IN ADDITION TO (OR IN THE ABSENCE OF) GUIDANCE: COMMUNITY COLLEGE FACULTY
PERCEPTIONS OF ACADEMIC INTEGRITY

by

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This dissertation is submitted in partial fulfillment of the
requirements for the degree of

Doctor of Education

Ferris State University

April 2021

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April 2021

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ABSTRACT

A cornerstone of higher education is academic integrity. As both a concept and a value, academic integrity is of critical importance to all those who comprise the broad community of a college or university. However, the higher education landscape is not immune from plagiarism, cheating, and other acts of dishonesty (Boehm, Justice, & Weeks, 2009) that pose threats to academic integrity. As a topic of research, the literature has largely explored the issue of academic integrity within the four-year university setting. Further, research has often examined academic integrity within the context of the perceptions and actions of students.

In an effort to address a gap in the literature on academic integrity within the community college setting, this mixed methods study examines community college faculty as it pertains to their attitudes, perceptions, and understandings of academic integrity. This study collected data collected from three sources: an online survey distributed to community college faculty during the Fall 2019 semester, copies of syllabus documents provided by survey respondents, and follow-up interviews conducted with several of the survey participants. The quantitative and qualitative data collected from these three instruments were used to address the study's four research questions.

Findings from this study revealed that community college faculty hold wide-ranging perceptions on the topic of academic integrity and that there are differences in how community college faculty understand and define the term academic integrity. Further, the study found that there is a discernable difference between how community college faculty discuss academic

integrity in their syllabi and how they discuss it with students in the classroom environment. Lastly, this study found that there is evidence which suggest that full-time community college faculty promote academic integrity in ways that are different from their part-time colleagues, due largely to the likelihood that full-time faculty are more aware of resources at their institution which can be leveraged to help promote academic integrity in the classroom.

KEY WORDS: Academic integrity, community college faculty, faculty perceptions

DEDICATION

For my father, Timothy Phillip Anderson. For my son, Timothy Phillip Anderson II.

ACKNOWLEDGMENTS

This dissertation represents the culmination of a personal goal I have had for nearly twenty years, a doctoral degree. The pursuit and obtainment of this degree would not have been possible if not for the encouragement and unwavering support of my wife, Allison. It is from her love and support that I have been empowered to challenge myself and take the first (and last steps) in achieving this goal. Your motivation and support know no bounds and words fail to capture the depth of my gratitude for you in my life.

This project would not have been successful or even possible without the time, guidance, feedback, and support of my dissertation committee. To my chair, Dr. Leonard Johnson, I owe many thanks for the correspondence and discussion in which we worked through various ideas and scenarios that led to this research project getting put into action. I am extremely grateful to committee members Dr. Sherrin Frances and Dr. Lori Gonko, whose time, insightful feedback, and overall motivation throughout the various stages of this project are much, much appreciated. I also owe thanks to Dr. Kate Thirolof who provided extremely valuable mentorship and support in the early stages of this project.

To my fellow members of DCCL Cohort 8, I thank you for your friendship, knowledge, and support. To say it mildly, you have been an extended family that came into my life at a critical moment, and I could not ask for a better group of colleagues.

Lastly, a word of thanks to Rebecca Moore Howard. Dr. Howard's work in the fields of academic integrity, plagiarism, information literacy, and writing more broadly have been

instrumental in inspiring this project as well as my own education. The feedback and guidance

you provided me in our correspondence early in this project is something for which I am

extremely grateful.

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INTRODUCTION

Academic integrity is a cornerstone of higher education. As is the case in secondary education, "higher education institutions are not immune to cheating and other unethical behaviors" (Boehm, Justice, & Weeks, 2009, p. 46). Given that academic integrity is a necessary and expected tenet of the higher education experience, it is quite reasonable then that nearly every institution of higher education has adopted a policy or, at minimum, a statement on academic integrity.

While academic integrity is a generally held ideal among all higher education intuitions, it is often misunderstood and misconstrued. The term plagiarism, for instance, is regularly used — by faculty, administrators, and students alike — synonymously with academic integrity. It is in this fashion that "academic integrity," a tenant of academia, is equated to "academic *dishonesty*," the behavior(s) which exhibit a violation of that integrity. While academic dishonesty — and those specific behaviors such as plagiarism, cheating, etc. that exhibit such dishonesty — are important, the conflation between the terms creates a missed opportunity for members within the higher education community to understand, characterize, and value the importance of academic integrity to the academic experience.

BACKGROUND AND HISTORY

According to Batemen & Willems (2012), "Integrity refers to honesty and trust. Academic integrity describes the ways in which staff and students engage ethically in their interactions with each other and the content and expectations of their courses" (p. 69). Thus, before examining the role of academic integrity policies in today's higher education landscape, it is useful to consider academic honor codes from which such policies generally stem. Reason (2013) stated: "Over the past century, there have been several calls to infuse education for personal and social responsibility into the core of higher education. As early as 1937, and again in 1949, for example, professionals from the American Council on Education gathered to discuss the central tenets of higher education in the United States" (p. 38). The first scholarly studies that examined academic dishonesty at the post-secondary level came not long after in the 1960s (Bowers, as cited in Hamlin, Barczyk, Powell, & Frost, 2013).

Long before the initial studies on the subject, academic integrity has been a part of the higher education fabric thanks to honor codes and codes of conduct, some of which date back to the 19th century. As Blum (2009) notes, "honor codes typically require students to affirm that they will practice virtuous conduct as members of the university community" (p. 150). Stanford University's (n.d.) "Fundamental Standard" code of conduct states that students are "expected to show both within and without the University such respect for order, morality, personal honor and the rights of others as is demanded of good citizens. Failure to do this will be sufficient cause for removal from the University" (para. 2). This language was first established in 1896 and has been applied by Stanford to many different circumstances, including academic dishonesty issues. Predating Stanford's honor code is the University of Virginia's Honor System

which includes an honor pledge made by students: "On my honor as a student, I have neither given nor received aid on this assignment/exam" (University of Virginia, 2021, para. 7). Though there is a long history of established statements and policies pertaining to academic integrity, institutions approach academic integrity in various ways which, in turn, leads to a myriad of policies and consequences based on whatever framework an institution may have in place.

The research on academic integrity is expansive with many studies referring to the research of McCabe and Trevino (1997). They note that the literature focused on cheating at American college campuses is mostly divided between studies which examine personal characteristics being connected to a higher likelihood of cheating and those studies which consider contextual and situational factors as predictors of cheating (as cited in Teodorescu & Andrei, 2009). Along with the literature's focus on the act (or prediction of the act) of cheating itself, the available literature on academic integrity also focuses on the university setting. It is the aim of this study to not place emphasis on the act of plagiarism or cheating itself, but, rather, to examine *how* faculty currently promote academic integrity in their classrooms. Further, this study is interested in examining academic integrity within the context of the community college setting, an arena for which the literature is limited.

The emphasis on *dishonesty* extends not just to the attitudes of instructors, but, in some cases, to the research on the topic. Faucher and Caves (2009) begin by citing the *Webster* dictionary definition of "academic dishonesty" and goes so far as to suggest faculty members might deter so-called "hi-tech cheating" by cutting off "wireless hot spots and access during examinations" and "demand the students to surrender cell phones, calculators, books, bags, caps, MP3 players, and headsets" (p. 37). In both content and language, such suggestions

provide an example of the "policing" nature in which faculty and administrators understand and discuss academic integrity. An opposing view, then, to this attitude towards academic integrity can be seen from those who contend these attitudes and approaches to academic integrity can impede learning (Bertram Gallant, 2008). As explained by Gilmore (2008), "once a teacher is reduced to the role of source detective, he has already lost an educational battle" (p. 5).

PROBLEM STATEMENT

As the number of students graduating high school rapidly grew in the early decades of the 1900s, so, too, did the demand for access to higher education (Cohen, Brawer, & Kisker, 2013). Starting from their origins in the early twentieth century, community colleges have been a uniquely American institution which have provided students with access to higher education while also evolving over time: "Most community colleges no longer exist simply in their local communities" (Spangler & Tyler, 2011, p. 42). Expanding beyond city or county limits, utilizing online education to attract students, and external partnerships are just some of the ways in which community colleges continue to evolve and expand their reach. Yet, despite this natural evolution, the discussion of academic integrity largely seems to not be reconsidered within the context of the changing landscape of higher education.

Many community colleges, through policies, handbook language, and classroom interactions, place an emphasis on academic dishonesty: "…scholarly institutions rarely identify and describe their commitment to the principles of integrity in positive and practical terms. Instead, they tend to address academic integrity by identifying and prohibiting behaviors that run counter to the principles of integrity" (International Center for Academic Integrity, 2021b,

p. 4). This emphasis is certainly not unwarranted — dishonesty in academia, after all, impacts and threatens the reputation of the institution itself. Yet, by using language that emphasizes academic *dishonesty* rather than *integrity*, institutions are focusing on the inverse of academic integrity, minimizing, or perhaps even bypassing, an opportunity to ensure all stakeholders within the community of the individual institution understands and values the beliefs behind academic integrity in higher education.

PURPOSE OF THE STUDY

Given that accessibility to higher education is a longstanding goal that helped give initial rise to the American community college (Cohen., Brawer, & Kisker, 2013), it might be expected that as more students are welcomed into the community college setting, the variance of understanding in regard to both the importance and the particulars of academic integrity may widen. Teodorescu and Andrei (2008), for example, noted that after the expansion of higher education in Romania during the early 20th century "cheating during exams, plagiarizing, and copying written assignments have become widespread practices among students" (p. 268). Further, survey data has shown that more than half of America's high school students admit to having plagiarized at some point (International Center for Academic Integrity, 2021a). If the understanding community college students have and the value that they place on academic integrity varies widely, it is worth considering how and the extent to which community college faculty promote academic integrity.

RESEARCH QUESTIONS

As a qualitative study that includes an analysis of both survey data and interview responses, this research project has at its center the following questions:

1. How do current community college faculty define the term academic integrity?

2. What are the differences between how community college faculty explain academic integrity on their syllabi and how they discuss it with students?

3. What do current community college faculty perceive their role to be in promoting academic integrity in their classroom and on their campus?

4. How do full-time and adjunct community college faculty differ to the extent they promote a culture of academic integrity?

SIGNIFICANCE OF THE STUDY

This study provides an opportunity to explore academic integrity from the vantage point of today's community college instructors. By focusing on current community college faculty, the study will be able to provide insight regarding the thoughts and perceptions of those who are most in contact with today's community college student population.

Hamlin et al. (2013) compare how institutions differ in their approach to academic dishonesty, detailing the University of Utah, whose Center for Teaching and Learning Excellence "has the responsibility for developing expectations for the campus' policy on academic integrity" (p. 43). While such centers are not unheard of, they represent one end of the spectrum in higher education — four-year research institutions with the means and funding available to sufficiently train and educate administrators and faculty, creating the environment through which academic integrity can be promoted within the classroom. Thus, this study's emphasis on the community college realm of higher education is also significant given that research, published guidance, and best practices related to academic integrity are oftentimes aimed at the university setting which is not always aligned with the realities of the typical American college.

CHAPTER SUMMARY

This research project is aimed at understanding the attitudes, thoughts, concerns, and practices of faculty towards academic integrity in today's community college setting. Chapter One describes the history of academic integrity as it pertains to the phrase itself, its inclusion in higher education through honor codes and policies, and the variance in historical attitudes and approaches of faculty and administrators. The variance itself is explained as part of the problem with the topic of academic integrity and further identifies the importance of this study being focused on examining the topic in the community college setting. Chapter Two will explore the topic of academic integrity based upon the author's review of the literature.

CHAPTER TWO: LITERATURE REVIEW

INTRODUCTION

Chapter One provides an overview of this study, including the history of academic integrity as a component of higher education itself. Chapter Two is focused on discussing and synthesizing the literature on academic integrity as its own field of research, including faculty perceptions, student understanding, academic policies in higher education, and the idea of academic integrity promotion. With this focus in mind, the chapter will be organized by the following sections: terms and definitions, codes and policies, the "weaponization" of academic integrity, faculty perceptions, the community college focus, academic integrity models and frameworks, promotion and culture of academic integrity, and the theoretical framework for academic integrity.

THE ACADEMIC INTEGRITY "UMBRELLA": TERMS, DEFINITIONS, AND UNDERSTANDINGS

The term *academic integrity* originated with Donald McCabe, a Rutgers University researcher, who has contributed immensely to the literature on the topic. While McCabe is credited with the creation of the term, definitions for academic integrity tend to vary. As stated by Bateman and Willems (2012), "Integrity refers to honesty and trust. Academic integrity describes the ways in which staff and students engage ethically in their interactions with each other and the content and expectations of their courses" (p. 69). Turner and Beemsterboer

(2003) define the term as "honesty in all matters relating to endeavors of the academic environment" (p. 1122). Honesty and trust are again found in another definition of academic integrity by the ICAI (2021b) as "a commitment to six fundamental values: honesty, trust, fairness, respect, responsibility, and courage" (p. 4). Individual institutions of higher education may provide their own definitions of the term, yet the stated values provided by the ICAI often manifest themselves into such definitions. Indeed, the University of California-Berkeley's Center for Teaching and Learning (2020) takes the position that while academic integrity has no singular definition at the institution, "most definitions found in the literature and across higher education institutions consider academic integrity to entail honesty, responsibility, and openness to both scholarship and scholarly activity" (para. 4).

While there are several examples in the literature of definitions for the phrase, academic integrity has been often used "as a proxy for the conduct of students, notably in relation to plagiarism and cheating" (Macfarlane, Zhang, & Pun, 2014, p. 340). The ICAI (2021b) notes that institutions tend to not describe their commitment to integrity and, instead, address the concept of academic integrity "by identifying and prohibiting behaviors that run counter to the principles of integrity" (p. 4). With the discussion of academic integrity predominantly being negatively framed, it may not be too surprising that research on the topic is, too, framed negatively: "This leads to much research identifying ethical shortcomings rather than seeking to identify sets of norms, values or behavioral characteristics that might be considered 'good' or 'ethical'" (Macfarlane, Zhang, & Pun, 2014, p. 352).

Perhaps the terms academic integrity and plagiarism have been thought of as approximations of one another because plagiarism is itself not easily defined. A key scholar on

the topic of academic integrity, Howard (1999), notes this "basic problem of defining plagiarism" (p. 3) is at the root of the term being interpreted and understood in different ways by various audiences. Ruiperez and Garcia-Cabrero (2016) explain that the "first difficulty we encounter when it comes to discussing plagiarism is reaching a consensus with regard to its definition" (p. 10). Focusing their work on the German higher education system, the authors separate the term plagiarism (*plagiat*, in German language usage) into three versions of meaning: the legal system, colloquial usage, and the context of academics (Ruiperez & Garcia-Cabrero, 2016). As Grossberg (2008) notes, "Changing definitions are surely one source of uncertainty about the disciplining of plagiarism. Plagiarism has never been and is not now a stable term — it has and will continue to change" (p. 160).

The values that comprise the concept of academic integrity such as honesty and trust are broadly important in terms of general citizenship and adherence to a moral code (ICAI, 2021). Adhering to academic integrity, however, is also of specific importance to the academic realm since student success necessitates its presence. As Gallant (2018) explains, "Students cannot be truly academically successful without integrity" (p. 46). Thus, while the terms *academic integrity* and *plagiarism* have the misfortune of sometimes being viewed or used synonymously, it is appropriate to think of *plagiarism* as a broadly defined term that is one piece of the larger whole that is *academic integrity*, which is itself broadly and variously defined as well.

CODES AND POLICIES

Given that much of the literature on this topic is focused on academic integrity policies, it is useful to consider academic honor codes from which such policies are generally derived.

Reason (2013) noted, "Over the past century, there have been several calls to infuse education for personal and social responsibility into the core of higher education. As early as 1937, and again in 1949, for example, professionals from the American Council on Education gathered to discuss the central tenets of higher education in the United States" (p. 38). Long before such meetings and studies occurred, academic integrity has been a tenant of the higher education system through the establishment of honor codes and codes of conduct which were first established at American institutions as early as the 19th century. According to Blum (2009), "honor codes typically require students to affirm that they will practice virtuous conduct as members of the university community" (p. 150). The "Fundamental Standard" code of conduct from Stanford University (n.d.) states that students are "expected to show both within and without the University such respect for order, morality, personal honor and the rights of others as is demanded of good citizens. Failure to do this will be sufficient cause for removal from the University" (para. 2). This language was first established in 1896 and has been applied by Stanford to many different circumstances, including academic dishonesty issues.

Turner and Beemsterboer (2003) note that honor codes have had a traditional role in academia through which they "protect the academic integrity of the university" and "reinforce expected faculty/student behavior by establishing a mechanism to emphasize the university's position based on its articulated values" (p. 1124). The expectation, then, is that stakeholders who are part of an academic community which abides by an honor code are more likely to comprehend and adhere to the principles of academic integrity and the students within that community would not be persuaded to engage in academically dishonest behavior.

