that faculty did not believe technology caused more people to cheat, but it proved to be an enabler to those with a predisposition to dishonest behavior in their academic work. Dr. Emerson provides a clear opinion on the matter of technology and human behavior:

> I don't think the technology is necessarily making matters worse or better, it's just different. For example it's a lot easier for a student to pull a paper off the web but it's also a hell of a lot easier for us to find it. …[If] they are texting answers to each other, well just take their cells phones, it's not that big a deal. I don't know that technological development…human behavior is human behavior, I'm not sure technology changes that, that much.

Increasing technological availability has concerns inside the classroom as well. One has only to Google, "Millennial's" and "Facebook" to see that recent research has focused heavily on this group of students. One respondent felt that the students' virtual world interactions interfere with their ability to function in the real world. Dr. Martin explains her experience in the classroom:

> When you ask them to put it away (Facebook, cell phone, etc) they just fall asleep or they shut down. Am I supposed totally change the way I do lecture because of this? Then you think people have been lecturing in classes for hundreds and hundreds of years, so there has got to be something to that.

As far as generational changes, the study found faculty believed this generation does not handle conflict well and having been rewarded for effort over quality they feel a sense of entitlement toward their education; that it is something they can purchase rather than earn. This perception of the Millennial generation has been well documented in recent literature, Scott Carlson (2005) offered insight that ties closely to the results of this study, "Millennial's expect to be able to choose the kind of education they buy, and what, where, and how they learn." This edict from the incoming generation does not come without push back from the faculty ranks as evidenced in this study.

Reputation.

The second theme that emerged from the Societal Dimension was concern for the institution's reputation. While Bertram Gallant (2008) focused on the greater constructs of society; power, authority, and privilege, what came out of this section was a theme of reputation and how that reputation affects the university as a whole. The respondents believed that LU attracts a certain type of student, so while society may have an impact, it is actually the reputation of the university that is the cart pulling the horse. The respondents thought if LU had a different reputation, not that of a party school, it attracted a different type of student, then culturally and socially the students would bring a higher quality experience to the table. Dr. Gray candidly offers her feelings on the reputation of LU:

Not necessarily does that mean they are going to cheat, but they might not necessarily be pushing themselves educationally, so I – as a whole, I haven't been impressed with that at LU…It's the kind of place where I hope my son doesn't go.

The challenges of transforming a party school reputation are often insurmountable as you have alumni that perpetuate that reputation and use it as a pride point when referring to their

alma mater, even to their children. Dr. Johnson has experienced this at another institution and offers his insights on the process:

> I think the students have a perception that this is a party school. Having come from a notorious party school myself and having seen the attempts and transformation there, I'm not sure you ever really overcome that as successive generations come in. You know, you are raising admission standards, increase the quality of the students and so forth but doesn't necessarily do away with that reputation and doesn't make college kids not be college kids anymore.

In summary, the interview questions within the Societal Dimension provided data I had not anticipated. Bertram Gallant's (2008) Societal Dimension identifies the macrolevel constructs of "power, authority, and privilege" shape the dimension. The findings in this study diverged from this to identify more microlevel themes of generation and reputation as guiding forces behind the larger cultural shifts at LU (p. 57). The theme reputation ties back closely to the Institutional Dimension and how the institution is valued and perceived. In Bertram Gallant's description of the Societal Dimension, critical theory is used to create discourse to possibly create social change. This study found that although a new generation comes with new challenges, it is the legends of generations past that must be overcome to create social change.

Summary of Themes

The themes described in this chapter lent credence to the assertion that the problem of academic integrity in the classroom must be viewed through a multidimensional lens. Strong themes emerged within every dimension and the umbrella theme of surveillance was pervasive throughout the entire study, demonstrating a need for policy considerations and future research.

The final chapter in this study will answer the research questions, provide recommendations for practice and policy, and offer suggestions for future research.

