UNIVERSITY OF CALGARY | Werklund School of Education

ACADEMIC INTEGRITY WEEK PROGRAMMING FOR FACULTY MEMBERS: AN ENVIRONMENTAL SCAN

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Abstract

Background: Academic Integrity Week programming has become popular on postsecondary campuses an educational initiative to promote academic integrity and prevent academic misconduct. Although students are often the primary audience for Academic Integrity Week programming, faculty members are an essential stakeholder group to involve in educational initiatives about academic integrity.

Objectives: This report aims to identify existing Academic Integrity Week programming for faculty members at postsecondary institutions.

Methods: An environmental scan of Academic Integrity Week programming for faculty members was conducted via Google search in May 2020. Data about institutions and the dates, types of session, and topics of Academic Integrity Week programming for faculty members was extracted.

Findings: The websites of 65 unique postsecondary intuitions were scanned, 11 of which described Academic Integrity Week programming for faculty members with 20 distinct sessions.

Implications: Involving faculty members in Academic Integrity Week programming can help to promote a multi-stakeholder approach to promoting academic integrity across the postsecondary community.

Supplementary materials: 1 Table; 4 Figures, 12 References

Keywords: Academic integrity; faculty; academic integrity week; program development; academic misconduct; higher education; International Day of Action Against Contract Cheating

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Background

Academic integrity requires commitment from all members of the campus community. Educational initiatives to promote academic integrity should engage with faculty members as a key stakeholder group. Academic integrity has become a topic of increasing attention on postsecondary campuses in Canada and internationally (McKenzie, 2018). The International Center for Academic Integrity (ICAI) defines academic integrity as a commitment to the fundamental values of "honesty, trust, fairness, respect, and responsibility… plus the courage to act on them even in the face of adversity" (ICAI, 2014, p. 16). However, academic integrity "is widely used as a proxy for the conduct of students" (Macfarlane, Zhang, & Pun, 2014, p. 340). The principles of academic integrity exist alongside debates about student academic misconduct, such as plagiarism, sharing test answers, or contract cheating (Christensen Hughes & McCabe, 2006). Although prevention and punishment of student academic dishonesty has been a significant area of effort on postsecondary campuses, the promotion of academic integrity among all members of the campus community through educational initiatives is equally as important (McCabe, 2005). Indeed, the ICAI recommends that postsecondary institutions should: "educate all members of the community about academic integrity standards so that expectations are well understood as integral components of the community culture" (ICAI, 2013, pp. 30-31).

In the Canadian context, academic integrity has become the focus of institution-specific efforts and inter-institutional collaborations nationally, provincially, and regionally (McKenzie, 2018). Instructors and faculty members describe greater awareness of academic dishonesty among students and the need to develop educational opportunities among students and educators as a strategy to promote academic integrity (Eaton, Chibry, Toye, & Rossi, 2019). McCabe (2005) argues that a holistic, multi-stakeholder, and proactive approach is the most effective way to integrate the commitment to academic integrity among campuses communities. To better inform proactive, holistic approaches to academic integrity on Canadian postsecondary campuses, there is a need for increased research, collaboration, and evidence-informed practice (Eaton & Edino, 2018).

Academic Integrity Weeks have become popular educational initiatives to promote academic integrity. Often scheduled around the International Day of Action Against Contract Cheating recognized annually in October, these multi-day initiatives include workshops and other engagement opportunities to raise awareness about academic integrity (Khan, Hemnani, Raheja, & Joshy, 2020). However, most Academic Integrity Weeks are designed for students only, excluding other campus community members from educational opportunities about academic integrity. It is imperative that faculty members are included in educational initiatives to promote academic integrity on postsecondary campuses, but little is known about the extent to which this group is included in Academic Integrity Weeks. Coordinators of Academic Integrity Week programming could benefit from increased knowledge about existing programming designed to engage faculty members during Academic Integrity Weeks on postsecondary campuses.