McCabe and Trevino's (1993) study comparing institutions which have academic honor codes with those without honor codes found that students at honor code institutions self-report academically dishonest behavior at a significantly lower rate than students at institutions without honor codes. While the study supported the researchers' hypotheses on the association between a student's view of academic dishonesty and a student's perception of academically dishonest behavior from peers, McCabe and Trevino (1993) note that the existence of an honor code does not, on its own, ensure academic integrity is upheld and maintained:

> An important implication of this study for future research and for the management of academic dishonesty may be that any movement to adopt honor codes is ill conceived if it is undertaken as the sole solution to the academic dishonesty problem. Academic dishonesty is a complex behavior influenced by multiple variables beyond the mere existence of an honor code. (McCabe & Trevino, 1993, p. 533).

In a 1995 study, this same pair of researchers found that "54% of the students on honor-code campuses admitted to one or more incidents of serious cheating compared to 71% on campuses with no code" (as cited in McCabe & Pavela, 2000, p. 34). These findings of McCabe and Trevino's 1995 study would suggest that honor codes likely provide some impact on preventing academic dishonesty, demonstrating an inverse correlation between a student being enrolled at an honor code institution and the student's likelihood to engage in academic dishonesty: "Although their systems are far from perfect, honor-code schools differ from their peer institutions in that they actively communicate to students the importance of academic integrity as a core institutional value and the major role students must play in achieving this institutional goal" (p. 35).

The significance of McCabe's work is evident when it comes to literature on honor

codes. His work alongside Butterfield and Treviño (1999) has given credence to colleges

instituting an honor code as a way of promoting academic integrity. Their study suggests that

students who are at honor code institutions have a deeper understanding of academic integrity

and acknowledge the "community" or "culture" to which they belong expects certain

standards: "Pursuit of initiatives that might move a campus closer to such a culture would seem

to be worthy of consideration by any college or university" (McCabe, Treviño, & Butterfield,

1999, p. 232). A key conclusion from this study is that students at honor code institutions

"frame the issue of academic integrity in a fundamentally different way from students at non-

code institutions" (McCabe, Treviño, & Butterfield, 1999, p. 229). Given that community

colleges are less likely to have the personnel and monetary resources to operate in the manner

of a four-year research university, it can be anticipated that community colleges tend to not

reflect the honor code institutions examined in the McCabe, Treviño, and Butterfield study.

"WEAPONIZATION" OF ACADEMIC INTEGRITY

As noted previously, the ICAI makes note of the fact that institutions are more likely to

identify the prohibited behaviors and actions which violate academic integrity than they are to

define and articulate their commitment to academic integrity in positive terms. This may

especially be the case for non-honor code institutions which instead provide a policy on

academic integrity which may reference the term *academic integrity* but actually focus on the

acts and behaviors which constitute *academic dishonesty*. Language and framing of academic

integrity around the *enforcement* of honesty may also be the result of criteria set in place by an

institution's accrediting body. The Higher Learning Commission (2021), which serves as the

accrediting agency for colleges and universities in 19 states, includes among its criteria for accreditation that an "institution enforces policies on academic honesty and integrity" (para. 37). Whether intentional or not, an institution's framing of academic integrity through stated policy may contribute to an overall negative mindset in how academic integrity is discussed, explained, and understood by members of that institution's community.

While administrators and "the institution" at-large may set a school's policy on academic integrity, the way in which faculty frame discussions on academic integrity may unintentionally reinforce a negative institutional mindset. In addition, the ways in which faculty perceive and react to suspected and/or authentic violations of academic integrity can directly impact the teacher-student relationships and the classroom dynamic overall. As Watson (2017) states, "policing plagiarism works to perpetuate perceptions deeming students' language and literacy practices inferior and unethical, which, in and of itself, can further provoke lasting material consequences for students" (p. 81). In this way, approaching academic integrity as a "policing" tactic can potentially do more harm than intended good. At a time when higher education, and community colleges in particular are placing a large emphasis on student success metrics, examining how starkly community college faculty frame, discuss, and promote academic integrity in their interactions with students — which is the aim of this study — is worthy of further investigation.

As noted previously, the terms *academic integrity* and *plagiarism* themselves are defined variously and widely, which can further add to the "policing" mindset approach by some faculty. For instance, the type of student writing in which original source material is copied and then modified and altered, what Howard defines as *patchwriting*, in other words,

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could be viewed as a teaching moment by one instructor and as an act of deliberate deceit worthy of course failure by another instructor. Given that attribution is a characteristic of patchwriting, one might label the practice as a student's misuse of source information that would suggest the student's lack of proficiency with essay writing rather than what traditional academic norms might consider to be a "transgression subject to punishment" (Howard, 1999, p. xvii). Pecorari (2010) explains "plagiarism is traditionally constructed not as a failure to write well, but as a refusal to engage legitimately in the writing process at all" (pp. 2-3). She further asserts that the distinction between patchworking and "protypical" plagiarism is the intent of the writer: "one writer sets out to deceive; the other does not" (p. 148). The strong attitudes that many hold towards plagiarism — and students as plagiarists — as an act of defiance to engage in the educational process can have the effect of creating a "guilty until proven innocent" mindset which may potentially be reinforced through the rise of plagiarism detection services which have become widely adopted by instructors and institutions during the 21st century.

As a member of the executive board of the ICAI, Tricia Bertram Gallant is one of the most established contemporary scholars on the topic of academic integrity. Bertram Gallant (2017) makes the case that academic integrity should be approached by instructors as a teaching and learning issue, including utilizing instances of academic dishonesty as teachable moments. The notion that instructors can curtail academic dishonesty is further provided by Bertram Gallant (2017) in suggesting that faculty make assessments meaningful to students and utilize flipped classroom and peer instructional methods. Implementing these recommendations, then, would help students find value in the instructor's teaching methods

and, theoretically, steer students prone to dishonest behavior to value the work being completed in the course. "Improving instruction is a critical component to the teaching and learning approach because when students perceive instruction to be poor, they are more likely to justify and adopt cheating as an acceptable strategy to accomplish their assigned work" (as cited in Bertram Gallant, 2017, p. 90).

FACULTY PERCEPTIONS

According to McCabe, Butterfield, and Treviño (2003) much of the research that is faculty-centric "in the area of academic integrity has generally focused on reactions to student cheating" (p. 368). Given that faculty members have a basic responsibility to foster academic integrity in their classrooms (Whitley & Keith-Spiegel, 2001), research that explores the perceptions of this stakeholder group can help higher education leaders inside and outside of the classroom better identify how a culture of academic integrity can be built and reinforced. can help reinforce Along similar lines, understanding any differences in how full and part-time faculty promote a culture of academic integrity — again, an aim of this study, will be of importance.

Instructors in both the college and university settings rarely receive training on preventing, confronting, and handling instances of academic dishonesty (Whitley & Keith-Spiegel, 2001). This overall lack of training is in despite of the perception of some in higher education that academic dishonesty occurs regularly. According to Volpe, Davidson, & Bell (2008), "The discrepancy between faculty attitudes and their actual behaviors to control cheating in the classroom may be sending conflicting messages to students, which may ultimately influence the rates of student cheating" (p. 165). Perhaps not surprisingly, the

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various studies involving McCabe consistently found that the perceptions of students and faculty differ in terms of what constitutes academic dishonesty (Bertram Gallant, 2018). By exploring the perceptions of faculty, this study has the potential to affirm and add to existing literature as well as help address a gap in the existing literature on academic integrity by focusing specifically on the community college setting.

THE COMMUNITY COLLEGE FOCUS

While literature examining faculty perceptions of academic integrity is plentiful, that which is specifically centered on the perceptions of community college faculty is far from exhaustive. Smyth and Davis (2003) note that the community college student population is often overlooked in studies concerned with higher education student attitudes on academic integrity. The lack of a focus on community college students in academic integrity research may seem particularly perplexing when considering that data from 2017 show that these students account for 41% of all undergraduates in the United States (American Association of Community Colleges, 2019).

Studies on academic integrity that are particularly interested in the community college setting do exist, with one such study finding that roughly 46% of community college students acknowledged they have engaged in academic misconduct on at least one occasion and more than 80% reported having observed the academically dishonest behavior of others (Smyth & Davis, 2003). While the percentage of students acknowledging having engaged in academic dishonesty is lower in this study of community college students when compared to those in which university students were the targeted population, the "roughly one-half" figure is

consistent with many studies that have examined the prevalence of plagiarism and academic dishonesty on the part of students in higher education.

Research that focuses specifically on the community college arena is of particular interest given the role of community colleges as uniquely American institutions which, despite individual identities, tend to share a set of common characteristics. According to Ma and Baum (2016), "It is well documented that community colleges serve a large proportion of minority, first-generation, low-income, and adult students. Data from the Department of Education show that Hispanic students disproportionately enrolled in the public two-year sector" (p. 5). "More so than in the universities, the community college student population tends to reflect the ethnic composition of the institution's locale" (Cohen, Brawer, & Kisker, 2013, p. 47). While community college students may vary in age and ethnicity, a majority of students balance their time attending classes and studying with competing priorities and obligations such as work and caring for dependents (CCSSE, 2014). Bealle (2017) notes that community colleges are an appealing option for students due, in part, to "their small classes, convenient locations, low tuition, and open-admission policies" (p. 146). The distinct characteristics of American community colleges and the students they serve sets them apart from the university settings which are often the focal point for studies on academic integrity.

Bertram Gallant (2018) highlights another reason that inquiry into the perceptions of community college faculty on academic integrity is of interest. She observed that, "Contingent faculty may have less knowledge about best practices, expected learning outcomes, the role they play in student success, the institution's stance on academic integrity, or how they are allowed (or not allowed) to communicate about integrity" (p. 50). While it is not a given that

part-time faculty are consistently less knowledgeable than their full-time colleagues on institutional policies and best practices, it is certainly *possible* that such a disconnect exists, thus making a qualitative inquiry, such as this study, examining such differences a logical step towards adding to the overall literature on this topic.

MODELS AND FRAMEWORKS

While much of the existing literature on the topic of academic integrity focuses on policies, honor codes, and the perceptions of faculty and/or students, there has been additional scholarly work on frameworks and models that are suggested for how faculty and institutions approach academic integrity. Caldwell (2010) proposes business schools adopt a ten-step model which integrates the three common categories of stakeholders in higher education (students, faculty, and administrators) into the process:

1. Articulation of a clear purpose and mission.

2. Orientation and training of faculty.

3. Explanation and clarification of current policies.

4. Implementation of a realistic process for addressing violations.

5. Attainment of student ownership.

6. Empowerment of students in education and enforcement.

7. Maintenance of dialogue with stakeholders.

8. Refinement of the ethics curriculum.

9. Monitored enforcement and documentation of results.

10. Evaluation of outcomes and communication of results. (pp. 5-8)

As a comprehensive approach, this model is intended to address the increasing problem of academic dishonesty particularly found in business schools (McCabe et al., 2006, as cited in Caldwell, 2010).

The comprehensive model from Caldwell (2010) is aligned with the stated fundamental values of the ICAI (2021) who count students, faculty, staff, and administrators as the primary groups which comprise the "scholarly communities" (p. 4). The steps of the model, too, are of significance in that they point to several areas which are of interest as it pertains specifically to community college faculty — namely their perception of their institution's effectiveness in preparing and training faculty on academic integrity, faculty's confidence in addressing violations of academic integrity in their own classroom, and how faculty articulate and explain expectations in their own classroom environments.

PROMOTION AND CULTURE

Stoesz and Yudintseva (2018) have observed that, while much of the literature on academic integrity is centered on the academic dishonesty of students, there exists a smaller body of literature describing and examining the interventions institutions have developed to detour and combat academic misconduct. While measures to detect and/or prevent violations of academic dishonesty might be considered as *enforcement* of academic integrity, it is viable that such interventions contribute to the *promotion* of academic integrity. In qualifying what it means to promote academic integrity, Boehm, Justice, and Weeks (2009) provide a useful description. The Chief Academic Officers/provosts who participated in their study identified the following strategies that can be utilized to promote academic integrity at an institution:

- strengthening efforts to clearly communicate the colleges policy on academic integrity by publishing it in all appropriate publications

- providing clear definitions and specific examples of what constitutes cheating under the college's honor code

- promoting effective classroom management strategies

- providing training of faculty on academic integrity issues. (Boehm, Justice, & Weeks, 2009, p. 52)

These commonly identified strategies suggest that clarity in understanding definitions and expectations are foundational to the promotion of academic integrity.

Focused on reviewing existing literature on academic integrity interventions, Stoesz and Yudintseva (2018) state:

There are several advantages to using a preventative approach to academic misconduct. The explicit teaching of expectations around academic integrity and academic dishonesty, and a focus on proper citing and paraphrasing, and avoidance of plagiarism has the potential to reduce intentional academic misconduct cases, in which there was a misunderstanding about policies or rules of citation. (p. 19)

In 2004, McCabe and Pavela published an article providing an update to their 1997 work that established their ten principles of academic integrity. This update was made in light of changes during that seven-year time span, including "the corporate scandals of recent years [which] have highlighted the critical importance of honesty and integrity in America's evolving Information Age economy" (McCabe & Pavela, 2004, p. 10). This updated list of principles includes the following:

1. Recognize and affirm academic integrity as a core institutional value.

2. Foster a lifelong commitment to learning.

3. Affirm the role of teacher as guide and mentor.

4. Help students understand the potential of the Internet—and how that potential can be lost if online resources are used for fraud, theft, and deception.

5. Encourage student responsibility for academic integrity.

6. Clarify expectations for students.

7. Develop fair and creative forms of assessment.

8. Reduce opportunities to engage in academic dishonesty.

9. Respond to academic dishonesty when it occurs.

10. Help define and support campus-wide academic integrity standards. (McCabe & Pavela, 2004, pp. 12-15)

Given McCabe's role as a principal figure within the field of academic integrity research, this aforementioned list of principles informs this study in two key ways: First, it helps establish a definition for which "promoting academic integrity" can be understood. Secondly, the principles provide the basis for some of the questions that are to be used in the faculty survey which serves as a primary data collection instrument.

The promotion of academic integrity can certainly be seen as a responsibility of the instructor in the classroom given their direct and on-going engagement with students. According to Garza Mitchell & Parnther (2018), "Across higher education institutions, faculty take responsibility for academic misconduct because they are usually the first to detect it and often determine punishment for violations" (p. 56). In his book *Cheating Lessons*, professor and author James Lang (2013) discusses the momentous role an instructor plays as it pertains to creating a classroom environment which promotes academic integrity: "The design of the course, the daily classroom practices, the nature and administration of assignments and exams, and the students' relationship with the instructor — all of these are subject to modification in the same way as the conditions of a laboratory, and can be modified to induce or reduce cheating" (pp. 37-38). Given the very nature of a faculty member's position within the

institution — bridging the other primary stakeholder groups of students and administrators — it is clear that those teaching in the classroom play a vital role in not only detecting and reporting academic dishonesty, but also in promoting academic integrity. The promotion of academic integrity, in turn, becomes a way in which faculty can help contribute to the institution's overall culture of academic integrity.

The concept of an institutional culture of academic integrity impacting and influencing the conduct and choices of students is supported by literature. A mixed methods study by Young, Miller, and Barnhardt (2018), found that "the extent to which campus climate encourages a holistic and positive academic climate, and the extent to which students view campus policies as working to reduce cheating, consistently influence the probability of students' developing a greater understanding of academic integrity" (p. 9). Further, this study also revealed that students cited social pressure from their peers as a primary factor that contributed to their individual sense of academic integrity: "Students choose to engage in academically honest behaviors because culture among students and faculty creates pressure to adhere to social norms" (Young, et al., 2018, p. 12). This information lends support to the notion that a climate or culture that values academic integrity yields positive results regarding students' own beliefs and habits. Additionally, such findings in the literature highlight the value of social learning theory as a framework for understanding and investigating academic integrity more broadly.

THEORETICAL FRAMEWORK: SOCIAL LEARNING THEORY

Social learning theory provides a framework for exploring academic integrity broadly and the perceptions faculty may hold regarding students' values, motivations, and intent more

specifically. Social learning theory was first presented as a theory by psychologist Albert

Bandura and is rooted in cognitive learning theory and behavioral learning theory ("Social

Learning Theory," 2020). The theory provides a lens for understanding how social behavior is

developed by humans through modeling their own behavior from those with which they

interact (Bandura, as cited in, Singhal, Rogers, & Brown, 1993). Bandura and Walters (1977)

explain that:

> In the social learning system, new patterns of behavior can be acquired through direct
> experience or by observing the behavior of others. The more rudimentary form of
> learning, rooted in direct experience, is largely governed by the rewarding and punishing
> consequences that follow any given action. People are repeatedly confronted with
> situations with which they must deal in one way or another. Some of the responses that
> they try to prove unsuccessful, while others produce more favorable effects. Through
> this process of differential reinforcement successful modes of behavior are eventually
> selected from exploratory activities, while ineffectual ones are discarded. (p. 3)

Social learning theory, then, provides a framework within which academic integrity can

be viewed as a moral code which is respected collectively by a community (society and

academia at-large, institutions of higher education individually). Just as adhering to academic

integrity is a social behavior adopted through modeling one's own behavior after the teachers

and classmates one interacts with, academic *dishonesty* (i.e., violating academic integrity) can

be considered a social behavior developed through modeled behavior.