Chapter Five

This qualitative study used content analysis to identify themes representing the faculty perspective on academic integrity violations in their classrooms. The study was concerned with the challenges faculty face in reporting violations to the Office of the Dean of Students and sought to provide an avenue from theory to practice in academic integrity programming at LU. The research questions in this study were guided by Bertram Gallant's (2008) multidimensional framework Internal, Organization, Institutional, and Societal, to provide a comprehensive view of academic integrity.

The research questions in this study were:

1. Does a faculty member's individual definition of academic integrity affect reporting?

2. What impact does organizational culture have on reporting?

3. What challenges do faculty members face in reporting academic integrity violations?

4. What are the greater expectations for academic integrity in academia?

The final chapter of this study will use the themes identified in Chapter 4 to answer the research questions, provide recommendations for practice and policy, and discuss implications for future research.

Discussion of Research Questions

Does a faculty member's individual definition of academic integrity affect reporting? This study found that because academic integrity violation reporting is not supported by the university's reward structure, faculty response to infractions is largely dependent upon the value each individual places on academic integrity. Respondents who viewed education in a broader more philosophical sense, those who valued intellectual property and individual thought, had a better understanding of the reporting process and were more likely to report student violations.

This finding was consistent with the results of earlier research (Amey, 1999; Austin, 1990; Boyer, 1990). The faculty prone to reporting acknowledged that they practiced surveillance tactics in their classrooms which influenced the way they give assignments and exams. Examples of the tactics used included creating multiple tests, having teaching assistants roam the room during exams, and only doing in-class assignments. Whether inclined to report or not, the respondents felt strongly that a violation required in turn an educational lesson or teachable moment for the student. This finding paralleled Bertram Gallant's (2008) theory on the teaching and learning strategy that combats academic dishonestly by "fostering a learning-oriented environment" (p. 89). One faculty member who participated in this study had little interest in the reporting process, but maintained a high level of concern for the integrity of his own research and that of his peers. This intensity, however, did not transfer to his students and he acknowledged that he and his departmental colleagues viewed academic dishonesty as more of "a humorous antidote" then a real cause for concern. Reporting a violation is actually required at LU and stated in the faculty manual; surprisingly, this fact never arose in the responses elicited by this study. This indicated those who were reporting are answering a personal call of integrity and not an institutional mandate.

What impact does organizational culture have on reporting? This study found that the value placed on academic integrity by the department played a role in determining reporting behaviors among faculty members. The literature on university culture links the emphasis on research production to the declining role of student moral development (Amey, 1999; Hoekema, 1996). Faculty who felt academic integrity was valued by their chairs and colleagues were more compelled to follow the university's reporting guidelines. Consequently, the faculty felt more comfortable asking for assistance when confronted with difficult situations in their classrooms.

Departments that had regular conversations about academic integrity and provided peer mentoring created an organizational culture where faculty felt supported by their chairs, regardless of the outcome. In departments where academic integrity was not viewed as a shared value, reporting was shrouded in feelings of indifference and anxiety, and fear of retribution was also expressed. One respondent recounted being advised to not report an egregious case of plagiarism because the student's father, who was a lawyer, had become involved in the situation and it was not going to be worth it to pursue the matter. The findings of this study show that the faculty members will reflect on their experiences each time they are faced with reporting a violation.

What challenges do faculty members face in reporting academic integrity violations? The literature review pointed to ambiguous expectations regarding faculty work; namely the conflict between the unrewarded, unacknowledged work fostering a culture of integrity in their classrooms and the highly celebrated realm of research and grant production (Amey, 1999; Austin, 1990; Bertram Gallant & Drinan, 2006; Dalton, 1998; Gehring, 1998). The majority of the faculty stated that it had been made clear to them that producing research and acquiring grant money were the rewarded segments of their job. Teaching was secondary and could in fact be "sloppy" if one was successful in the other two areas. Time constraints were noted as the most significant challenge with regard to this inequity.   The respondents struggled to justify spending their time on something that has no institutional value and interferes with the research production that is highly rewarded. They expressed discomfort in the in-class evaluation process, seeing it as a customer satisfaction survey. Subsequently, they saw a clear tie between violation reporting and student (customer) dissatisfaction.