Objective

The purpose of this environmental scan was to identify existing Academic Integrity Week programming for faculty members at postsecondary institutions.

Methods

This exploratory environmental scan used two iterative search phases. The purpose of the initial search was to identify preliminary results and inform the search terms in the final search. The purpose of the final search was to identify the most comprehensive results possible.

Initial Search

A Google search was performed in May 2020 using the terms *academic integrity week faculty*. Over 7,110,000 results were found. The first 100 results, and one pre-identified website, were scanned using inclusion criteria. To be included in the findings, results had to: 1) be a website of a postsecondary institution; and 2) describe academic integrity week programming for faculty, researchers, course instructors, or teaching assistants. Only English language results were included, and the search was inclusive of all countries.

Final Search

An advanced Google search was performed (last updated May 2020): *faculty OR academic staff OR faculty member OR professor OR instructor "academic integrity week"* (1,270 results, 119 unique results). Results were scanned using the inclusion criteria from the initial search. Results describing postsecondary institutions were recorded in a table along with their country, whether Academic Integrity Week programming was present, and whether the programming was designed for faculty. Identified programming for faculty members was recorded on a second table, with details about the date, type of session, length of session, audience, and title of session.

Findings

Search Results

Overall, 65 postsecondary institutions were identified, 42 (64.6%) of which described Academic Integrity Week programming (Figure 1). Most of the postsecondary institutions found in the search were from Canada (n = 11) and the USA (n = 47). There were 11 (26.2%) institutions identified that described Academic Integrity Week programming for faculty members with 20 unique sessions (Table 1). Although one institution (the University of Manitoba) described sessions dating as far back as 1997, most sessions were held since 2015. One institution was holding an upcoming Academic Integrity Week with faculty-specific programming, Western Sydney University (August 2020), which was included in the search although no sessions were available at the time of the search.
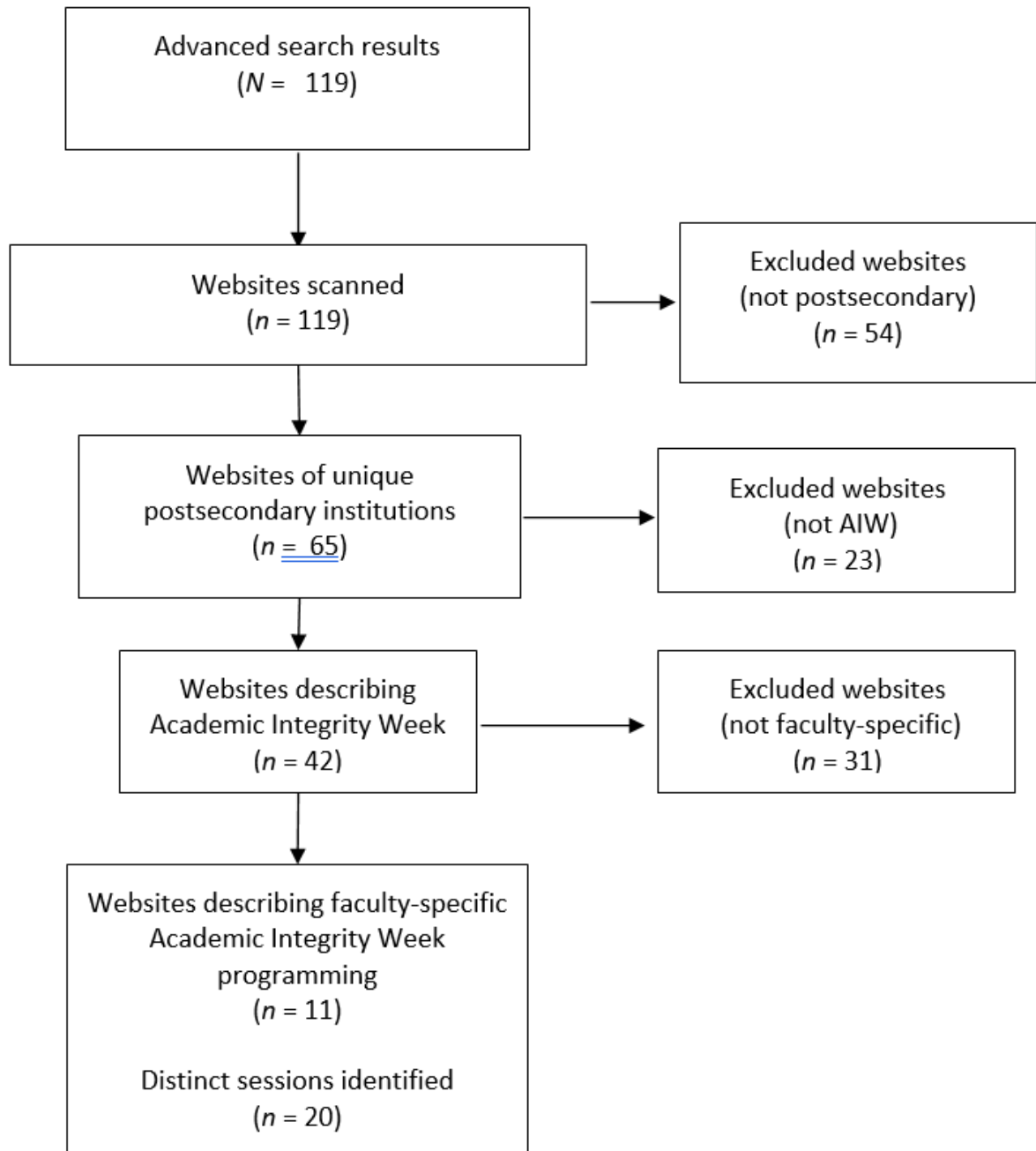
Figure 1. Search Results Flowchart