Social learning theory serving as a theoretical framework finds support within the

literature on academic integrity. McCabe and Trevino (1993) hypothesized that academic

dishonesty is inversely related to students' perceived severity of penalties for engaging in such

behavior. In their discussion of findings, they found that "the perception of peers' behavior was

the most influential contextual variable, suggesting that social learning theory may be

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particularly useful for understanding academic dishonesty behavior among college students" (p. 522).

Social learning theory posits that social behavior can be adapted by modeling behavior after those with whom a person interacts. Social learning theory also helps us to understand academic integrity as a shared belief or code which is valued collectively as a social construct. If those within the academic community believe in, value, and adhere to academic integrity, it is also important to examine *how* one vital group of the academic community — full and part-time faculty in the community college setting — explain, articulate, and demonstrate academic integrity in their interaction with students that students can then adapt as their own learned social behavior.

CHAPTER SUMMARY

As this chapter has explored, the literature on academic integrity is extensive. A common focus in the literature pertains to student perceptions and behaviors and the usage and effectiveness of honor codes. The work of McCabe, Trevino, and others in the specific area of honor code effectiveness has demonstrated consistent evidence showing that students who are a part of an honor code institution are likely to have a better understanding of academic integrity and are less likely to engage in academically dishonest behaviors.

Faculty perceptions of academic integrity is also an area of study explored in the literature. In a way, these three areas of study (honor codes, students, and faculty) reflect the three general categories of stakeholders of the academic community, comprised of students, faculty, and administrators. Information in the literature regarding models and frameworks for academic integrity — as well as the concept of promoting a culture of academic integrity —

similarly point towards these three groups who have a collective role in upholding academic

integrity in higher education institutions. Despite attention being paid to all three groups within

the existing literature on academic integrity, specific focus on the community college segment

of higher education is lacking.

CHAPTER THREE: METHODOLOGY

INTRODUCTION

The focus of this study was to explore the current perceptions and attitudes of community college faculty as they relate to the topic of academic integrity and examine whether a correlation exists between those perceptions and attitudes, the faculty members' classroom practices, and the syllabus language used by the faculty members as it addresses academic integrity. The purpose of the study, then, was to help address a gap in academic integrity research, specifically as it relates to the perceptions, attitudes, and practices of today's community college faculty. Presented in this chapter are the research problem, research questions, hypotheses, research design, variables, sampling, data collection process and protocols, limitations and delimitations of the study, validity and reliability; and data analysis methods.

Given the community college sector's heavy reliance on adjunct faculty (National Center for Education Statistics, as cited in Jolley, Cross, and Bryant, 2014), examining how full- and part-time faculty differ in their perceptions on institutional support for promoting academic integrity is worthy of further inquiry. The literature covered throughout the proceeding chapter has been considered by the researcher and helps inform the development of a study that can help identify how community college faculty perceive their role at their institution as it pertains to the promotion of academic integrity in and out of their classroom learning environments.

OVERVIEW TO THE STUDY

RESEARCH PROBLEM

Many American community colleges, through policies, handbook language, and classroom interactions, place an emphasis on academic dishonesty. This emphasis is certainly not unwarranted — dishonesty in academia, after all, impacts and threatens the reputation of the institutions themselves. By using language that emphasizes academic dishonesty rather than integrity, institutions are focusing on the inverse of academic integrity, minimizing, or perhaps even bypassing, an opportunity to ensure all stakeholders within the community of each individual institution understands and values academic integrity in higher education. Given the ambiguity that exists in how community colleges may promote a culture of academic integrity, it is worth examining how full and part-time community college faculty promote academic integrity within their own classrooms.

RESEARCH HYPOTHESES

Based on a review of the literature, the following hypotheses have been formulated:

- A disconnect exists in the ways in which current community college faculty understand the term academic integrity.

- A discernable difference exists between how community college faculty discuss academic integrity in their syllabi and how they discuss it with students in the classroom.

- Community college faculty have wide-ranging perceptions on the topic of academic integrity.

- Full-time community college faculty do more to promote academic integrity than their part-time colleagues.

As a qualitative study which includes an analysis of survey data and collected interviews, this project focused on the following questions to determine the degree of support for the stated hypotheses:

1. How do current community college faculty define the term academic integrity?

2. What are the differences between how community college faculty explain academic integrity on their syllabi and how they discuss it with students?

3. What do current community college faculty perceive their role to be in promoting academic integrity in their classroom and on their campus?

4. How do full-time and adjunct community college faculty differ to the extent they promote a culture of academic integrity?

RESEARCH DESIGN/RATIONALE

This qualitative research study includes an analysis of survey and interview data. The initial survey was conducted using an electronically submitted survey. As a part of this survey process, participants were asked to submit a copy of a syllabus for a commonly taught course. Syllabus statements on academic integrity were then analyzed by the researcher and categorized based upon their depth and overall content. As a part of the qualitative design of the study, in-person or telephone interviews with a select group of the survey participants were also conducted. These interviews were semi-structured with initial questions being prepared as a part of the study's Institutional Review Board (IRB) application along with other pre-written questions stemming from findings from the survey data collection. Additionally, these interviews were digitally recorded and transcribed.

One of the independent variables for this study is the employment status of the faculty member (either full-time or part-time/adjunct). The dependent variable was the level to which the faculty member promoted a culture of academic integrity. Given these variables, the most appropriate choice of research design was a comparative design. The utilization of a comparative design is fitting as a key focal point of the study is to consider the differences between two groups and the groups themselves (full- and part-time community college faculty) are already established, easily identifiable, and an exhaustive and mutually exclusive categorization of the population.

The independent variables were measured at the nominal level for the purposes of this study with faculty members who are full-time members of their institutions (that is, full-time instructors, department chairs, etc. who are employed by their college full-time regardless of teaching load) being assigned a "1" number for full-time and part-time/adjunct faculty being assigned a "2" for part-time. The dependent variable — the level to which the faculty member promotes academic integrity — is a variable measured at the ordinal level. It was necessary in this research study to explain, in specific terms, what is meant by "promotes academic integrity" and to establish the criteria by which the levels of promotion are structured.

Along with employment status (full-time or part-time/adjunct), other independent variables were examined by the researcher, including gender and age of the participant. These other variables, however, were determined not to be applicable in addressing the study's research questions.

Active community college faculty, including full-time faculty and adjunct instructors were included in this study. Adjunct faculty often comprise at least 50% of all instructional staff at higher education institutions (National Center for Education Statistics, as cited in Jolley, Cross, and Bryant, 2014). Given the nature of working at an institution on a part-time basis, it is not surprising that research shows adjunct faculty interact with students outside of the classroom less than their full-time colleagues (Umbach, 2007). It may also be assumed that adjunct faculty interact with colleagues and college personnel less often than their full-time counterparts. Therefore, both categories of community college faculty were included in this study. Additionally, it is noted that a "third" category of community college instructor exists: those who may be an administrator or staff member for the institution but also teach in the classroom either as a component of or in addition to that primary position. However, this additional group can be seen as being aligned with the full-time faculty group given that the institution for which they teach is also their primary place of employment.

Given the gap in academic integrity research as it pertains to the community college setting, the study aimed to solicit responses from several faculty across the United States. To this end, an electronic survey was utilized as the data collection tool for the first phase of the study to provide the researcher with a pool of community college faculty from which interview subjects could be selected as part of the study's second phase. Rather than sending invitation emails to faculty members individually, administrators at community colleges across the country were contacted. These query messages explained the nature of the study, provided an

overview of the content of the questionnaire, and provided the invitation message that the administrator could then send to faculty members in their department, division, college, etc.

The use of convenience sampling was utilized to improve the likelihood that the invitation to participate in the study would be sent to faculty. According to Onwuegbuzie & Collins (2017), "A critical assumption underpinning qualitative research is that the data source will allow the researcher to examine in detail a defined phenomenon of interest within a specific context" (p. 138). To help ensure that potential participants for the study would come from as many institutions as possible, administrators from community colleges from around the United States were contacted. Publicly accessible data (college directories, department websites, etc.) were utilized to find contact information for administrators.

DATA COLLECTION PROCESS AND PROTOCOLS

Phase One Data Collection

The data for this study was collected via a survey administered to community college faculty during the Fall 2019 semester. The questions on the survey served several purposes: (a) collecting practical/demographic information from respondents, (b) gauging the respondent's personal "understanding" of issues related to academic integrity, (c) collecting information on how a respondent promotes academic integrity in the classroom, (d) soliciting the respondent's thoughts to open-ended questions, and (e) collecting a copy of the respondent's syllabus for a course taught during the Fall 2019 semester (or a class taught recently).

The survey was developed using an online survey platform, Google Forms, and sent to faculty through an email link. This invitation message explained to potential participants the purpose and aims of the study, clarified that responses were confidential, invited faculty to

make contact by phone or email with any concerns or questions, and provided a link to the questionnaire. Faculty members receiving the survey invitation message were identified by contacting department chairs, deans, vice presidents and other administrators at various colleges across the United States.

Due to the survey's final question being the request for electronic submission of a respondent's syllabus from a recently taught class, the survey required respondents to sign into a Google account to access the survey. This requirement from the Google Forms survey allowed for documents submitted by respondents to be housed electronically in the researcher's Google Drive account. However, the survey did not record the Google/Gmail account usernames of respondents. This allowed study participants to remain completely anonymous should they have elected to do so.

Phase Two Data Collection

The electronic survey included a question pertaining to the participant's interest in conducting a follow-up interview. Those survey respondents who selected "yes" to this question were asked to provide their contact information. This allowed for those who did not want to be considered for an interview to complete the survey anonymously while also providing the opportunity to only collect personally identifying information from those respondents who were open to being contacted for the interview phase of the study.

As a qualitative study with the primary aim of understanding community college faculty members' perspectives on academic integrity, personal interviews with the target population were selected as the most appropriate way to collect additional data after the questionnaire phase. As Merriam and Tisdell (2016) note, interviewing is purposeful approach when one

cannot observe behavior as well as necessary when the researcher is "interested in past events that are impossible to replicate" (p. 108). Given the number of study participants and the number of institutions with which participants are employed as instructors, classroom observations would not have been a practical means of qualitative data collection for this study. Further, the overall aim of understanding faculty members' perceptions, by nature, includes the goal of seeking participants' reflections on prior experiences, making semi-structured interviews a more purposeful method of data collection that classroom observations or a case study centered on only community college.

After the conclusion of the Fall 2019 semester, the data collected from the questionnaire, including a review of the responses from those individuals who expressed interest in participating in a follow-up interview were reviewed. In order to narrow down this list of individuals, one qualitative question from the survey was selected and identified 12 respondents who provided personal definitions of the term academic integrity that seemed to be aligned with the definition provided by the International Center for Academic Integrity (see Chapter Two). This selection process is similar to theoretical sampling, which Glaser and Strauss (1967) explain as "the process of data collection for generating theory whereby the analyst jointly collects, codes, and analyzes his data and decides what data to collect next and where to find them, in order to develop his theory as it emerges" (p. 45). Thus, a form of theoretical sampling was utilized as the data collected from Phase One formed the basis from which the pool of interview participants was selected for Phase Two. From this process, those faculty members identified as purposeful individuals for a follow-up interview were contacted using the contact information the participant provided in the completed questionnaire. Those who

expressed continued interest in being an interview subject for Phase Two of the study were then sent a letter of informed consent via email.

Each interview participant was provided with the potential risks and benefits associated with participation in this part of the study as well as the measures that have been taken to minimize such risks and to maximize benefits. Participants were provided the opportunity to ask questions prior to signing a consent form (or providing verbal consent). A copy of any signed form will be kept on file by the researcher in accordance with institutional review board application for the study.

Prior to the start of the interview, the important aspects and procedures were reviewed and explained. An initial list of interview questions was provided as a part of the IRB application for this study. These initial questions provided the basis of the interviews which were semi-structured. The semi-structured nature of the interviews conducted in Phase Two provided the opportunity for a participant's previously provided answers to scale questions and/or open-ended comments from the Phase One questionnaire to be discussed and expanded upon during the follow-up interview. As a means of initial thematic analysis, the researcher took notes during each interview.

With all Phase Two interviews being conducted by phone, a smart phone app (Call Recorder) was utilized, which recorded and saved each interview session as a .mp3 audio file. These files were then stored in a password protected cloud service, allowing for each interview to be transcribed qualitative analysis purposes.

STUDY DELIMITATIONS, LIMITATIONS, VALIDITY, AND RELIABILITY

DELIMITATIONS OF THE STUDY

The following delimitations to the study have been identified:

- Though the study is interested in exploring the attitudes and perceptions of "today's community college" faculty, all collected data (questionnaire responses, participant supplied syllabus documents, and follow up interviews) came from faculty residing in only two states.

- Participants identified and explained the levels and extent to which they promote academic integrity in their classrooms. No classroom observations were conducted.

LIMITATIONS OF THE STUDY

The following limitations to the study have been identified:

- Data were collected over the course of a few months rather than an entire academic year.

- Access to the survey was ultimately left to the dean/department chair/contact person at each college. The researcher could not always ensure that each solicited college/contact passed the survey along to faculty members (in some cases, the administrator at a solicited college did not respond to the researcher).

- The survey questionnaire from Phase One of the study yielded 158 responses that were used for analysis purposes. Because this is a small number of community college faculty as a whole, descriptive statistics are not generalizable to the target population as a whole.

VALIDITY AND RELIABILITY

The study focused on construct validity (specifically face validity) to ensure the purpose of the study was adequately being translated in a manner that is measurable. As a means of measuring the dependent variable, the study created four categorical levels for promoting academic integrity, ranging from "marginally promotes academic integrity" to "strongly promotes academic integrity."

In addition to the design elements mentioned above, a concerted effort to reduce threats to both validity and reliability of the study was made. Threats to construct validity were addressed by reviewing the language and design of the survey to minimize the chance of hypothesis guessing by study participants. Threats to reliability were addressed by examining the internal consistency of the results from the survey questionnaire. Similarly, a common set of questions and topic areas was utilized for follow-up interviews as a means of minimizing researcher area in Phase Two of the study.

DATA ANALYSIS METHODS

PHASE ONE SURVEY ANALYSIS

The Phase One questionnaire included five sections: (1) demographic/background information, (2) closed-ended questions, (3) open-ended questions, (4) questions related to the respondent's willingness to participate in the interview component of the study, and (5) the optional submission of a syllabus copy.

The first section provided data from which the researcher could categorize responses based upon specific criteria (whether a respondent is a full-time or part-time faculty member of their institution, for instance). Data collected in this first section also served as a way for the researcher to eliminate questionnaires completed by respondents who were not a part of the study's targeted population (such as community college employees who do not have any instructional role in the classroom, faculty members who teach at private institutions, etc.). Data from this section of the questionnaire was inspected for errors and cleaned as needed. In the case of this section's two numerical open-ended question ("How many semesters have you taught one or more classes in a higher education setting?" and "On average, how many classes

do you teach in a semester?"), responses which were not represented by a numerical value were modified as necessary.

The second section of the online questionnaire provided the basis for the quantitative data collection of this study. Apart from one question in which respondents were asked to select all statements on academic integrity in which they agree, the questions from this section of the questionnaire limited responses to the list of answer choices provided. Many of the questions from this section asked respondents to select the degree to which they agree with a statement using the standard Likert scale of "strongly agree," "agree," "neutral," "disagree," and "strongly disagree."

ANALYSIS OF SYLLABUS STATEMENTS

The procedure for analysis of faculty-supplied syllabus copies and follow-up interviews was thematic content analysis. Data from provided syllabus copies were categorized based on an established scale, measuring the extent to which an instructor's syllabus promotes academic integrity.

Table 1: Rubric for Syllabus Evaluation

	CATEGORY	DESCRIPTION
3	Syllabus Strongly Promotes Academic Integrity	Syllabus states the importance of academic integrity. Syllabus language makes references to students as members of a larger academic/campus community.
2	Syllabus Moderately Promotes Academic Integrity	Syllabus mentions reference of academic integrity but may use language which emphasizes violations of academic integrity (i.e., plagiarism). May only minimally use language which stresses or promotes academic integrity as a value.
1	Syllabus Minimally Promotes Academic Integrity	Syllabus refers to academic integrity in a general sense but may not refer to the term specifically, instead focusing exclusively on plagiarism, cheating, and/or other academically dishonest behaviors.

CATEGORY		DESCRIPTION
		Syllabus refers to academic integrity but may only do so minimally by directing students to read policy stated in a student handbook and/or on the institution's website.
0	Syllabus Does Not Promote Academic Integrity	Syllabus makes no mention of academic integrity or academically dishonest behaviors.

PHASE TWO INTERVIEW ANALYSIS

Data from transcribed interviews will be manually coded and analyzed for common themes.

Both descriptive and inferential statistics were included as part of the study's analysis of the collected data. Descriptive statistics include the percentage of faculty who strongly promote academic integrity in their syllabi statements (as well as "moderately promote," "minimally promote," etc.). The mean/average number of times study participants discuss academic integrity in their classroom during the semester was another descriptive statistic of the study. In relation to data collected from the faculty syllabus statements, a key descriptive statistic is the median level of academic integrity promotion indicated in the syllabus academic integrity statements of the study's participants. (This median measure is particularly appropriate given the ordinal nature of the syllabus language component of the study.)