Secondly, respondents feared not being supported if they did report a violation. Fear of retribution from outside constituents was not an expected finding based on the literature review. Concern was also expressed about not being believed or having to contend with angry parents, donors, or administrators. Even the respondents who were clear in their convictions to uphold integrity in their classrooms expressed a certain level of apprehension about having to defend their decision if it was appealed by the student.

Finally, the lack of knowledge about the reporting process seemed to create unnecessary challenges for the respondents. Those with less knowledge about the process let their unfounded perceptions influence their decision to report. Many comments were made suggesting a need for reporting procedures. Faculty also felt that knowing the administrators involved in the process would make them feel comfortable taking the violation outside the classroom space. Essentially, the dissemination of an institutional philosophy would greatly reduce the negative perceptions held about the reporting process and those administering it. One respondent likened the job to euthanizing animals for a living; clearly a colossal misunderstanding of the educational opportunities provided by the academic integrity programs at LU. The faculty reference guide for academic integrity policies at LU emphasizes the student will receive a university sanction that has been tailored to their particular offense with the goal of providing education about approaching academic work with integrity while promoting personal responsibility for their educational experience. The stated goal of the program is "…to support the student toward a successful career at LU and provide the needed education to prevent a second violation from occurring" (Academic Integrity at LU; A faculty reference guide).

What are the greater expectations for academic integrity in academia? This study found that the faculty at LU had wide ranging thoughts regarding societal influences on academic

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integrity in the classroom. Undoubtedly, technology serves as an enabler for cheating; cutting and pasting information off the internet was the offense most often mentioned by the respondents.   Overwhelmingly, they acknowledged the ease of access to information did not increase the levels of violations in their classrooms; it simply made it easier for those already predisposed to that behavior. A longitudinal study by Cole and McCabe (1996) on cheating behaviors spanned forty years and found no significant increase in dishonest behavior by generation or with increasing technology. The findings of their study were consistent with the perceptions held by the respondents in this study. One respondent pinned this thought down by saying that it is "human nature" that predisposes a student to dishonest behavior.

Faculty acknowledged challenges unique to this generation caused by an attachment and at times addiction to technology or virtual communication methods. One respondent questioned whether she needed to change her entire teaching method, observing that students "shut down" without access to Facebook or text messaging. She then recanted, with the insistence that educators have been lecturing successfully for hundreds of years. This generation's dependence on technology did not therefore warrant significant changes in pedagogy. This finding is consistent with other current research about the influence of technology on this generation of college students (Carlson, 2005).

The structure of the interview questions and the outline provided by Bertram Gallant's (2008) Four Dimensions resulted in comprehensive answers to the research questions. This approach also uncovered new information for recommendations for practice and future research suggestions. The next section examines the recommendations that resulted from this study and their implications for practice.

Recommendations for Policy and Practice

One unexpected outcome of this study was the volume of suggestions received from the respondents. The faculty were not timid in making suggestions but candidly made it clear that the institution needed to revise its stance on academic integrity. The recommendations below provide an element that has been missing from academic integrity policy formation; a comprehensive faculty viewpoint. The following sections will give recommendations for institutional philosophy, policy, process, and faculty education.

Institutions should develop methods to create a culture that values academic integrity and is tied to their unique mission. Institutions of higher education at all levels need to send a strong message that academic integrity is a community value and this needs to be a top-down statement. A narrative piece by the university president would be a solid start to assure the faculty that this is a value. The push for integrity in academic work should be consistent with the level of consideration given to disability, diversity, and science, technology, engineering, and math (STEM) programming. While demanding higher levels of research production administrators would be prudent to remember that there is a difference between research done with integrity and research done for research's sake. Administrators should seriously consider changes to the institutional reward structure to allow consideration for character development through teachable moments. Making this part of the evaluation structure will ensure that the reporting process is not seen as taking time away from measurable goals. This shift in structure will also convert the classroom culture back to scholarship, instead of surveillance.