Table 1. Institutions with Academic Integrity Week Programming for Faculty

Institution	Country	Month /Year	Duration (Hours)	Audience	Type	Title (if unavailable, description)
Dalhousie University	Canada	Jun 2020	1	Faculty	Webinar	Online Studio Based Learning
Dalhousie University	Canada	Jun 2020	1	Faculty	Webinar	Tech Savvy: What are the tools every instructor should know about?
Dalhousie University	Canada	Jun 2020	1	Faculty	Webinar	Academic Integrity Week Informal Q & A / Wrap-up
Dalhousie University	Canada	Jun 2020	1	Faculty	Webinar	Can the Writing Centre Help Your Students Avoid Plagiarism?
Dalhousie University	Canada	Jun 2020	1	Faculty	Webinar	Troubleshooting research: Tools & Tips from the Libraries for maintaining academic integrity and preventing accidental plagiarism
Dalhousie University	Canada	Jun 2020	1	Faculty	Webinar	Creative ideas for designing assessments to minimize academic integrity offences
Dalhousie University	Canada	Jun 2020	1	Faculty	Webinar	I Suspect an Academic Integrity Violation in My Course: What Am I In For?
Dublin City University	Ireland	Oct 2019	Ongoing	Faculty	Asynchronous Resources	Launch of Resources for Enhancing Academic Integrity
Dublin City University	Ireland	Oct 2019	0.75	Faculty	Webinar	Exploring academic integrity principles and using technology to apply them
George Mason University	USA	Sep 2019	1	Faculty+Others	Workshop	Working with International Students
Southeast Missouri State University	USA	Sep 2018	1	Faculty	Workshop	Academic Integrity is About More Than Cheating
St Lawrence University	USA	Feb 2014	1.25	Faculty	Workshop	Strategies and Best Practices for Promoting Academic Integrity
University of Johannesburg	South Africa	2019	3	Faculty+Others	Speaker Session	Academic Integrity Seminar (Perceptions of Academic Dishonesty at South African Universities, Students as the ethical leaders of the future, Library tools for enhancing academic integrity)