CHAPTER SUMMARY

In a general sense, this study was concerned with exploring the current perceptions and attitudes community college faculty hold related to the topic of academic integrity. More specifically, the study looked to examine whether any correlation might exist between those perceptions and attitudes and the ways in which (and the extent to which) faculty promote

academic integrity in their classroom. Given this unique central focus, the study took a mixed

methods approach which involves two phases of data collection.

The collected data used to address these research questions came from three sources:

an online questionnaire distributed to community college faculty during the Fall 2019 semester,

copies of syllabus documents provided by questionnaire respondents, and follow-up interviews

conducted with several of the questionnaire participants. A series of quantitative and

qualitative tools were utilized in analyzing these three sources of data. The proceeding chapter

will discuss the findings of that analysis.

CHAPTER FOUR: FINDINGS AND RESULTS

INTRODUCTION

In order to explore the perceptions and attitudes of community college faculty members

currently teaching in the classroom, this study addressed the following questions:

1. How do current community college faculty define the term academic integrity?

2. What are the differences between how community college faculty explain
   academic integrity on their syllabi and how they discuss it with students?

3. What do current community college faculty perceive their role to be in
   promoting academic integrity in their classroom and on their campus?

4. How do full-time and adjunct community college faculty differ in the extent to
   which they promote a culture of academic integrity?

To address these questions, the researcher implemented a mixed methods study during

which quantitative and qualitative data were collected through the use of two instruments: an

online questionnaire distributed to community college faculty (Phase One of the data collection

process) and follow-up interviews conducted with a number of questionnaire respondents

(Phase Two). To address research question two specifically, the questionnaire used in Phase

One of the collection process gave participants the option to submit a copy of a syllabus from a

recently or currently taught course at their institution.

This chapter presents a description of the data collection process itself, an overall

description of the demographic characteristics of the study's sample, and an explanation of the

research questions from which the various sources of the study's data pertain. Followed by this,

the chapter presents the findings of the study including an analysis of quantitative collected

from the Phase One questionnaire, an analysis of the qualitative data collected from the Phase

One questionnaire, along with data collected through follow-up interviews conducted during

Phase Two, and an analysis of academic integrity statements in syllabi provided by study

participants.

DATA COLLECTION PROCESS

The data used in this study came from three instruments: (1) an online survey

questionnaire completed by participants, (2) syllabus copies provided by several dozen of the

survey respondents, and (3) follow-up interviews conducted with six of the respondents of the

survey.

PHASE ONE SURVEY QUESTIONNAIRE

Data collection from the online questionnaire primarily occurred during the Fall 2019

semester. Beginning in October 2019, community college administrators (chairs, deans, vice-

presidents, etc.) were queried via email with a message explaining the nature of the study along

with an invitation message which included a direct link to the online survey that administrators

could pass along to the faculty in their department, division, campus, etc. When necessary,

research approval forms were completed for those institutions which had an approval process

that was not satisfied by the Institutional Review Board approval from Ferris State University.

SYLLABUS DOCUMENTS

The final component of the questionnaire utilized during Phase One of the study was a

request for survey participants to provide an electronic copy of a syllabus for a recently taught

course. By embedding the request as an optional action, including the functionality to upload

the file into the survey, the aim was to collect as many syllabi as possible from respondents. In total, 50 of the survey respondents obliged with this optional request.

In an effort to seek additional qualitative data beyond the open-ended comments provided by respondents to the survey questionnaire utilized in Phase One, the researcher conducted a second phase of the collection process through which several participants served as interview subjects. At the conclusion of the Fall 2019 semester, the researcher reviewed the survey responses of the 38 total participants who had offered to be a part of the interview phase of the study. The ICAI (2014) notes scholarly institutions rarely define or describe their commitment to academic integrity in positive language, instead focusing on the behaviors and actions that are associated with academic dishonesty. The term academic integrity is defined by the ICAI (2021) as "a commitment to six fundamental values: honesty, trust, fairness, respect, responsibility, and courage" (p. 4). After reviewing and categorizing the open-ended comments made by those participants who offered to be interviewed, 12 survey respondents whose open-ended comments aligned with the ICAI's view of academic integrity were identified as possible as participants in the interview phase of the study. Additionally, this list of potential interview subjects was created with a goal to seek as wide a range as possible in terms of participant demographics (gender, age, subject area, institution, and employment status). From these 12 identified individuals, a total of six participants were interviewed for Phase Two of the study.

Over the course of three months, six interviews were conducted with Phase One respondents who had expressed interest in participating in a follow up interview. While conducting these follow-up interviews, the researcher reviewed notes taken during the

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discussions which helped to identify a few preliminary insights based upon the comments provided by the interview subjects. The practice of simultaneously analyzing data during the collection process is a "hallmark" of grounded theory (Chun Tie, Birks, & Francis, 2019).

Later, an MP3 recording created for each interview was transcribed. During the transcription process, words, phrases, and ideas expressed by interview subjects relevant t themes that began to emerge when the interviews were conducted and/or relevant to the study's research questions themselves were noted.

The content from each interview transcript was then edited to remove irrelevant filler words and to add clarifying key words when necessary. Given the semi-structured nature of the interview, there were moments when the researcher noted that an answer to an early question had provided a response to an impending question. Since these moments did not include additional content or information, they were omitted from the edited transcripts. Similarly, the semi-structured nature of the interview, at times, gave way to a discussion of situations and examples from higher education that deviated from the intent of the interview question. These moments were noted in the transcripts with a brief summary and later omitted from analysis.

The researcher analyzed the data from the six transcribed interviews from Phase Two utilizing the data analysis methodologies outlined by Glaser and Strauss (1967) and Saldaña (2015) among others. Analysis of the transcripts began with a processed referred to as "initial coding," which allowed the researcher to remain open to themes and insights different than those previously noted during the data collection process both emerging from the data and possibly being more prevalent in the data. As stated by Saldaña (2015), "Initial Coding is appropriate for virtually all qualitative studies, but particularly for grounded theory work,

ethnographies, and studies with a wide variety of data forms" (p. 115). Examples of these data forms include interview transcripts, survey responses, and documents. Having coded the interview data in the initial coding stage, transcripts were further reviewed, utilizing deeper levels of analysis: "Where initial coding fractures the data, intermediate coding begins to transform basic data into more abstract concepts allowing the theory to emerge from the data" (Chun Tie, Birks, & Francis, 2019, p. 5).

RESEARCH SAMPLE

The targeted population of this study, identified as "today's community college faculty," was a broad range of individuals who work in higher education. In an effort to reach a variety of community college faculty members from different subject areas and different institutions, a request was sent to deans, department chairs, and other administrators at more than 15 community colleges across the country. While one specific research question for this study sought to examine the differences between full-time and part-time faculty, other demographic data were collected through the survey.

PHASE ONE SURVEY RESPONDENTS: DEMOGRAPHIC INFORMATION

A total of 158 community college faculty members completed the Phase One survey. Approximately two-thirds of respondents (106) were female with 50 respondents being male, and two respondents preferring to not describe their sex/gender (Table 2).

Table 2: Identified Gender of Survey Respondents

SEX/GENDER	FREQUENCY	PERCENT
Female	106	67.1
Male	50	31.6

Sex/Gender	Frequency	Percent
Prefer not to describe	2	1.3
Total	158	100.0

Regarding age, nearly one-third of respondents (51) were between the ages of 45 and 54, making this the largest group of respondents. The next largest group were those between the ages of 55 and 64 (44 respondents). Combined, these two age groups accounted for 60.1% of all survey respondents. Those between the ages of 35 and 44 accounted for 22.8% of the sample. Fifteen of the survey respondents, or 9.5%, were between the ages of 65 and 74. The smallest age group represented by the sample are those age 75 and above, accounting for two respondents.

Table 3: Identified Age of Survey Respondents

Age	Frequency	Percent
25- 34	10	6.3
35 - 44	36	22.8
45 - 54	51	32.3
55 - 64	44	27.8
65 - 74	15	1.3
75 or older	2	1.3
Total	158	100.0

The National Center for Education Statistics (2020) states that of the 1.5 million faculty members across the American higher education in the fall of 2018, 54% were full-time faculty members. Of the 158 survey respondents, the percentage of full-time faculty members was nearly identical to this figure. The percentage of respondents who are part-time faculty at their institution, however, was slightly lower at 41.1% with the remaining 4.4% of respondents being those who work at their institution in an administrative or support staff capacity full-time while also teaching in the classroom.

Although the overall makeup of the employment status of the sample who participated in the Phase One of the study closely followed the makeup of the higher education landscape at-large, it is worth noting that fall 2017 statistics from NCES (2020) show that that only 32.5% of instructors at public two-year institutions were full-time employees of their institution. Therefore, the percentage of the part-time faculty who participated in the first phase of the study was lower than the percentage of part-time faculty who make up teaching positions across the community college landscape.

While administrative and support staff may teach in the classroom only on a part-time basis, such personnel would be expected to have a regular and more consistent presence at their institution compared to part-time faculty members. Survey respondents who work full-time for their institution in some capacity as one overall group equated to a combined 93 out of the 158 survey participants, or roughly 59% of the sample.

Table 4: Employment Status of Survey Respondents

	FREQUENCY	PERCENT
Administrative staff, but also teach in the classroom	4	2.5
College staff, but also teach in the classroom	3	1.9
Full-time professor	86	54.4
Part-time/adjunct professor	65	41.1
Total	158	100.0

PHASE TWO INTERVIEW RESPONDENTS: DEMOGRAPHIC INFORMATION

As the data collection from the survey questionnaire neared completion, the researcher reviewed the responses from individuals who indicated an interest in participating in a follow-up interview for the study. With more than 40% of survey participants expressing interesting in participating in the second phase of the study, the researcher narrowed the list of potential interviews subjects by examining one qualitative question from the survey and how participants' responses compared with the International Center for Academic Integrity's definition of "academic integrity" (this use of theoretical sampling by the researcher is outlined further in Chapter 3).

In total, follow-up interviews were conducted with six survey questionnaire respondents. Of these six interview participants, three were employed at their institution part-time, two were full-time professors, and one was a full-time college staff employee who also teaches in the classroom for the institution. Four different age groups are represented among the six individuals (25-34, 45-54, 55-64, and 65-74) as well as two genders (female and male). The six individuals work at four different institutions and account for both Midwestern states in

which data from the Phase One survey questionnaire was collected. The interview subjects also

represent four different academic divisions (Liberal Arts, Business, Criminal Justice, and First-

Year Seminar).

Table 5: Demographics of Interview Participants

PSEUDONYM	COLLEGE POSITION	ACADEMIC DIVISION	AGE	GENDER
Ms. Nelson	Full-time	Liberal Arts	45-54	Female
Ms. Butler	College staff, also teaches in classroom	First-Year Seminar	25-34	Female
Mr. Bailey	Adjunct	Criminal Justice	55-64	Male
Ms. Cruz	Adjunct	Liberal Arts, Business	55-64	Female
Dr. Ellison	Full-time	Liberal Arts	55-64	Female
Mr. McLeod	Adjunct	Liberal Arts	65-74	Male

DATA SOURCES

As previously noted, this study included the investigation of four research questions.

The table below illustrates the sources from which the data were analyzed to assess each

research question.

Table 6: Research Questions and Corresponding Data Sources

RESEARCH QUESTION	DATA SOURCE(S)
1.) How do current community college faculty define the term academic integrity?	*Phase One Survey* • Question 11: Which of the below statements best define your attitude towards academic integrity? • Question 29: How would you define the term "academic integrity?" *Phase Two Follow-Up Interview* • "What does academic integrity mean to you?"
2). What are the differences between how community college faculty explain academic integrity on their syllabi and how	*Phase One Survey* • Question 14: One of my responsibilities as a college instructor is to promote academic integrity in my classroom. (Likert question) • Question 19: Students at my college value academic integrity. (Likert question; not sure if wholly relevant)

RESEARCH QUESTION	DATA SOURCE(S)
they discuss it with students?	• Question 21: One of my responsibilities as a college professor is to do what is necessary to reduce any potential opportunities that would allow a violation of academic integrity to occur. (Likert question) • Question 23: When introducing a class assignment that requires research, I discuss the importance of academic integrity with the class. (Likert question) • Question 24: I often discuss academic integrity with an entire class section (i.e., with the whole class as opposed to students individually). (Likert question) • Question 25: In the past 12 months, how often have you spoken with an individual student regarding the importance of academic integrity? (range question) • Question 26: When introducing a class assignment that requires research, do you provide students with written information that redirects students, explains to students, and/or reinforces the importance of academic integrity? • Question 30: Describe a time when you addressed an incident involving a violation of academic integrity with a student in your class. • Question 31: If applicable, describe an instance in which you were able to turn an academic integrity issue into a teaching moment with an individual student or class. *Syllabus Copy* • Evaluation of syllabi using study rubric
3). What do current community college faculty perceive their role to be in promoting academic integrity in their classroom and on their campus?	*Phase One Survey* • Question 14: One of my responsibilities as a college instructor is to promote academic integrity in my classroom. (Likert question) • Question 15: One of my responsibilities as a college instructor is to promote academic integrity at my campus. (Likert question) • Question 20: When I first experienced a potential violation of academic integrity in one of my courses, I felt comfortable resolving the issue myself. (Likert question; not sure if wholly relevant) • Question 21: One of my responsibilities as a college professor is to do what is necessary to reduce any potential opportunities that would allow a violation of academic integrity to occur. (Likert question) • Question 22: When a violation of academic integrity occurs, it is my duty to address it. (Likert question)

RESEARCH QUESTION	DATA SOURCE(S)
	• Question 23: When introducing a class assignment that requires research, I discuss the importance of academic integrity with the class. (Likert question)
	• Question 24: I often discuss academic integrity with an entire class section (i.e., with the whole class as opposed to students individually). (Likert question)
	• Question 25: In the past 12 months, how often have you spoken with an individual student regarding the importance of academic integrity? (range question)
	• Question 26: When introducing a class assignment that requires research, do you provide students with written information that redirects students, explains to students, and/or reinforces the importance of academic integrity?
	• Question 27: Have you ever utilized plagiarism detection software (such as TurnItIn, etc.) in any of your classes?
	• Question 28: If you answered yes to the above question, which of the following best describe this situation? (Multiple choice)
	• Question 32: Explain why you do or do not believe it is your job to promote academic integrity to students.
	Phase Two Follow-Up Interview
	• Various Questions
4). How do full-time and adjunct community college faculty differ to the extent they promote a culture of academic integrity?	*Phase One Survey* • Quantitative Comparison of survey questions 14, 21, 22, 23, 24, and 26 • Thematic analysis of open-ended questions *Syllabus Copy* • Quantitative comparison of results from syllabus analysis utilized for research question 2 *Phase Two Follow-Up Interview* • Differences in thematic analysis from interviews

FINDINGS: RESEARCH QUESTION ONE

How do current community college faculty define the term academic integrity?

While the Phase One survey solicited open-ended responses from participants on the term *academic integrity*, one question asked participants to select from a list any statements which best define their attitude towards the term. An examination of this question revealed that community college faculty hold various general attitudes towards and interpretations of the term academic integrity.

Figure 1: Faculty Attitudes Towards Academic Integrity
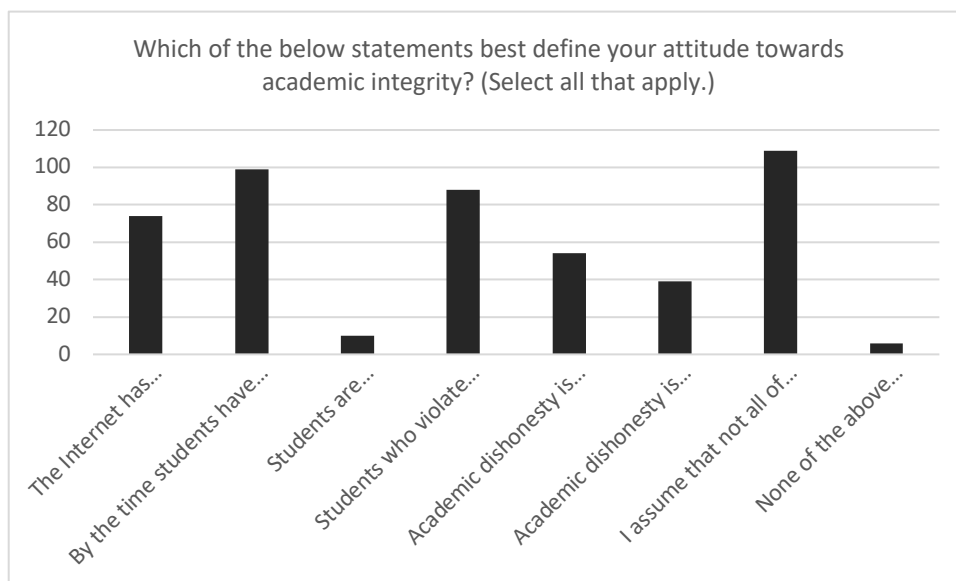
More than two-thirds of respondents (109 out of 158) agreed with the statement "I assume that not all of my students fully understand what academic integrity actually means." While this was the most selected statement for this question of the survey, "By the time students have entered college, they should understand that violating academic integrity is a serious issue." was the second most often agreed with statement with 99 respondents selecting this statement. More than 60% of respondents agreed with both statements, which would

suggest that some community college faculty hold the viewpoint that community college students should understand the importance of academic integrity even if they do not fully grasp the concept.