University policy should be explicit, communicated to faculty, and consistently enforced. In continuation of the above recommendation, the policies on academic integrity should reflect institutional philosophy on academic integrity and stand as the practical application of this

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philosophy. Information on academic integrity programs should also provide a consistent message. This would be best achieved by having one office manage all aspects of the program to avoid the dissemination of information that may lead to incorrect perceptions. Refreshed educational pieces, year-long training sessions, a clear user-friendly website, and a dedicated full time staff member are necessary for a quality program. Also, policy language should undergo revision at least every three years to stay consistent with technological advances that enable academic dishonesty. Lastly, with sensitivity to professional autonomy in the classroom, the policy needs to be enforced consistently at the department level. Consistent reporting will ensure that all students receive the education they need to be successful in academia. This will also help avoid future violations and allows for more severe action against repeat offenders.

Faculty members should be trained, mentored, and supported at the department level. Lastly, this study found that faculty member perceptions whether true or unfounded guided their view of the academic integrity reporting process. The recommendation is simple and concise; faculty need to be trained and supported. It was alarming to discover the rate at which violations are handled "in house" by faculty members. While the sentiment might be in the right place, this practice not only denies a student due process which can lead to litigation but also denies the student population a consistent message about academic integrity. Creating department contacts or liaisons would ensure that new faculty members have a knowledgeable colleague to consult. In addition, better outreach to the departments by student affairs administrators would help create consistency in both philosophy and policy. This would simultaneously improve relationships between faculty and program administrators. Most importantly, faculty need to be assured that they will be supported by their department chair when reporting violations. Departmental

support would alleviate the fear of retribution and anxiety indicated by this research as hindering reporting behaviors and poisoning department culture.

The recommendations above are aligned with the findings of this research and executable with the support of institutional administration. By making academic integrity a core value and integrating philosophy with practice a culture of integrity is an attainable goal. Dr. Wilder spoke for many of the respondent when he said, "I'd like to see the institution put its attention and resources were its rhetoric is."

Recommendations for Future Research

This study sought to provide a concrete account of faculty perceptions regarding student academic integrity viewed through the lens of Bertram Gallant's (2008) four comprehensive dimensions; Internal, Organizational, Institutional, and Societal. The data collected in this study identified the following concepts which contribute significantly to current academic integrity research: the interference of surveillance on instruction quality, the distinction between intentional and unintentional plagiarism, and the perceptions of contingent faculty on academic integrity in and out of the classroom.

Substantial research has yet to include the interference of surveillance on the quality of instruction. This study indicated that classroom surveillance was employed rather than focusing on pedagogy. This focus changes the classroom dynamic, the students' learning experience, and the faculty's enjoyment of the teaching experience. Further research into this topic would show the extent to which this shift is an issue in the classroom.

Additional research should be done on the distinction between intentional and unintentional plagiarism. Respondents expressed conflict when judging student intentions in their written work. Some faculty considered unintentional plagiarism to be the result of sloppy

work or incorrect citation due to a lack of knowledge. These situations were viewed as an opportunity for correction and not grounds for reporting an academic integrity violation. Further research into policy structures surrounding intention would add clarity and provide a framework for programs to educate incoming students regarding expectations. While the LU policy makes no consideration for intent, the results of this study found that perceived accidental violations were was treated as a teachable moment.

Further research should address perceptions of contingent faculty on academic integrity in the classroom. Additional research may identify the similarities and differences in values between contingent and full time faculty and how these values influence the behavior of both the student and the faculty member in the classroom. Recent research has found a substantial increase in the number of non-tenure track faculty hires; this finding is problematic due to the fact that other studies have indicated that contingent faculty spend very little time interacting with students outside structured class work (Finkelstein & Schuster, 2001). With more contingent faculty and teaching assistants in the classroom, their perceptions could offer valuable insight into affective departmental support measures if they were to pursue a violation.

Lastly, more research is needed on faculty perceptions by discipline and institution type. An examination of faculty perceptions of academic integrity in the classroom by institution types will provide clarity about the influence of institutional culture and university mission on reporting behaviors.