Institution	Country	Month /Year	Duration (Hours)	Audience	Type	Title (if unavailable, description)
University of Manitoba	Canada	1997	No data	Faculty	Workshop	Promoting Academic Honesty
University of Manitoba	Canada	1999	No data	Faculty	Workshop	Conducting Fair Hearings
University of Nebraska - Lincoln	USA	Sep 2016	1	Faculty+Others	Workshop	Publishing: What Authors Ought to Know
University of Nebraska - Lincoln	USA	Sep 2016	1	Faculty+Others	Workshop	Using Creative Commons: Licenses to Share Knowledge
University of York	UK	Feb 2009	No data	Faculty	Workshop	Description: How to 'design' out plagiarism
Webster University	USA	Sep 2019	1	Faculty	Workshop	Academic Integrity: Helping Students Write Their Own Futures
Western Sydney University	Australia	Aug 2020	No data	No data	No data	No data

Themes

The most common types of sessions were interactive workshops, facilitated by institutional faculty or staff. Topics ranged from specific (e.g., creative commons licensing, publishing, academic dishonesty hearings) to broad (e.g., promoting academic integrity). While some sessions were open to faculty only, some sessions also included graduate student teaching assistants and staff in their audiences. One institution (Dublin City University) aligned its Academic Integrity Week programming with the International Day of Action Against Contract Cheating in October, but the most common month was September ($n = 4$).

Exemplars

Three institutions were selected as exemplars of different types of Academic Integrity Week programming for faculty, representing the variety of scopes and methods of delivery present across all institutions included. The exemplars were selected for their in-depth descriptions of programming that could be used to inform future Academic Integrity Week programming.

St. Lawrence University, USA, February 2014

St. Lawrence University (Integrity Week, 2014) hosted an interactive workshop during Academic Integrity Week entitled "Center for Teaching and Learning Workshop for Faculty: Strategies and Best Practices for Promoting Academic Integrity" (Figure 2), which covered policies and procedures, inter-cultural student perceptions of academic integrity, and best practices. In contrast to the specific topics presented by the sessions held by the University of Nebraska – Lincoln, this workshop covered a broad range of topics. The workshop also included a diverse panel across leadership, faculty, and staff groups.