The notion that community college faculty do not feel their students understand academic integrity is further supported by the fact that an overwhelming majority of respondents (148 out of 158) did not agree with the statement "Students are appropriately taught academic integrity in secondary school." This would suggest that both full and part-time community college faculty feel their students are not adequately knowledgeable on academic integrity by the time they reach the faculty member's classroom.

Follow-up interviews conducted with six of the survey questionnaire participants yielded several comments that support the notion that community college faculty do not feel students wholly comprehend the concept of academic integrity. During the course of these six follow-up interviews, participants made comments which related to the theme of student comprehension of academic integrity on 10 different occasions. Among the comments made by interview participants were the following:

- Simply telling [students] we're checking for plagiarism doesn't help that much because they don't understand what would constitute plagiarism. They don't know what's going on.

- When it comes to papers and how students write information, I may be a bit naïve, but it's never been my assumption that students plan to cheat.

- In my personal experience, students in the courses I teach, academic integrity seems more a question of communication and confusion than of students wanting to cheat.

- I think 15 years ago, students at the places where I was teaching understood it [academic integrity] and came from high schools where they were given that skillset. Now the population I'm teaching comes from high schools where they weren't

necessarily given that and they're not going to libraries and they're going to online sources.

- In terms of general literacy, there's not a clear definition in my freshman student's minds. Much less, the application of critical thinking of that literature.

The other attitude statement that garnered agreement from a majority of survey respondents was the statement "Students who violate academic integrity should be punished" with 88 faculty members agreeing with this sentiment. This would suggest that some community college faculty view academic integrity as not just a matter of importance, but worthy of consequences for students whose actions are in violation of an academic integrity policy.

DEFINING THE TERM "ACADEMIC INTEGRITY"

Despite the longstanding conventional wisdom that the origins of the term *academic integrity* are traced back to Donald McCabe, the late Rutgers University researcher who has provided immense and fundamental contributions to the field, a definition of the term is not universally standardized. While many definitions place emphasis on the roles and behaviors of students, a pattern of mutual responsibility among student and institution is suggested in the definitions of several researchers in the field. As noted in Chapter 2, Bateman and Willems (2012) state that "Academic integrity describes the ways in which staff and students engage ethically in their interactions with each other and the content and expectations of their courses" (p. 69). This definition points at the mutual and collaborative nature of the term which is reflected in the ICAI's (2013) definition that academic integrity is a commitment to "five fundamental values: honesty, trust, fairness, respect, and responsibility" (p. 16). Similarly, Young, Miller, and Barnhardt (2018) view academic integrity as being "the consequence of

54

students' individual predispositions combined with their interactions with the campus climate" (p. 3).

One of the open-ended questions of the study's survey questionnaire asked faculty to define the term "academic integrity." Thematic analysis was used to examine the 138 responses to this question, resulting in the identification of seven themes.

Table 7: Thematic Analysis: Definitions of "Academic Integrity"

THEME	FREQUENCY	PERCENTAGE (OF TOTAL INSTANCES)
Honesty/Authenticity	64	35.4
Attribution/Representation	52	28.7
Lack of Dishonesty	44	24.3
Intrinsic	13	7.2
Mutual Interest/Ownership	6	3.3
Honor Code	2	1.1
Total	181	100.0

Given that some responses to this question included more than one theme, the researcher identified a total of 182 iterations of these seven themes. The theme that was brought up most often was that of honesty and authenticity. Comments that carried this theme framed academic integrity around the concept of students representing themselves in an honest and authentic manner. This theme was evident 64 times among the collected responses, accounting for more than one-third of all coded segments.

The second most common theme identified in the responses provided to this question is the idea that academic integrity is defined as giving credit and attribution to outside knowledge

when conducting academic work. This theme appeared 52 times in the collected answers to the

question, accounting for 28.6% of all coded segments. Among the typical ways in which

community college faculty defined academic integrity with this theme were responses such as

the following:

- Giving credit to the originating author. Not presenting information of another as their own. Collaborating with other students and giving proper acknowledgement to others.

- Academic integrity means that authors have ownership of their own ideas. These ideas may not be copied and used by others without the proper adherence to citation procedures.

- Citing sources correctly, allowing for proper credit of information.

- One does one's own work and gives credit to whomever they are using as a source.

The next most prevalent theme identified in analyzing the responses to this survey

question was the notion that community college faculty tend to define academic integrity as

being the lack of academic dishonesty. Many responses to the question touched on this theme,

including:

- Not cheating or plagiarizing.

- Avoiding outright plagiarism.

- The practice of submitting only your own work.

- Full awareness that submitted work is one's own and citations are clearly identified.

- Honestly doing your own work.

- Not cheating on exams and not using another's work without citations.

Another theme identified from participants' responses to this question is the notion that

academic integrity is defined by some community college faculty in terms of moral and ethical

behavior. Of the 138 answers to the question, 13 responses were categorized with this theme.

Some ways in which faculty defined academic integrity in terms of ethical and moral behavior included:

- Respecting intellectual property, and honestly presenting work as your own.

- Honest academic research.

- Honesty when doing research and writing. Giving credit to the original author/source when using the material.

- Academic integrity is original, honest, responsible work.

The six participants in the Phase Two interviews were all asked the initial question of "What does academic integrity mean to you?" The transcript data collected stimming from this open-ended question resulted in comments which were coded 12 different ways, including each of the six themes the researcher identified from thematic analysis of the "How would you define the term 'academic integrity?'" questions from the survey questionnaire. Though each interviewee discussed what academic integrity means to them in various ways, nearly all of them framed part of their answers to this question around ideas of authenticity, ethical duty, mutual interest/responsibility and/or intrinsic value. Interviewee comments of this type included the following examples:

- There's academic integrity for me as a faculty member and potential researcher. That means one thing and there's a very similar thing in respect to what happens in the classroom.

- This [being honest] is not only what my colleagues expect of me, but also my students. That I'm genuine with them, that I'm real with them.

- I don't really pull any punches with my students. I tell them what I believe is the truth and I require them to be truthful. You have to uphold that ethical standard and if I don't, they don't.

FINDINGS: RESEARCH QUESTION TWO

What are the differences between how community college faculty explain academic integrity on their syllabi and how they discuss it with students?

Examining this research question required the consideration of all three elements of the study: analysis of Phase One survey data, analysis of syllabus copies participants submitted with the survey, and thematic analysis of Phase Two interview data.

PHASE ONE SURVEY DATA

The survey utilized in Phase One of the study included several questions relevant to research question two. As noted previously, an overwhelming majority (99%) of survey respondents either strongly agreed or agreed that promoting academic integrity in the classroom is one of their primary responsibilities as an instructor. Three similar questions from the survey, however, specifically asked participants to rate how strongly they agreed with statements regarding their classroom practices as they pertained to matters of academic integrity:

- Question 21: One of my responsibilities as a college professor is to do what is necessary to reduce any potential opportunities that would allow a violation of academic integrity to occur.

- Question 23: When introducing a class assignment that requires research, I discuss the importance of academic integrity with the class.

- Question 24: I often discuss academic integrity with an entire class section (i.e., with the whole class as opposed to students individually).

Survey responses demonstrated a majority consensus in terms of agreement ("strongly agree" and "agree") with all three of these statements. More than 90% of the sample (143) reported that reducing potential opportunities that could allow a violation of academic integrity to occur is a responsibility of their role. A slightly lower figure, 89.2%, either strongly agreed or

agreed with the sentiment that they should discuss the importance of academic integrity with

students in their classes when introducing a research-based assignment. A total of 82.6% of the

survey respondents strongly agreed or agreed with the notion that they often discuss academic

integrity with all students in their course as opposed to simply on a case-by-case basis.

While this 82.6% figure for question 24 of the survey somewhat lower than questions 21

and 23, it should be noted that this question garnered 91 "Strongly Agree" responses, which is

the highest frequency for a selection across all three of these questions.

Table 8: Reduce opportunities allowing a violation of academic integrity (Q #21)

RESPONSE	FREQUENCY	PERCENT
Strongly Agree	75	47.5
Agree	68	43.0
Neutral	7	4.4
Disagree	7	4.4
Strongly Disagree	1	0.6
Total	*158*	*100.0*

Table 9: Discuss importance of academic integrity (Q #23)

RESPONSE	FREQUENCY	PERCENT
Strongly Agree	89	56.3
Agree	52	32.9
Neutral	15	9.5
Disagree	2	1.3
Strongly Disagree	0	0.0
Total	*158*	*100.0*

Table 10: Discuss academic integrity with an entire class (Q #24)

RESPONSE	FREQUENCY	PERCENT
Strongly Agree	91	57.6
Agree	40	25.3
Neutral	13	8.2
Disagree	13	8.2
Strongly Disagree	1	0.6
Total	*158*	*100.0*

ANALYSIS OF PHASE TWO INTERVIEW DATA

The themes that emerged from thematic analysis of the open-ended survey questions were considered by the researcher as thematic analysis of interview transcripts began. Through the process of conducting the thematic analysis, several other themes emerged from the data. This use of axial coding was useful in separating out larger themes into different codes that more specifically captured specific ideas expressed by interviewees. In total, the comments from all interview participants pointed to a total of 21 different codes. In some instances, an idea or comment made by a participant aligned with more than one code and was coded twice. The transcribed interview data yielded a total of 206 iterations of the 21 codes/themes identified by the researcher.

Table 11: Thematic Analysis of Phase Two Interviews

THEME	FREQUENCY	PERCENTAGE (OF TOTAL INSTANCES)
Modeling/Teaching	26	12.6
Institutional Engagement	26	12.6
Instructional Design	20	9.7
Direction	15	7.3
Personal Experience	15	7.3
Advice	14	6.8
Instructor Responsibility	14	6.8
Syllabus	12	5.8
Student Comprehension	10	4.8
Populace/Setting	9	4.4
Intrinsic	7	3.4
Professional Image	7	3.4
Mutual Interest / Responsibility	6	2.9
Authentic	5	2.4
Disagreement	5	2.4
Lack of Dishonesty	3	1.4
Expectations	3	1.4
Student Burden	3	1.4
Attribution/Representation	2	1.0
Honor Code	2	1.0
Total	*206*	*100.0*

Among the 21 codes identified by the researcher, two had the highest number of

iterations: modeling/teaching and institutional engagement. A total of 26 iterations of each of

these codes were identified, making each code account for 12.6% of the total interview data

analyzed. The modeling/teaching code was used for those comments in which the interview

subjects discussed academic integrity in terms of modeling examples for students, providing

students with learning opportunities, utilizing teachable moments, and/or other practices for

promoting academic integrity in the classroom.

Similar to the modeling/teaching code, the instructional design code was assigned to

comments in which interviewees made specific reference to course assessments or other

learning activities which the instructor has designed (or has attempted to design or redesign) in

a way that champions academic integrity and/or dissuades or prevents academic dishonesty.

Nearly 10% of the comments made by interview participants touched on this theme.

Interviewees referring to the design of their assignments and classes while discussing academic

integrity would seem to suggest that community college faculty do see an importance in

promoting academic integrity through the assessments which they provide to students in their

classrooms.

DOCUMENT ANALYSIS: PROVIDED SYLLABUS COPIES

DOCUMENT ANALYSIS: RESULTS

A total of 73 participants from Phase One of the study, representing eight different

community colleges, provided a copy of a syllabus for a recently taught course. Full-time

professors and administrative/college staff who also teach in the classroom accounted for 45 of

the syllabus documents provided, which is slightly higher (61.6%) than the percentage of full-

time faculty/staff who completed the survey questionnaire in general (58.9%). Twenty-eight of the syllabus documents came from part-time instructors.

In some cases, an instructor provided syllabi for multiple classes and/or multiple institutions. In instances in which an instructor provided a syllabus for a class taught at a non-community college institution, only the syllabus from a community college course was considered. In those instances in which an instructor provided multiple syllabi for different courses, all documents provided from the specific participant and only included one syllabus from that participant for the purpose of analysis were examined.

Promoting academic integrity—as opposed to "enforcing" academic integrity—involves an intentional effort to provide clarity in regard to terms, definitions, policies and expectations relating to academic integrity (see discussion of the term *promotion* in Chapter Two).

In order to measure the extent to which an instructor promotes academic integrity through the language included in their syllabus, the following rubric was used to evaluate each.

Table 12: Rubric for Syllabus Evaluation

CATEGORY		DESCRIPTION
3	Syllabus Strongly Promotes Academic Integrity	Syllabus states the importance of academic integrity. Syllabus language makes references to students as members of a larger academic/campus community.
2	Syllabus Moderately Promotes Academic Integrity	Syllabus mentions reference of academic integrity but may use language which emphasizes violations of academic integrity (i.e. plagiarism). May only minimally use language which stresses or promotes academic integrity as a value.
1	Syllabus Minimally Promotes Academic Integrity	Syllabus refers to academic integrity in a general sense but may not refer to the term specifically, instead focusing exclusively on plagiarism, cheating, and/or other academically dishonest behaviors. Syllabus refers to academic integrity but may only do so minimally by directing students to read policy stated in a student handbook and/or on the institution's website.

	CATEGORY	DESCRIPTION
0	Syllabus Does Not Promote Academic Integrity	Syllabus makes no mention of academic integrity or academically dishonest behaviors.

Of the 73 syllabus documents provided by survey participants, only one made no mention of academic integrity or academic dishonesty. Approximately one-half of the syllabus documents (37 out of 73) were evaluated to be in the "moderately promotes academic integrity" category. A commonality among the syllabus documents evaluated to be in this category was the fact that the language centered heavily on the behaviors and actions that constitute a *violation* of academic integrity. The next most frequent evaluation level was the "strongly promotes academic integrity" category, which account for 26% of the documents provided by participants. The syllabi in this category often outlined academically dishonest behaviors as did the level 2 syllabi; however, the syllabus documents in this category also promoted academic integrity by placing emphasis on the importance of academic integrity and/or by reiterating the responsibilities of students as members of a larger academic community. The "minimally promotes academic integrity" category accounted for nearly 22% of all submitted syllabus documents. Syllabi evaluated at this level often made only brief or passing references to academic integrity/academic dishonesty. In some cases, the language in the syllabus simply directed students to refer to some other policy found in a student handbook and/or on the institution's website.

Table 13: Results of Evaluation of Participant Supplied Syllabus Documents

CATEGORY	FREQUENCY	PERCENT
3 – Syllabus Strongly Promotes Academic Integrity	19	26.0

Category	Frequency	Percent
2 – Syllabus Moderately Promotes Academic Integrity	37	50.7
1 – Syllabus Minimally Promotes Academic Integrity	16	21.9
0 – Syllabus Does Not Promote Academic Integrity	1	1.3
Total	*73*	*100.0*

DOCUMENT ANALYSIS: FINDINGS AND ANALYSIS

Between all data collection measures used for this study (the survey questionnaire, the follow-up interviews, and participant provided syllabus copies), the researcher's analysis shows that community college faculty find academic integrity to be important and a necessarily component of their discussions and interactions with students. Participants in the study were most likely to strongly agree with statements that they, as a college faculty member, have a responsibility to do what is necessary to reduce opportunities for academic integrity to be violated, discuss the importance of academic integrity when introducing new assignments, and often discuss academic integrity with the entire classroom rather than to individual students.

The six participants in follow-up interviews made a series of comments relating to modeling academic integrity, using situations involving academic integrity as teachable moments, and/or other in-class room practices regarding academic integrity. Comments of this nature accounted for more than 22% of the entire comments made by all six interview subjects.

Analysis of the 73 syllabus copies provided by study participants found that just over half of instructors moderately promote academic integrity in their syllabus while nearly 22% of

instructors only promoted academic integrity minimally. This comparison of the analysis of all three data collection measures would suggest that there is likely a difference between how community college faculty explain academic integrity on their syllabi and how they discuss it with students. The survey responses and comments from interview participants suggest that community college faculty see value in discussing academic integrity with students and make a conscious effort to promote academic integrity in their classrooms. Yet, this same level of importance and consideration might not always extent to an instructor's syllabus. This would suggest that there's an opportunity for faculty to consider how their discussion of academic integrity in their syllabus could more strongly match their in-classroom practices.

FINDINGS: RESEARCH QUESTION THREE

What do current community college faculty perceive their role to be in promoting academic integrity in their classroom and on their campus?

In order to answer the third research question, the researcher looked at the responses from a series of Likert scale and open-ended questions from the survey questionnaire used in Phase One of the study as well as the researcher's thematic analysis of the interview transcript data collected in Phase Two of the study.

FINDINGS: PHASE ONE SURVEY RESPONSES

As previously noted, a vast majority (roughly 94%) of survey respondents did not feel that students appropriately learn the concept of academic integrity as a part of their secondary school education. Taking this into consideration, it is not surprising that virtually all respondents either strongly agreed or agreed with the statement "One of my responsibilities as a college instructor is to promote academic integrity in my classroom." Along with there being consensus

regarding promoting academic integrity, respondents also feel upholding academic integrity is a

personal responsibility. Again, virtually all participants either strongly agreed or agreed with the

statement "When a violation of academic integrity occurs, it is my duty to address it." The

overwhelming level of agreement on these two Likert scale questions would suggest that

community college faculty find promoting academic integrity in their classroom to be an

essential element of their job.