Conclusion

This qualitative study gathered faculty perspectives on student academic integrity in the classroom by interviewing faculty members in liberal arts disciplines. The research questions were guided by Bertram Gallant's (2008) Four Dimensions; Internal, Organizational,

Institutional, and Societal, and sought to provide a comprehensive view of the issue from the faculty perspective. In *Faculty Culture and College Life: Reshaping Incentives Toward Student Outcomes*, Amey (1999) examines the contradictions between institutional reward structures and the collegiate ideal. She concludes that faculty will not emphasize responsibilities beyond what is institutionally rewarded, unless it is a closely held personal value. The results of this study strongly support this conclusion.

While academic integrity may be a personal value to some faculty members, that alone may not be enough cause to make it a priority in the classroom when it is not perceived to be an institutional value. Those who reported violations often felt that they did so in spite of the institution. Even the robust defenders of intellectual property did so with almost a vigilante proclivity. The recent downturn of the economy has only exacerbated this failure to report; with educational funding is at an all time low and an environment of departmental cuts and forced furloughs.

Faculty members take on a certain level of personal risk in participating in a process that angers the customer, portrays a negative image of the institution, and creates more work for an already over burdened population, all while offering no reward or recognition (Hebel, 2010). The change in developmental education brought on by the creation of the research university has annihilated the rhetoric of "educating the whole student." Until student character development is supported by the reward structure in higher education, those who still honor this pedagogy will do so at their own risk.

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APPENDIX A. INTERVIEW PROTOCOL

Interview Protocol

Interviewee: _____

Interviewer: _____

Date: _____

Place: _____

The purpose of this study is to identify how faculty view the barriers to reporting academic integrity violations to the Office of the Dean of Students. I am interested in gaining the faculty perspective to help inform the practice of student affairs professionals and to provide an avenue from theory to practice for consistent reporting and improved educational opportunities for students. Please be as detailed as possible in your responses.

The Office of Research Assurances requires that I provide you with a human subject consent form to thoroughly read and sign before the interview is conducted. Please take your time reading this form and let me know if you have any questions. The form outlines the purpose of the study, benefits, risks, and your rights as a volunteer. It is important to me that you are comfortable as we proceed with the interview. You can refuse to answer any question and furthermore you can leave the study at anytime. All respondents and institutions will be given pseudonyms for confidentiality. Voice recordings will be encrypted on disks stored in a secure location. Do you have any questions regarding the consent form or your participation in this study before we begin the interview?

If you have no further questions I will begin recording the interview.

Demographics:

How long have you been in your current position and what faculty rank do you currently hold?

What is your highest degree and from what institution?

What is an average teaching load for you?

What are all the different aspects of your position? (Advisor, chair, volunteer, etc)

Tell me about your research interests.

PART ONE: INTERNAL DIMENSION

1. Please describe what you know about the academic integrity violation reporting process at LU. Where do you go for information about academic integrity at LU?

2. How do you define an academic integrity violation in your classroom? Can you tell me any personal experience you have with academic integrity violations in your classroom?

3. What are some of the ways you conceptualize plagiarism? For example, do you make a distinction between intentional and unintentional plagiarism?

4. Describe what you consider to be an egregious academic integrity violation. How have your perceptions related to academic integrity evolved?

PART TWO: ORGANIZATIONAL DIMENSION

5. Does your department have a policy about academic integrity? Describe your department's written or unwritten expectations for reporting academic integrity violations.

6. Are you aware of how other faculty members in your department/college handle academic integrity violations in their classrooms? Can you provide an example?

7. How were you initially introduced to the academic integrity policies at LU? Tell me about any guidance or mentoring you have received regarding academic integrity violations.

PART THREE: INSTITUTIONAL DIMENSION

8. Do you report violations to the Office of the Dean of Students? If so, please provide your thoughts on the experience. If not, please explain why.