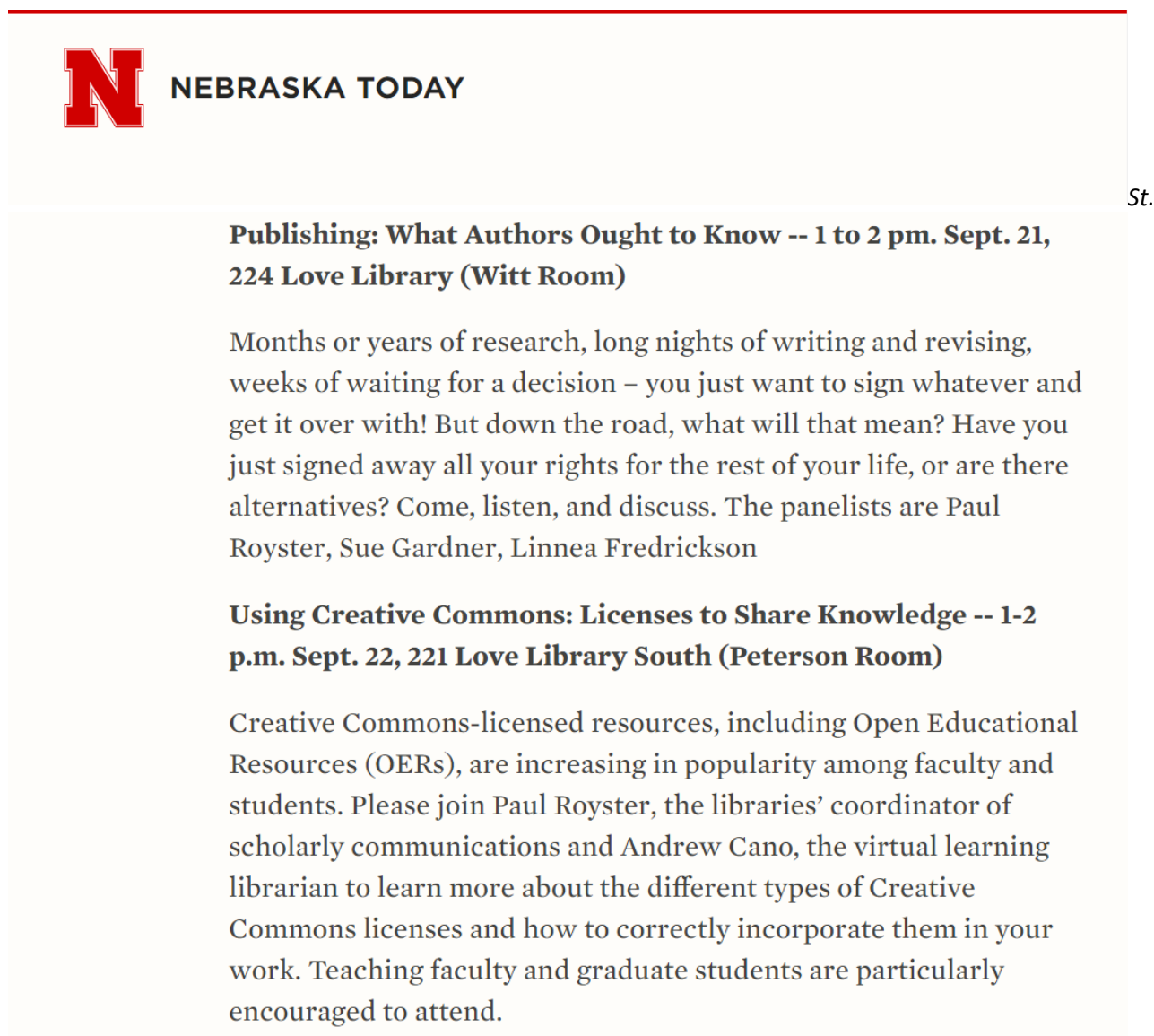**Figure 2**. Description of St. Lawrence University Academic Integrity Week Programming

Screenshot taken May 3, 2020 (Integrity Week, 2014).

University of Nebraska – Lincoln, USA, September 2016

The Academic Integrity Week hosted by the University of Nebraska – Lincoln (Academic Integrity, 2016) was open to faculty, staff, and students: a more generalized target audience compared to other institutions' Academic Integrity Week programming which usually targets only students. The titles of the hour-long workshops were "Publishing: What Authors Ought to Know" and "Using Creative Commons: Licenses to Share Knowledge" (Figure 3). These workshops, tailored for faculty and graduate students, focused on specific topics relevant for researchers and instructors.

Figure 3. Description of University of Nebraska – Lincoln Academic Integrity Week Programming

St.

Publishing: What Authors Ought to Know -- 1 to 2 pm. Sept. 21, 224 Love Library (Witt Room)

Months or years of research, long nights of writing and revising, weeks of waiting for a decision – you just want to sign whatever and get it over with! But down the road, what will that mean? Have you just signed away all your rights for the rest of your life, or are there alternatives? Come, listen, and discuss. The panelists are Paul Royster, Sue Gardner, Linnea Fredrickson

Using Creative Commons: Licenses to Share Knowledge -- 1-2 p.m. Sept. 22, 221 Love Library South (Peterson Room)

Creative Commons-licensed resources, including Open Educational Resources (OERs), are increasing in popularity among faculty and students. Please join Paul Royster, the libraries' coordinator of scholarly communications and Andrew Cano, the virtual learning librarian to learn more about the different types of Creative Commons licenses and how to correctly incorporate them in your work. Teaching faculty and graduate students are particularly encouraged to attend.