Table 14: Duty to Address Violations of Academic Integrity

RESPONSE	FREQUENCY	PERCENT
Strongly Agree	117	74.1
Agree	40	25.3
Neutral	1	0.6
Disagree	0	0.0
Strongly Disagree	0	0.0
Total	*158*	*100.0*

Table 15: Responsibility to Promote Academic Integrity

RESPONSE	FREQUENCY	PERCENT
Strongly Agree	130	82.3
Agree	27	17.1
Neutral	1	0.6
Disagree	0	0.0
Strongly Disagree	0	0.0
Total	*158*	*100.0*

Table 16: Discuss the Importance of Academic Integrity

RESPONSE	FREQUENCY	PERCENT
Strongly Agree	89	56.3
Agree	52	32.9
Neutral	15	9.5
Disagree	2	1.3
Strongly Disagree	0	0.0
Total	*158*	*100.0*

Table 17: Use of Plagiarism Detection Software

RESPONSE	FREQUENCY	PERCENT
Yes	69	43.7
No	86	54.4
Unsure	3	1.9
Total	*158*	*100.0*

Table 18: Provide Written Information About the Importance of Academic Integrity

RESPONSE	FREQUENCY	PERCENT
Yes	96	60.8
No	36	22.8
No, but I have done this in the past	26	16.4
Total	*158*	*100.0*

Considering the survey questions which asked participants to respond to various statements regarding their role when it comes to promoting academic integrity, it can be seen that community college faculty perceive their role in promoting academic integrity to be expansive.

FINDINGS: PHASE TWO INTERVIEW RESPONSES

Of the 206 coded segments from the collected data from the follow-up interview phase of the study, 14 of the comments related directly to the theme of instructor responsibility. This accounts for 6.7% of the total comments made by the six interviewees. As noted in the discussion of the second research question, interview subjects also frequently made comments which the researcher coded as relating to the modeling/teaching and instructional design themes. Considering these comments alongside those in which the interviewees directly discussed instructor responsibility, interview subjects discussed ideas relating to their role in promoting academic integrity 60 times, accounting for 29% of the total comments made across all six interviews.

FINDINGS: RESEARCH QUESTION FOUR

How do full-time and adjunct community college faculty differ to the extent they promote a culture of academic integrity?

Several data sources were used in order to address the final research question, including quantitative comparison of survey questionnaire questions 14, 21, 22, 23, 24, and 26; quantitative comparison of results from syllabus analysis utilized for research question 2; comparison of thematic analysis from open-ended questions from Phase One of the study and follow-up interviews conducted during Phase Two of the study.

Table 19: Responsibility to Promote Academic Integrity in Classes

RESPONSE	FULL-TIME /STAFF FREQUENCY	PERCENT (OF CATEGORY)	PART-TIME FREQUENCY	PERCENT (OF CATEGORY)	RESPONSE TOTAL
Strongly Agree	74	79.6	56	86.2	130
Agree	19	20.4	8	12.3	27
Neutral	0	0	1	1.5	1
Disagree	0	0.0	0	0.0	0
Strongly Disagree	0	0.0	0	0.0	0
Total	*93*	*100.0*	*65*	*100.0*	*158*

Table 20: Responsibility to Promote Academic Integrity on Campus

RESPONSE	FULL-TIME /STAFF FREQUENCY	PERCENT (OF CATEGORY)	PART-TIME FREQUENCY	PERCENT (OF CATEGORY)	RESPONSE TOTAL
Strongly Agree	60	64.5	41	63.1	101
Agree	26	28.0	18	27.7	44
Neutral	7	7.5	6	9.2	13
Disagree	0	0.0	0	0.0	0
Strongly Disagree	0	0.0	0	0.0	0
Total	*93*	*100.0*	*65*	*100.0*	*158*

Table 21: Duty to Address Violations of Academic Integrity

RESPONSE	FULL-TIME /STAFF FREQUENCY	PERCENT (OF CATEGORY)	PART-TIME FREQUENCY	PERCENT (OF CATEGORY)	RESPONSE TOTAL
Strongly Agree	69	74.2	48	73.9	117
Agree	24	25.8	16	24.6	40
Neutral	0	0	1	1.5	1
Disagree	0	0.0	0	0.0	0
Strongly Disagree	0	0.0	0	0.0	0
Total	*93*	*100.0*	*65*	*100.0*	*158*

Table 22: Discuss Academic Integrity with Entire Class

RESPONSE	FULL-TIME /STAFF FREQUENCY	PERCENT (OF CATEGORY)	PART-TIME FREQUENCY	PERCENT (OF CATEGORY)	RESPONSE TOTAL
Strongly Agree	52	56.9	39	60.0	91
Agree	22	23.6	18	27.7	40
Neutral	9	9.7	4	6.15	13
Disagree	9	9.7	4	6.15	13
Strongly Disagree	1	1.1	0	0.0	1
Total	*93*	*100.0*	*65*	*100.0*	*158*

Table 23: Discuss the Importance of Academic Integrity

RESPONSE	FULL-TIME /STAFF FREQUENCY	PERCENT (OF CATEGORY)	PART-TIME FREQUENCY	PERCENT (OF CATEGORY)	RESPONSE TOTAL
Strongly Agree	48	51.6	41	63.1	89
Agree	32	34.4	20	30.8	52
Neutral	11	11.8	4	6.1	15
Disagree	2	2.2	0	0.0	2
Strongly Disagree	0	0.0	0	0.0	0
Total	*93*	*100.0*	*65*	*100.0*	*158*

Table 24: Provide Written Information About the Importance of Academic Integrity

RESPONSE	FULL-TIME /STAFF FREQUENCY	PERCENT (OF CATEGORY)	PART-TIME FREQUENCY	PERCENT (OF CATEGORY)	RESPONSE TOTAL
Yes	57	61.3	39	60.0	96
No	20	21.5	16	24.6	36
No, but I have done this in the past	16	17.2	10	15.4	26
Total	*93*	*100.0*	*65*	*100.0*	*158*

Table 25: Used Plagiarism Detection Software

RESPONSE	FULL-TIME /STAFF FREQUENCY	PERCENT (OF CATEGORY)	PART-TIME FREQUENCY	PERCENT (OF CATEGORY)	RESPONSE TOTAL
Yes	41	44.1	28	43.1	69
No	51	54.8	35	53.8	86
Unsure	1	1.1	2	3.1	3

RESPONSE	FULL-TIME /STAFF FREQUENCY	PERCENT (OF CATEGORY)	PART-TIME FREQUENCY	PERCENT (OF CATEGORY)	RESPONSE TOTAL
Total	*93*	*100.0*	*65*	*100.0*	*158*

FINDINGS: SYLLABUS COMPARISON

A total of 73 syllabi were provided by survey respondents. Full-time community college employees (full-time professors and administrators/college staff who also teach in the classroom) accounted 61.6% of the sample (45 syllabi) while part-time instructors accounted for 38.4% (28 syllabi). Though syllabus documents were not provided by every respondent to the survey questionnaire, it is worth noting that among the sample of syllabus documents collected full-time faculty accounted for more frequent instances of syllabus statements that were evaluated as being at both the high and the low end of the evaluation rubric. In fact, a vast majority of syllabi which were evaluated as minimally promoting academic integrity came from full-time instructors while the lone instance of a syllabus document being evaluated as not promoting academic integrity at all also came from a full-time faculty member. This would suggest that a greater variance in how academic integrity is promoted in an instructor's syllabus lies with the full-time faculty/staff group than the part-time faculty group.

Table 26: Comparison of Syllabi Based on Employment Status

CATEGORY	FULL-TIME /STAFF FREQUENCY	PERCENT (OF TOTAL)	PERCENT (OF CATEGORY)	PART-TIME FREQUENCY	PERCENT (OF TOTAL)	PERCENT (OF CATEGORY)	CATEGORY TOTAL
3 – Syllabus Strongly Promotes Academic Integrity	12	16.4	63.2	7	9.6	36.8	19

Category	Full-time /Staff Frequency	Percent (of Total)	Percent (of Category)	Part-Time Frequency	Percent (of Total)	Percent (of Category)	Category Total
2 – Syllabus Moderately Promotes Academic Integrity	18	24.6	48.6	19	26.0	51.4	37
1 – Syllabus Minimally Promotes Academic Integrity	14	19.2	87.5	2	2.7	12.5	16
0 – Syllabus Does Not Promote Academic Integrity	1	1.4	100.0	0	0.0	0.0	1
Totals	*45*	*61.6*	*-*	*28*	*38.3*	*-*	*73*

COMMENTS FROM FOLLOW-UP INTERVIEWS

The thematic analysis of the follow-up interviews conducted as Phase Two of the study did produce one point of interest as it pertains to potential differences between how full-time and adjunct faculty promote academic integrity. Interview subjects made a combined 46 comments that were either coded as relating to "Modeling/Teaching" or "Instructional Design." The three full-time employees interviewed (two full-time professors and one full-time college staff member who also teaches) were more likely to make several comments pertaining to these areas than other three interview subjects who work for their institutions on a part-time basis.

GENERAL FINDINGS

Findings specific to each of the study's four research questions were identified by the researcher, as previously detailed in this chapter. In analyzing the three data sources that comprise this study (survey responses, syllabus documents, and follow-up interviews), the researcher has also identified several general themes from the research.

THEME 1: RESPONSIBILITY TO PROMOTE ACADEMIC INTEGRITY

The first general theme is that community college faculty are likely to strongly agree with statements regarding having a responsibility to promote academic integrity and address any issues that might violate academic integrity.

Community college faculty find their students to be unprepared when it comes to comprehending academic integrity and best practices relating to research, source integration, and source citation.

THEME 2: RESPONSIBILITY TO PROMOTE SPECIFIC ASPECTS OF ACADEMIC INTEGRITY

Another general theme, whether in addition to or because of faculty's perception that their students are underprepared, is that community college faculty feel the need to promote academic integrity in the classroom in a specific way. Specific comments from study participants made reference to concepts such as documentation, research skills, and information literacy. With follow-up interview participants in particular, this theme developed further in that community college faculty feel a need to promote some specific aspect of academic integrity in their classroom, either in addition to or because of the lack of guidance and resources from their institution.

CHAPTER SUMMARY

This chapter presents the data collected from each of the two phases of the study. From the electronic survey that was sent to community college administrators and faculty across the United States, completed survey questionnaires were received from 158 eligible participants, providing quantitative and qualitative data. Additionally, Phase One of the study included the option for participants to submit a syllabus copy, garnering a total of 73 syllabi. Upon the collection of this data from Phase One of the study, data from specific survey questions were reviewed in order to identify potential interview subjects for Phase Two. This process of identifying and contacting potential interview subjects resulted in a total of six interviews being conducted for the study's second phase.

From these two phases of the study, the researcher was able to collect data from three instruments (the study survey, participant-provided documents in the form of syllabi, and transcribed interviews). Survey data were exported to a Microsoft Excel file with quantitative data being analyzed using statistical software (IBM SPSS). Qualitative data collected from the survey questionnaire were coded using a qualitative analysis program (QDA Miner), while the syllabus copies provided by study participants were evaluated using a rubric designed by the researcher with Microsoft Excel being used to record the results of this evaluation. Follow-up interviews with six study participants were arranged during the second phase of the study with each interview recorded with permission of the interviewee using a phone recording smart phone app. The recorded audio of each interview was transcribed by the researcher with the transcribed data being coded using a qualitative analysis software program (Quirkos). The data analyzed from all three sources of data collection were used in this chapter to address the

findings for the study's four research questions. The proceeding chapter will provide

interpretations of the study's findings along with recommendations for community colleges and

their administrators and faculty members.

CHAPTER FIVE: CONCLUSIONS AND RECOMMENDATIONS

INTRODUCTION

This mixed-methods study examined the attitudes, thoughts, concerns, and practices of community college faculty as they pertain to academic integrity in higher education. By selecting only faculty who teach in a community college setting, the study sought out to address a specific gap in academic integrity research as it pertains to the perceptions, attitudes, and practices of today's community college faculty.

A two-phase data collection process resulting in data from three different sources was utilized in this study. In the first phase, a survey questionnaire was distributed electronically to community college faculty across the United States and was completed by faculty members from multiple institutions in two Midwestern states. As a part of this online survey, several participants provided a copy of a syllabus for a class the participant has recently taught at their institution. Initial analysis of select survey questions led to the identification of potential participants for Phase Two of the study, ultimately leading to follow-up interviews with six faculty members, both full- and part-time, providing an additional collection of qualitative data for the study. The quantitative and qualitative data collected from all three sources (survey, participant provided syllabus documents, and follow-up interviews) were used to address the four research questions of the study:

1. How do current community college faculty define the term academic integrity?

2. What are the differences between how community college faculty explain academic integrity on their syllabi and how they discuss it with students?

3. What do current community college faculty perceive their role to be in promoting academic integrity in their classroom and on their campus?

4. How do full-time and adjunct community college faculty differ to the extent they promote a culture of academic integrity?

Before data were collected, the following hypotheses were formulated:

- A disconnect exists in the ways in which current community college faculty understand the term academic integrity.

- A discernable difference exists between how community college faculty discuss academic integrity in their syllabi and how they discuss it with students in the classroom.

- Community college faculty have wide-ranging perceptions on the topic of academic integrity.

- Full-time community college faculty do more to promote academic integrity than their part-time colleagues.

Based on analysis of the data collected, the following conclusions were drawn:

- There are differences in how community college faculty understand and define the term academic integrity.

- There is a discernable difference between how community college faculty discuss academic integrity in their syllabi and how they discuss it with students in the classroom environment.

- Community college faculty hold wide-ranging perceptions on the topic of academic integrity.

- There is evidence to suggest that full-time community college faculty promote academic integrity in ways that are different from their part-time colleagues, due largely to the likelihood that full-time faculty are more aware of resources at their institution that can be leveraged to help promote academic integrity in the classroom.

The preceding chapter presented the study's findings as it pertains to each research

question as well as the study's general findings. Presented in this chapter are (a) interpretations

of the study's findings, (b) implementation recommendations based upon the findings of the study, (c) a discussion of the limitations and delimitations of the study, (d) recommendations for future research, and (e) personal reflections as they relate to the topic of the study.

INTERPRETATION OF FINDINGS

RESEARCH QUESTION 1 CONCLUSIONS

How do current community college faculty define the term academic integrity?

In interpreting the study's first research question, two questions from the online survey questionnaire and one consistently asked question from the follow-up interview phase of the study were examined. Question 11 from the Phase One survey asked participants to select any statements that best define their own attitude towards academic integrity. As noted in the previous chapter, an analysis of the responses to this question revealed that the attitudes towards academic integrity are varied among community college faculty with all statements provided in the question (including the "None of the above" option) were chosen by the survey's 158 respondents. More than two-thirds of respondents, however, selected the statement "I assume that not all of my students fully understand what academic integrity actually means." While this does not necessarily highlight how community college faculty members themselves define the term academic integrity, it does reveal that community college faculty tend to perceive that the term is not universally understood by their own students.

The notion that community college faculty do not feel their students understand academic integrity is further supported by the fact that an overwhelming majority of respondents (148 out of 158) did not agree with the statement "Students are appropriately taught academic integrity in secondary school." This would suggest that both ful-l and part-time

community college faculty believe their students are not adequately knowledgeable on academic integrity by the time they reach the faculty member's classroom.

The results of the study show that there are differences in how community college faculty themselves define the term academic integrity. The previous chapter notes that a thematic analysis was utilized to examine question 29 from the survey. Among the 181 different segments that were coded, more than one-third related to the theme that academic integrity is defined by faculty as adhering to honesty and authenticity. Considering that several other themes which emerged from thematic analysis of the question (Intrinsic Value, Mutual Interest/Ownership, and Honor Code) are related to the most commonly identified theme of Honesty/Authenticity, it is more appropriate to view the responses of this open-ended question as suggesting that when community college faculty are asked to define academic integrity in their own words, nearly half framed their personal definitions around concepts such as honesty, personal responsibility, intrinsic motivation, and mutual interest. Such framing is in line with the International Center for Academic Integrity's own definition of the term (as discussed in Chapter Two) and shows that some community college faculty readily define academic integrity as a concept of value or belief.

In contrast to viewing the term academic integrity as a value, a majority of responses (53%) to this open-ended question were framed around defining academic *integrity* either as the absence of academic *dishonesty* or as the act of attributing information. It is evident, then, that there is no uniformity among community college faculty when it comes to defining the term academic integrity. Despite this lack of uniformity, however, the ways in which community college faculty define academic integrity in their own words generally fall within two categories:

academic integrity is defined as a value to which those in academia subscribe or academic

integrity is defined by rules and guidelines to which students must adhere to avoid punishment.

RESEARCH QUESTION 2 CONCLUSIONS

What are the differences between how community college faculty explain academic integrity on their syllabi and how they discuss it with students?

Addressing this research question required examining data from all three elements of

the study: the survey questionnaire along with the participant-provided syllabi from Phase One

and the follow-up interviews conducted for Phase Two. The results of the electronic survey

reveal overwhelming consensus among community college faculty when it comes to the idea

that promoting academic integrity is a primary responsibility of their role at their institution.