9. Do you think the university reporting process encourages faculty to report violations?

10. What do you believe are the challenges to reporting academic integrity violations?

PART FOUR: SOCIETAL DIMENSION

11. Tell me how you would like to see academic integrity violations at LU handled.

12. Do you think academic integrity is highly valued at LU?

13. What factors do you think shape academic integrity on campus? In society? Does technology have an impact? (Internet, cell phones)

CONCLUSION

14. Do you have anything else to add? Can you recommend any other faculty members in your college I should contact?

Thank you very much for your time.

WASHINGTON STATE UNIVERSITY

Research Study Consent Form

Study Title: **Faculty Responses to Student Academic Integrity**

Researchers: **Michael Pavel, Professor, Department of Educational Leadership and Counseling Psychology, College of Education, 335-7075.**

Meghan Burton, Graduate Student, Department of Educational Leadership and Counseling Psychology, College of Education, 335-7459.

You are being asked to take part in a research study carried out by Michael Pavel and Meghan Burton. This form explains the research study and your part in it if you decide to participate. Please read the form carefully, taking as much time as you need. Ask the researcher to explain anything you don't understand. You can decide not to join the study. If you join the study, you can change your mind later or quit at any time. There will be no penalty or loss of services or benefits if you decide to not take part in the study or quit later. This study has been approved for human subject participation by the Washington State University Institutional Review Board.

PURPOSE

The purpose of this qualitative study is to investigate the barriers faculty members face when reporting academic integrity violations to the student judicial affairs office. You are being asked to take part because you are a faculty member in a liberal arts discipline. Participation in this study will take about 45 minutes and will be recorded. You will be excluded from the study if you do not want to have your interview recorded using a standard voice recorder.

PROCEDURES AND BENEFITS

If you take part in the study, you will be asked to answer a series of open-ended questions about student academic integrity violations. The interview will semi-structured with an outline of fourteen questions, lasting approximately 45 minutes. The interview will be recorded using a standard voice recorder. You may refuse to answer any question or stop the interview at any time. There is no direct benefit to you from being in this study. You will not receive money or any other form of compensation for taking part in this study.

RISKS

The potential risk from taking part in this study could be possible discomfort due to perception of questions. The questions are not personal in nature.

CONFIDENTIALITY

The data for this study will be kept confidential to the extent allowed by federal and state law. No published results will identify you, and your name will not be associated with the findings. Any information that identifies you will be securely stored by the researcher. The results of this study may be published or presented at professional meetings, but the identities of all research participants will remain anonymous. The data for this study will be kept for three years as required by WSU.

CONTACT INFORMATION

If you have questions about this study or the information in this form, please contact the researcher, Meghan Burton at 360 Lighty, Washington State University, Pullman, WA, mlburton@wsu.edu, 335-7459. If you have questions about your rights as a research participant, or would like to report a concern or complaint about this study, please contact the Washington State University Institutional Review Board at (509) 335-3668, or e-mail irb@wsu.edu, or regular mail at: Albrook 205, PO Box 643005, Pullman, WA 99164-3005.

RIGHTS

Your participation in this research study is completely voluntary. You may choose not to be a part of this study. There will be no penalty to you if you choose not to take part. You may choose not to answer specific questions or to stop participating at any time. By signing the consent form you agree that:

- You understand the information given to you in this form
- You have been able to ask the researcher questions and state any concerns
- The researcher has responded to your questions and concerns
- You believe you understand the research study and the potential benefits and risks that are involved.

Statement of Consent

I give my voluntary consent to take part in this study. I will be given a copy of this consent document for my records.

_____   _____

Signature of Participant   Date

_____

Printed Name of Participant

Statement of Person Obtaining Informed Consent

I have carefully explained to the person taking part in the study what he or she can expect.

I certify that when this person signs this form, to the best of my knowledge, he or she understands the purpose, procedures, potential benefits, and potential risks of participation.

I also certify that he or she:

- Speaks the language used to explain this research
- Reads well enough to understand this form or, if not, this person is able to hear and understand when the form is read to him or her
- Does not have any problems that could make it hard to understand what it means to take part in this research.

_____   _____

Signature of Person Obtaining Consent   Date

_____   _____

Printed Name of Person Obtaining Consent   Role in the Research Study