Screenshot taken May 3, 2020 (Academic Integrity, 2016).

The recently held Academic Integrity Week at the University of Dalhousie was designed exclusively for faculty members and instructors. This was the only institution to design an Academic Integrity Week exclusively for faculty. This programming was aimed at the shift to online teaching caused by the COVID-19 pandemic. Sessions were all interactive webinars, featuring panels of Dalhousie staff and faculty. For instance, one webinar was about tools to identify academic integrity concerns in online teaching environments (Figure 4). This session included a panel of four Dalhousie faculty members who shared their experiences using various online tools.

Figure 4. Description of Dalhousie University Academic Integrity Week Programming

Screenshot taken May 25, 2020 (Events, 2020).

Discussion and Implications

Engaging Faculty in Academic Integrity Week Programming

Including faculty stakeholders in academic integrity education is a part of the holistic approach required to promote academic integrity and prevent academic dishonesty (Macdonald & Carroll, 2006; McCabe, 2006). Among the Academic Integrity Weeks found in this search, about one quarter described programming designed for faculty members. The specific sessions identified show that it is possible to engage faculty members in a variety of ways during Academic Integrity Week. Including only students in Academic Integrity Week programming could imply that academic integrity is a student-only issue. In fact, the opposite is true: academic integrity is relevant to all members of the campus community and educational initiatives must reflect that (ICAI, 2014; Macdonald & Carroll, 2006). Coordinators of Academic Integrity Weeks can extend the impact of their activities by directly engaging with faculty and other campus stakeholders.

Recommendations

Arising from the examples found in this environmental scan, there are several recommendations for practice. Coordinators of Academic Integrity Weeks on postsecondary campuses should include programming for faculty members. The following recommendations provide some strategies for best practice when engaging faculty stakeholders in Academic Integrity Week programming:

- *Develop educational opportunities about topics relevant to faculty members.* Some topics might be of interest to faculty members, such as publishing, academic dishonesty hearings, and instructional strategies. With online learning becoming more prevalent in postsecondary education, sessions about promoting academic integrity in online learning environments may be of particular relevance to faculty.
- *Identify local champions of academic integrity.* Many sessions identified in this scan featured panels of faculty or postsecondary staff who shared their experiences with topics related to academic integrity. Leveraging the experiences and capacity of local champions – stakeholders already committed to promoting academic integrity – will help to build a culture of academic integrity on postsecondary campuses. These champions could be librarians, faculty members, or support staff.
- *Consider ways to promote academic integrity, not only prevent academic dishonesty.* Educational opportunities for instructors can include strategies to prevent academic dishonesty among their students but can be complemented by ways to promote the principles of academic integrity among their students.
- *Consider timing and delivery that is most appropriate for the faculty audience.* While student-focused programming might be most timely during student terms (September – April), faculty members can also be engaged during the summer months. Webinars, session recordings, or asynchronous initiatives could be ways to accommodate busy faculty schedules.
- *Involve the entire campus community in programming.* The principles of academic integrity are relevant to all stakeholders on campus. Some educational opportunities could be open to all, offering a forum for dialogue and developing common understandings about academic integrity.

Limitations

This search was limited only to programming that was publicly available on websites searchable by Google. It is possible that some Academic Integrity Week programming for faculty members was not included in this environmental scan if it was not listed online in May 2020 or not publicly available in Google searches. The two-stage search strategy ensured that the search was comprehensive, though it may not have been exhaustive. This environmental scan was delimited to source material available in English.

Conclusions

The exploratory nature of this environmental scan provides a basis for further research and program development in this area. Multi-stakeholder approaches to academic integrity can serve the purpose of promoting a holistic, all-campus commitment to academic integrity. Offering timely and relevant Academic Integrity Week programming to faculty members and other postsecondary staff frames these stakeholders as partners in academic integrity. Postsecondary institutions should support the integration of faculty-specific programming in educational initiatives that promote academic integrity. Future research should explore the development and effectiveness of such programming.

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