The survey results also show strong consensus among community college faculty when it comes

to specific in-classroom practices, such as having a responsibility to reduce opportunities for

violations of academic integrity, stating the importance of academic integrity when introducing

a new course assignment, and speaking about academic integrity to the entire classroom. The

data collected from these questions show that community college faculty find promoting

academic integrity to be an important part of their job and that they broadly agree that they

exhibit in-classroom practices that promote academic integrity.

A consistent theme found from the transcripts of follow-up interviews from Phase Two

of the study was that interviewees framed discussion of academic integrity around modeling

examples for students and utilizing teachable moments. The other most common theme from

the follow-up interviews concerned instructional design — those comments in which

interviewees referred to the design of their course/assignments in relation to promoting

academic integrity and/or dissuading academic dishonesty of their students.

Analysis of the 73 syllabus copies provided by study participants found that just over half of instructors moderately promote academic integrity in their syllabus while nearly 22% of instructors only promoted academic integrity minimally.

Analysis of the study's three sources of data reveals a difference between how community college faculty explain academic integrity on their syllabi and how they discuss it with students. The survey responses and comments from interview participants suggest that community college faculty see value in discussing academic integrity with students and make a conscious effort to promote academic integrity in their classrooms. Yet, this same level of importance and consideration might not always extend to an explanation on the instructor's syllabus.

The difference between how community college faculty discuss academic integrity with their students and how they explain it in their syllabus essentially is that academic integrity is promoted to a greater extent in the classroom than it is in an instructor's syllabus. Thus, the concern in the difference can be seen more of there being a *gap* in how academic integrity is promoted in classroom versus in course syllabi. Mirroring those in-classroom practices and language to the language used in their syllabus can be a way for faculty to bridge that gap.

RESEARCH QUESTION 3 CONCLUSIONS

What do current community college faculty perceive their role to be in promoting academic integrity in their classroom and on their campus?

As noted in Chapter Four, the data collected from the survey questionnaire reveal that community college faculty see their role in promoting academic integrity to be fairly expansive. Nearly all survey respondents agreed that one of their primary responsibilities is to promote academic integrity in the classroom. Much of the previously noted conclusions from the second

research question are also applicable in relation to this question since the results of the survey showed strong consensus among respondents in their agreement with statements about promoting academic integrity practices in the classroom. Among the subjects who participated in the follow-up interview phase of the study, there was even broad consensus among this group of six participants in terms of specific best practices for promoting academic integrity in the classroom with having classroom discussions on academic integrity and giving students the opportunity to practice research standards being two of the consistently discussed practices within this context.

Based upon the survey and interview transcript data, it is apparent that community college faculty consider promoting academic integrity to be an integral part of their responsibilities as an instructor. Similarly, there is overwhelming consensus among community college faculty that part of their role at their campus is enforcement of academic integrity. All but one respondent agreed or strongly agreed with the statement "When a violation of academic integrity occurs, it is my duty to address it." Despite this commonly shared viewed, qualitative responses from the survey and the transcript data from follow-up interviews reveals that there is no consensus across the board in terms of what it means to "address" violations of academic integrity.

Another theme identified from the follow-up interviews is that faculty have a strong desire to do whatever is needed to help the students they teach. This desire to help students, however and whenever possible, only seems to add to the expansive role community college faculty see themselves as having in regard to promoting academic integrity. In fact, the desire to do whatever is necessary was a theme that manifested itself multiple times during the

follow-up interview phase of the study with many subjects discussing specific in-classroom

strategies that could be considered to either be learning outcomes and objectives of other

courses or being under the domain of a college's student support services, such as modeling

information literacy, the basics of library/database research, teaching citation standards, etc.

Further, it is important to note that this added responsibility of doing what is needed to

help students that was consistently expressed by interview subjects is seemingly taken on by

faculty, either in addition to, or in the absence of guidance that faculty receive from supervisors

or their institution. Given the broad role community college faculty see themselves playing in

promoting academic integrity (and, perhaps student success more broadly), community

colleges should consider how administrators, student services, and other staff can most

effectively support — or even unburden — the considerable role undertaken by faculty in this

area.

RESEARCH QUESTION 4 CONCLUSIONS

How do full-time and adjunct community college faculty differ in the extent to which they promote a culture of academic integrity?

The final research question concerned the differences between full-time and part-time

community college faculty. The findings of survey data reveal that full-time and part-time

faculty do not differ significantly in how they responded to questions relating to promoting

academic integrity. One area in which there was some difference between these two groups,

however, is with speaking to students. The survey respondents who are part-time faculty were

more likely to agree that they speak to their class about academic integrity when introducing a

research-based assignment and more likely to agree that they speak to their entire class

regarding academic integrity, as opposed to speaking to students only on an individual basis.

These differences might suggest that some part-time faculty are more likely to see it as their own responsibility, not just to promote academic integrity in their classroom, but also to emphasize academic concepts and standards that might be part of the learning outcomes and objectives of other courses. Rather than pointing to a difference in the *extent* to which these two groups promote academic integrity in the classroom, it could be concluded by examining the survey questionnaire data that there is some difference between full-time and part-time community college faculty in *how* they promote a culture of academic integrity.

In the previously stated conclusions on research question three, it was noted that subjects from the follow-up interview phase of the study consistently made comments from which the following theme emerged: Faculty have a desire to do whatever is necessary to support student success. While both faculty groups referred to doing this in terms of their in-classroom practices, it was observed from the Phase Two interviews that those interview subjects who are part-time employees of their institution were more likely to discuss specific practices they implement in their classroom teaching as being the result of not believing or not knowing if students at their campus receive that information or support elsewhere at their institution. Interview subjects who were either full-time faculty members or full-time staff who happen to also teach at their institution in a supplemental adjunct role more commonly referenced an understanding of outside the classroom support services offered by their institution.

Further, engagement with one's institution was a common theme from the follow-up interviews between both faculty groups. Several interviewees made consistent reference to their level of engagement with their college. Adjunct faculty, specifically those solely working

part-time for their institution (i.e., not holding any additional full-time position at their college), were more likely to discuss the lack of engagement they have with their department and/or institution. It's worth noting, however, that not all engagement with one's department or institution is positive as interviewees referred to colleagues who have misguided or biased attitudes towards students and student understanding of academic integrity. The responsibility that community college faculty members place on themselves to help support students that was discussed with research question three certainly extends to the final research question concerning differences between full-time and adjunct faculty as the level of engagement a faculty member has with their institution might very well be an influencing factor towards how that faculty member promotes a culture of academic integrity in their classroom.

RECOMMENDATIONS FOR IMPLEMENTATION

Given the findings presented in Chapter Four and the interpretations of those findings presented in this chapter, the following series of recommendations are offered: (a) community college faculty should be provided with the support necessary to help them incorporate a formative approach to promoting academic integrity in their classrooms; (b) assistance should be made available to help community college faculty to address the gap between classroom best practices when it comes to academic integrity and how academic integrity is explained and/or promoted in course syllabi; (c) professional development opportunities should be made available for faculty, both in regards to academic integrity and campus services, and (d) community college administrators should take steps to ensure adjunct faculty are kept fully engaged in the life of their institution.

Figure 2: A Culture of Academic Integrity Model
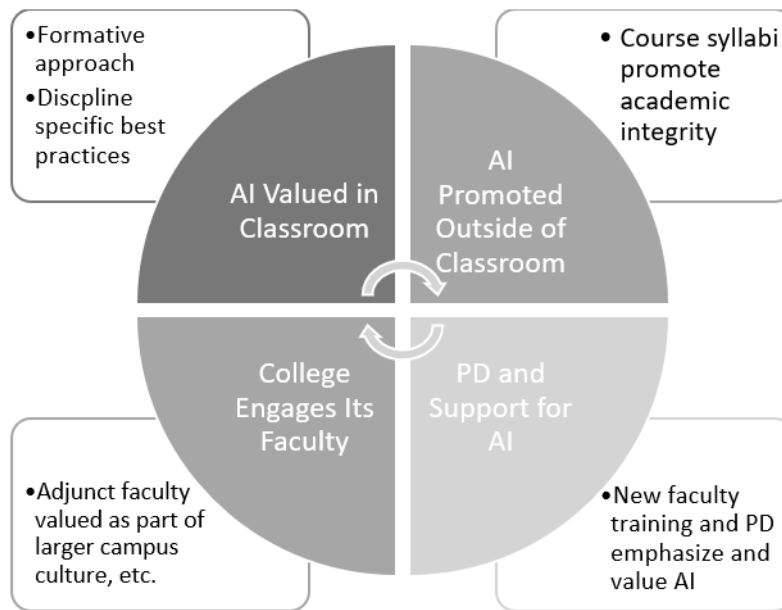
While any of these recommendations would likely serve useful to a community college campus if implemented on their own, implementing these recommendations as a series of items can help institutions establish or strengthen a culture of academic integrity at the campus level.

ADDRESSING THE STUDY'S LIMITATIONS AND DELIMITATIONS

LIMITATIONS

It is important to note that several elements presented limitations for this study, ultimately born out of two things, the primary instrument for data collection from Phase One of the study (the electronic survey) and the period in which this instrument was utilized for data collection.

The electronic survey was drafted, reviewed, and revised with the intention of being distributed during the Fall 2019 academic semester. Because fall semester is traditionally the term of highest enrollment for community colleges, distributing the survey at this time was

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expected to be the time in the academic year in which most community college faculty members, both full- and part-time, would be actively teaching courses. The assumption was that community college faculty would be more regularly checking email from their institution during the fall semester and would also readily have a syllabus for a currently or recently taught course. While the study aimed to solicit participation from as many potential subjects as possible during the fall semester, community college faculty members who did not teach during the Fall 2019 semester may have been excluded from potential participation. While the electronic survey remained "live" for participants to access after the Fall 2019 semester, access was stopped during the Winter 2020 semester once interview subjects for Phase Two of the study were contacted. Thus, Phase One of the study involved data collected for a period of less than six months (from October 2019 to March 2020). A data collection period of an entire academic year might have yielded study participation of community college faculty which more fully mirrors community college faculty demographics in terms of age, gender, and employment status. Further, a longer data collection period for Phase One of the study might have led to further participation of faculty members at other community colleges beyond the 14 institutions from which survey respondents identified being employed.

A total of 158 community college instructors participated in Phase One of the study. While these 158 study participants represented 14 different institutions across multiple states and are demographically diverse, this total number of participants is a small number of the faculty members who teach at American community colleges and, therefore, makes descriptive statistics not generalizable to the target population as a whole.

Another limitation stems from the way in which community college faculty were contacted to participate in the study. Access to the invitation-to-participate message, which included a direct link to the electronic survey, was essentially left to the discretion of the administrator/contact person (dean, department chair, vice president, etc.) at each institution. If the administrator for a particular institution elected to not pass on the invitation message to her/his faculty members, potential study participants at that institution were never made aware of the opportunity to participate. In some instances, institutions that were contacted regarding the study asked that institutional review board approval for the study be applied for at that specific college. In rare instances, institutions attempted to impose limitations on the data collection process that would have severely impacted the timeliness of the data collection process which resulted in those institutions being left out of consideration for the study.

Delimitations

As previously noted, the study was interested in exploring the perceptions and attitudes of today's community college faculty regarding the topic of academic integrity. While administrators at community colleges from across the United States were contacted regarding the study, institutions with administrators who were familiar with the study were the most likely to send their faculty members the study invitation message. As a result, the data from all instruments of collection (the electronic survey, participant-supplied syllabus documents, and transcribed follow-up interviews) ultimately came from community college instructors in two states rather than from across the country.

Given that no classroom observations were conducted as a part of the study, the concept of promoting academic integrity was largely explained and characterized by the

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participants of the study themselves. This is especially true for the Phase One survey and the Phase Two follow-up interviews in which participants were given the opportunity to discuss the ways in which they promote academic integrity through their own in-classroom practices. The extent to which a study participant promotes academic integrity in their own syllabus was identified using the evaluation rubric (see Chapter Four). Because syllabi were provided by only a portion of the survey's total number of respondents, it is not known if those faculty who did not submit a syllabus include language that promotes academic integrity, either at all or to what extent.

FURTHER RESEARCH RECOMMENDATIONS

At a time when higher education — and community colleges in particular — are placing a large emphasis on student success metrics, examining how starkly community college faculty frame, discuss, and promote academic integrity in their interactions with students is worthy of further inquiry. This can be considered especially valuable given that literature on academic integrity as it pertains specifically to the community college setting is limited.

Further, it is worth examining whether current community college faculty are teaching at institutions which implement an honor code and whether faculty are aware as to whether or not their institution might employ such a code. Research along these lines might present data that would be useful in making a determination with regards to whether—and to what extent— honor codes have the capacity to influence community college faculty's attitudes towards academic integrity and the ways in which they promote academic integrity in syllabus language and/or in their classroom teaching practices.

Additionally, the student population demographics which are unique to the community college setting present an area for further inquiry. As an avenue of higher education for dual-enrolled students, so-called "traditional" college students, "non-traditional" college students, incarcerated students, and those receiving additional training and education through workforce development programs, America's community colleges open their doors to an extremely wide range of people. It is worth pursuing further research on the attitudes and perceptions community college students have on the topic of academic integrity in a broad sense. More specifically, however, research into how community college students have gained knowledge and/or modified their behaviors as a result of a community college faculty member's promotion of academic integrity is worthy of study. In this way, research that explores the topic of academic integrity through a case study of one specific community college might be most appropriate for such inquiry.

PERSONAL REFLECTION

Having spent his entire adult life in the field of higher education, as student, tutor, instructor, administrator, and staff member, the researcher has a longstanding admiration for the work that is done in the field of post-secondary education. In tutoring, consulting, and teaching roles, the researcher come to understand the ways in which valuing, modeling, and explaining academic integrity provides students with the tools needed not simply to avoid *violating* academic integrity, but to also apply critical thinking by integrating research into own original work and construct meaning from that research in order to distinguish the ideas of others from one's own. Through staff member and administrator roles in the field of higher education, the researcher has experience upholding the basic tenants through reviewing

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suspected violations of academic integrity and speaking with students and faculty members regarding such instances. The researcher's professional experience has also involved engaging faculty in conversations, both in individual and conference settings, on the importance of instructional design as it pertains to promoting academic integrity. Further, as an administrator, the researcher has been involved in work redeveloping an institution's academic dishonesty policy, shifting focus and emphasis on punishments for academically dishonest behaviors to an emphasis on the importance of stakeholders of the institution mutually valuing and upholding academic integrity.

From the experiences provided by these various roles in higher education, the researcher has developed sincere interests in academic integrity, the mission of community colleges and their place in the current social and political landscape, and the plight of adjunct faculty whose work in higher education is simultaneously extensive, essential, and many times overlooked, underappreciated, and/or undervalued. It is within the space in which these professional interests and the researcher's prior experiences with these interest areas converge that the premise of this study initially took shape.

CHAPTER SUMMARY

Academic integrity, both as broad concept and as the focal point of specific institutional policy, is a requisite piece of the higher education landscape. The important role that community colleges play in the landscape of American higher education along with the vital role played by faculty in exhibiting, promoting, and upholding academic integrity make the topic of community college faculty perceptions of academic integrity worthy of consideration and inquiry. The study sought to answer four research questions regarding community college

faculty and their perceptions and attitudes towards the concept of academic integrity. Utilizing a mixed-methods research design, the study collected data from an online survey, syllabus documents submitted by survey respondents, and follow-up interviews completed with six selected survey respondents. Analysis of the data collected from these three sources concluded that (a) there are differences in how community college faculty understand and define the term academic integrity, (b) there is a difference between how community college faculty discuss academic integrity in the classroom and how it is discussed in their syllabi, (c) community college faculty hold wide-ranging perceptions on the topic of academic integrity, and (d) there is evidence to suggest that there is a difference in how full-time and part-time faculty promote academic integrity due largely to full-time faculty being more engaged with their institution and more likely to be aware of resources at their institution which can be leveraged to help promote academic integrity in the classroom than their part-time colleagues.

As institutions of higher education are likely to revisit and revise their existing academic integrity policies in the coming years, community colleges will likely be best served by developing a philosophy pertaining to academic integrity that properly articulates the importance of integrity in the college environment and clarifies the roles through which students, faculty, and administrators are expected to appreciate, promote, and uphold academic integrity. Most importantly, community colleges will be wise to provide their faculty with the resources, professional development opportunities, and institutional support necessary to aid them in carrying out their in-classroom practices for promoting academic integrity and ensure adjunct faculty are connected to these resources and opportunities and more completely feel engaged with the life of the college.

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APPENDIX A: IRB APPROVAL LETTER

Date: September 17, 2019

To: Susan De Camillis, Brandon Anderson
From: Gregory Wellman, R. Ph, Ph. D, IRB Chair
Re: IRB Application *IRB-FY19-20-23 Community College Faculty Perceptions of Academic Integrity*

The Ferris State University Institutional Review Board (IRB) has reviewed your application for using human subjects in the study, "*Community College Faculty Perceptions of Academic Integrity" (IRB-FY19-20-23)* and Approved this project under Federal Regulations Expedited Review 7. Research on individual or group characteristics or behavior (including, but not limited to, research on perception, cognition, motivation, identity, language, communication, cultural beliefs or practices, and social behavior) or research employing survey, interview, oral history, focus group, program evaluation, human factors evaluation, or quality assurance methodologies.

Your protocol has been assigned project number IRB-FY19-20-23. Approval mandates that you follow all University policy and procedures, in addition to applicable governmental regulations. Approval applies only to the activities described in the protocol submission; should revisions need to be made, all materials must be reviewed and approved by the IRB prior to initiation. In addition, the IRB must be made aware of any serious and unexpected and/or unanticipated adverse events as well as complaints and non-compliance issues.

Understand that informed consent is a process beginning with a description of the study and participant rights with assurance of participant understanding, followed by a signed consent form. Informed consent must continue throughout the study via a dialogue between the researcher and research participant. Federal regulations require each participant receive a copy of the signed consent document and investigators maintain consent records for a minimum of three years.

As mandated by Title 45 Code of Federal Regulations, Part 46 (45 CFR 46) the IRB requires submission of annual reviews during the life of the research project and a Final Report Form upon study completion. Thank you for your compliance with these guidelines and best wishes for a successful research endeavor. Please let us know if the IRB can be of any future assistance.

Regards,

Gregory Wellman, R. Ph, Ph. D, IRB Chair
Ferris State University Institutional Review Board

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APPENDIX B: MESSAGES TO STUDY PARTICIPANTS

Dissertation Study Email Invitation for Subject Participation

Dear [Dean/Department Chair/Program Chair/Etc.],

As a community college leader who oversees faculty, I am asking for your help in reaching instructors teaching this fall semester. If you could please forward the message below to your faculty members (both full and part-time), I would greatly appreciate the assistance.

FERRIS STATE UNIVERSITY

October 21, 2019

Hello,

I am conducting an online survey on the topic of academic integrity as part of a research study which explores this topic from the vantagepoint of today's community college faculty.

The survey is less than 35 questions in total and typically takes less than 10 minutes to complete. Participation is both voluntary and completely confidential.

The survey may be found here: https://forms.gle/DFtWptVr8CEKax29A

If you have any questions, please feel free to contact me via email (anderb56@ferris.edu).

As a doctoral student and longtime community college instructor, I greatly value your time and appreciate any consideration you might give to completing the survey.

Cordially,

-Brandon Anderson

Hello [Participant],

First, I would like to thank you for offering the time and thoughts you offered by completing my survey on community college faculty perceptions to academic integrity. I greatly appreciate your time and assistance.

In your survey response, you had indicated that you are open to being interviewed.
As I am now in the process of beginning the one-on-one interview phase of my study, I am writing to inquire if you would be willing to meet with me for an interview conducted either over the phone or through an online conferencing platform (Zoom, Skype, etc.).

My expectation is that the interview would be relatively brief (perhaps around 25 minutes and likely no more than an hour at the very most). While the interview will be recorded solely for transcription purposes, the interview is completely confidential and personally identifying information (such as your name) will not be included in the dissertation itself.

If you are still interested in being a part of the interview phase, please let me know if any of the available dates/times in February may work for you:

o   Friday February 7, 4:00-8:00 p.m.
o   Saturday February 8, 11:00 a.m. – 5:00 p.m.
o   Sunday February 9, 11:00 a.m. – 5:00 p.m.
o   Tuesday February 11, 11:00 a.m. – 1:00 p.m.
o   Thursday February 11, 11:00 a.m. – 1:00 p.m.
o   Friday February 14, 1:00-8:00 p.m.
o   Saturday February 15, 1:00 p.m. – 5:00 p.m.
o   Saturday February 16, 1:00 p.m. – 5:00 p.m.
o   Monday February 17, 2:00 p.m. – 8:00 p.m.
o   Tuesday February 18, 11:00 a.m. – 1:00 p.m.
o   Thursday February 20, 11:00 a.m. – 1:00 p.m.
o   Friday February 21, 1:00-8:00 p.m.
o   Saturday February 22, 10:00 a.m. -8:00 p.m.
o   Sunday February 23, 10:00 a.m. -8:00 p.m.
o   Tuesday February 25, 11:00 a.m. – 1:00 p.m.; 5:00-8:00 p.m.
o   Thursday February 27, 11:00 a.m. – 1:00 p.m.; 5:00-8:00 p.m.
o   Friday February 28, 1:00-8:00 p.m.
o   Saturday February 29, 10:00 a.m.-8:00 p.m.

If none of these times are feasible, I am likely to be able to find a time that fits your schedule, so please feel free to suggest an alternate date (it is likely that I will also have availability in March and possibly April as well). Should you no longer wish to be considered for the interview phase of the study, that is perfectly fine.

Should you have any questions, please let me know. I can be reached by email (anderb56@ferris.edu) or by phone/text (619-952-2604). Once we are able to schedule a time for the interview, I will provide you with a consent form from Ferris State University which can be signed and returned to me via email.

Thanks, again, for your time and for your consideration.

Cordially,

 -Brandon Anderson

APPENDIX C: PHASE ONE ELECTRONIC SURVEY

Community College Faculty Perceptions of Academic Integrity

Informed Consent

    Project Title: Community College Faculty Perceptions of Academic Integrity
    IRB Approved Project #: IRB-FY19-20-23
    Principal Investigator: Brandon Anderson
            Email: anderb56@ferris.edu   Phone: 619-952-2604

        You are invited to participate in a voluntary survey about academic integrity. You are being asked to participate because you are a faculty member teaching in a community college setting. The researchers are interested in learning about the ways in which faculty promote academic integrity through classroom teaching. Information will be collected by participants completing an electronic survey. We estimate that it will take approximately 10 minutes to answer the survey questions and your participation will be complete when once you submit the survey (if you volunteer to be interviewed for the study, your participation will end upon the interview session with the researcher).

        Although this research is not designed to help you personally, others may benefit from your participation because the information you provide may help community colleges and other institutions benefit from a stronger understanding of how academic integrity can be promoted through both syllabus language and within the classroom. This study may provide additional insight into how current community college faculty perceive academic integrity and how they perceive their students to understand academic integrity.

        The researcher will contact those participants who indicate they are interested in also participating in the interview phase of the study. The interview data may contain information that can personally identify you but will remain confidential. Information will be collected by electronic recording and typed transcription. Information you provide in this study will be maintained and secured by the study team for a minimum of three years. You may refuse to answer any question you do not wish to answer or you may end the interview at any time.

        If you have questions about this study, please contact the Principal Investigator, Brandon Anderson, listed above. If you have questions or concerns about your rights as a participant, contact the Ferris State University Institutional Review Board (IRB) for Human Participants at: 1010 Campus Drive, FLITE 410G, Big Rapids, MI 49307 (231) 591-2553 or IRB@ferris.edu.

By checking this box, you provide your consent to participate in the study.[ ]

1.   Please provide the name of institution for which you primarily teach._____
2.   What is your position at this college?
            [ ] Full-time professor
            [ ] Part-time/adjunct professor
            [ ] Administrative staff, but also teach in the classroom
            [ ] College staff, but also teach in the classroom
            [ ] I do not teach in the classroom.
            Teaching Background
3.   What is your age?
            [ ] 25 – 34
            [ ] 35 – 44
            [ ] 45 – 54
            [ ] 55 – 64
            [ ] 65 – 74

[ ] 75 or older
4. What is your gender?
    [ ] Female
    [ ] Male
    [ ] Non-binary / Third gender
    [ ] Prefer not to describe
    [ ] Other: _____
5. How many semesters have you taught one or more classes in a higher education setting?
    _____
6. In what academic division/pathway do you teach? (Check all that apply.)
    [ ] Liberal Arts
    [ ] Science/Mathematics/Engineering
    [ ] Business
    [ ] Health Sciences
    [ ] Computer Science/Technology
    [ ] Human Services
    [ ] Other: _____
7. On average, how many classes do you teach in a semester?_____
8. Are you currently teaching?
    [ ] Yes
    [ ] No
9. If you answered no to the previous question, when is the last time you taught a college course?
    Academic Integrity Perceptions and Promotion
10. Which of the below statements best define your attitude towards academic integrity? (Select all that apply.)
    [ ] The Internet has promoted an atmosphere in which students feel it is okay to cheat and commit plagiarism.
    [ ] By the time students have entered college, they should understand that violating academic integrity is a serious issue.
    [ ] Students are appropriately taught academic integrity in secondary school.
    [ ] Students who violate academic integrity should be punished.
    [ ] Academic dishonesty is widespread in community colleges today.
    [ ] Academic dishonesty is widespread at my campus.
    [ ] I assume that not all of my students fully understand what academic integrity actually means.
    [ ] None of the above statements reflect my attitude towards academic integrity.
11. Does your institution have an honor code?
    [ ] Yes
    [ ] No
    [ ] Unsure
12. I believe my institution should implement an honor code.
    [ ] Strongly Agree
    [ ] Agree
    [ ] Neutral
    [ ] Disagree
    [ ] Strongly Disagree
13. One of my responsibilities as a college instructor is to promote academic integrity in my classroom.
    [ ] Strongly Agree
    [ ] Agree
    [ ] Neutral
    [ ] Disagree
    [ ] Strongly Disagree
14. One of my responsibilities as a college instructor is to promote academic integrity at my campus.
    [ ] Strongly Agree
    [ ] Agree

[ ] Neutral

[ ] Disagree

[ ] Strongly Disagree

15. My college provides academic integrity resources to faculty.

    [ ] Strongly Agree

    [ ] Agree

    [ ] Neutral

    [ ] Disagree

    [ ] Strongly Disagree

16. My college provides faculty with the resources needed to promote academic integrity in the classroom.

    [ ] Strongly Agree

    [ ] Agree

    [ ] Neutral

    [ ] Disagree

    [ ] Strongly Disagree

17. My college values academic integrity.

    [ ] Strongly Agree

    [ ] Agree

    [ ] Neutral

    [ ] Disagree

    [ ] Strongly Disagree

18. Students at my college value academic integrity.

    [ ] Strongly Agree

    [ ] Agree

    [ ] Neutral

    [ ] Disagree

    [ ] Strongly Disagree

19. When I first experienced a potential violation of academic integrity in one of my courses, I felt comfortable resolving the issue myself.

    [ ] Strongly Agree

    [ ] Agree

    [ ] Neutral

    [ ] Disagree

    [ ] Strongly Disagree

20. One of my responsibilities as a college professor is to do what is necessary to reduce any potential opportunities that would allow a violation of academic integrity to occur.

    [ ] Strongly Agree

    [ ] Agree

    [ ] Neutral

    [ ] Disagree

    [ ] Strongly Disagree

21. When a violation of academic integrity occurs, it is my duty to address it.

    [ ] Strongly Agree

    [ ] Agree

    [ ] Neutral

    [ ] Disagree

    [ ] Strongly Disagree

22. When introducing a class assignment that requires research, I discuss the importance of academic integrity with the class.

    [ ] Strongly Agree

    [ ] Agree

    [ ] Neutral

    [ ] Disagree

[ ] Strongly Disagree

23. I often discuss academic integrity with an entire class section (i.e. with the whole class as opposed to students individually).
    [ ] Strongly Agree
    [ ] Agree
    [ ] Neutral
    [ ] Disagree
    [ ] Strongly Disagree

24. In the past 12 months, how often have you spoken with an individual student regarding the importance of academic integrity?
    [ ] 1 – 2 times
    [ ] 3 – 5 times
    [ ] 5 – 7 times
    [ ] 8 – 10 times
    [ ] Over 10 times
    [ ] I have never spoken with a student individually regarding academic integrity.
    [ ] I have not spoken with a student individually in the past 12 months regarding academic integrity but I have had to speak to students previously.

25. When introducing a class assignment that required research, do you provide students with written information that redirects students to, explains to students, and/or reinforces the importance of academic integrity?
    [ ] Yes
    [ ] No
    [ ] No, but I have done this in the past

26. Have you ever utilized plagiarism detection software (such as TurnItIn, etc.) in any of your classes?
    [ ] Yes
    [ ] No
    [ ] Unsure

27. If you answered yes to the above question, which of the following statements describes this situation.
    [ ] I require students to submit papers to plagiarism detection software before turning in an assignment.
    [ ] I utilize my campus's learning management system so that student papers are automatically submitted to plagiarism detection software.
    [ ] I utilize plagiarism detection software on a case-by-case basis when I suspect there may be an issue with a student's paper.
    [ ] When I suspect there might be a academic integrity, I consult my supervisor (or other campus resource) and have the student's work submitted to plagiarism detection software.
    [ ] I did NOT answer yes to the previous question.

Open-Ended Responses
28. How would you define the term "academic integrity?"
29. Describe a time when you addressed an incident involving a violation of academic integrity with a student in your class.
30. If applicable, describe an instance in which you were able to turn an academic integrity issue into a teaching moment with an individual student or class.
31. Explain why you do or do not believe it is your job to promote academic integrity to students.
32. Would you be open to being contacted by the researcher for an interview regarding this topic?
    [ ] Yes
    [ ] No

33. If you answered yes to the above question, please provide your name, email address, and phone number. (All information is kept confidential.)

    Syllabus Copy

34. Please provide a copy of a syllabus for a class you have most recently taught at your institution. If you teach at multiple institutions, please provide a syllabus for a class for the institution at which you primarily teach.

    (Note: Uploading a syllabus through the survey requires respondents to use a Google account. If you do not have a Google account, you may alternatively email a copy of your syllabus to the researcher at anderb56@ferris.edu.)

APPENDIX D: PHASE TWO INTERVIEW QUESTIONS

Community College Faculty Perceptions of Academic Integrity "Phase Two" Interview Questions

1. Please describe what the phrase "academic integrity" means to you. Has the meaning of the concept changed for you during your career in higher education? If so, explain how.

2. Do you feel that you are prepared to discuss and promote academic integrity in your classroom? If so, what or who would you credit for this preparedness?

3. As an instructor in the classroom, what do you identify as being your role or responsibility when it comes to upholding academic integrity?

4. How does your role or responsibility differ from that of the students in your classes?

5. What role do you believe an instructor's syllabus has in terms of promoting academic integrity?

6. What are approaches to promoting academic integrity that you have utilized in your teaching career? Which one(s) were effective and which one(s) were not effective?

7. What are things that you would identify as being essential to helping to promote academic integrity in the community college classroom?

8. Do you discuss academic integrity with your supervisor or your peers at your campus? If so, can you describe what these discussions entail?

9. Can you describe a time in which the way you discuss or promote academic integrity, either in your syllabus or in your classroom, led to a "teaching moment" for a student?

10. What guidance or advice would you give to a new community college faculty member at your campus regarding the topic of academic integrity?

11. In your response to the initial survey, you stated "_____." Can you elaborate on this statement?

Note: Further non-sensitive questions will be added to the interview phase after data is

collected from the initial survey.

APPENDIX E: QUALITATIVE DATA CODEBOOK

COMMUNITY COLLEGE FACULTY PERCEPTIONS OF ACADEMIC INTEGRITY	
QUALITATIVE DATA CODEBOOK	
CODE	DESCRIPTION
Attribution/Representation	AI is attributing the ideas of others and/or not representing the work/ideas of others as one's own.
Lack of dishonesty	AI is defined as the opposite of academic dishonesty.
Intrinsic	Related to authenticity code. AI is defined as the desire to do what is morally correct/just and being responsible to oneself, etc.
Honesty/Authenticity	AI refers to the authenticity and credibility of the student
Ownership	AI is defined as respecting the "ownership" of ideas, both one's own intellectual work and respecting the intellectual work of others by attribution, citation, etc.
Mutual	AI is defined in terms of shared/mutual interest and responsibility between faculty and students (or staff/faculty/students, etc.).
Honor Code	AI is defined by the honor code of the college for which the participant teaches.
COMMUNITY COLLEGE FACULTY PERCEPTIONS OF ACADEMIC INTEGRITY	
PHASE TWO INTERVIEWS – QUALITATIVE DATA CODEBOOK	
Professional Image	The importance of AI in the academic setting is tied to the image/credibility of the institution or the profession for which students will enter upon degree attainment.
Direction	Understanding of AI and how to approach AI in the classroom is aided by guidance/support from supervisor (or others at institution).
Modeling/Teaching	AI is promoted in the classroom through modeling, learning opportunities and/or teachable moments.
Expectation	AI is discussed as a standard to which instructor expects students to adhere. This expectation is based upon the assumption that students have previously awareness and understanding of AI.
Institutional Engagement	Discussion of participant's engagement with institution for which they teach, or lack thereof due, as a result of the role participant holds at the institution.
Advice	Discussion comes directly from interview question in which participant is asked what advice she/he would offer to a new faculty member at the institution.
Comprehension	AI is not fully understood by students and AI has to be promoted within the classroom setting so students can fully comprehend values, expectations, etc.
Personal Experience	Understanding of AI and way in which it is discussed and explained to students is formed, in part, by one's own education and prior experiences.
Students and Setting	Student population and the community college setting (or the concept of not being in a university setting) is brought up through the discussion of AI.
Syllabus	Promoting AI in the syllabus is important to instructor.
Student Burden	Part of the issue with comprehending AI and adhering to its values and practices is that today's students face a burden with information literacy.
Instructor Responsibility	Either in addition to or in the absence of guidance from the institution, the instructor feels need to promote AI to students in some particular way (perhaps individualized to her/himself).
Disagreement	Discussion of AI involves the disagreement in how others (co-workers/colleagues, previous institutions, etc.) approached AI matters and/or handled violations of AI.