The Impact of Subjective Norms Upon Faculty Reporting of College Student Plagiarism: A Theory of Planned Behaviour Approach

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by

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Abstract

A faculty member's decision whether to report college student plagiarism is shaped by many considerations that can be categorized into the three main psychosocial categories of the theory of planned behaviour: personal attitudes and beliefs, subjective norms, and perceived behavioural control about performing the target behaviour. This research study sought to explore the impact of subjective norms on reporting student plagiarism in different School contexts within the same institution by first describing the reporting context of each School in terms of its members' values (a background factor), attitudes, subjective norms, perceived behavioural control, and reporting praxis, and then by focusing on peripatetic faculty members' perceptions of each School's subjective norms and reporting behaviour within each. Because these faculty members' values, attitudes, and perceived behavioural control would remain the same, their reporting behaviour in different School contexts could suggest the impact of subjective norms in each. Consequently, an advanced embedded convergent mixed-methods approach was used. This study's purpose was to contribute to the understanding of the complexity of student plagiarism management and its related policy operationalisation.

Faculty members from three Schools within the same rural college in western Canada were surveyed, in part one for their ranking of life-guiding values using the Short Schwartz Values Survey (SSVS), and in part two for their specific attitudes, subjective norms, perceived behavioural control, and reporting intention and actual reporting behaviour. To answer the first two research questions about each School's reporting context, I combined the survey results with the data collected from the semi-structured interviews of School Chairs to describe each School's reporting context. To answer the third research question about the impact of subjective norms on reporting behaviour, seven peripatetic faculty were interviewed about their experiences with policy

operationalization within their home and non-home Schools, and the data was thematically analyzed through a modified TPB lens. It was found that these subjective norms did impact peripatetic faculty in their reporting intention and behaviour across Schools and that the majority did adjust their response to what constituted reportable student plagiarism within each School context. This finding indicates that a School Chair's team-building leadership can play a vital role in shaping subjective norms about an issue, thereby influencing a target behaviour. This thesis also acknowledges artificial intelligence platforms, such as ChatGPT, as potentially the next major issue in student plagiarism management and concludes that faculty must teach and encourage authentic writing skills to mitigate its misuse and thereby to continue to promote academic integrity.

Keywords: Academic integrity; artificial intelligence; student plagiarism; policy operationalisation; Short Values Survey; Theory of Planned Behaviour; subjective norms

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CHAPTER ONE: Introduction

Managing student plagiarism is not as simple and straightforward as it may at first seem. It involves a series of decisions that individual faculty members must make about identifying, assessing, responding to, but then also reporting student plagiarism, as likely articulated in a related institutional policy. However, not all faculty even agree on what constitutes plagiarism (Bennett, Behrendt, & Boothby, 2011; Brimble & Stevenson-Clarke, 2005; Carroll, 2002; Carter & Punyanunt-Carter, 2007; Eaton, 2017; Eaton, 2021; Flint, Clegg, & Macdonald, 2006; Howard, 2000; Leask, 2006; McCabe, et al., 2001; Park, 2003; Pecorari & Petric, 2014; Pincus & Schmelkin, 2003; Sutherland-Smith, 2005), how serious it may be in its many forms (Moten, 2014; Robinson-Zañartu, et al., 2005; Zwagerman, 2008), nor even if it should be responded to, particularly in any formal, punitive way (Howard, 1995; Zwagerman, 2008). Unsurprisingly, as Reed (2020) anecdotally explained of his recent experience as a dean at several colleges in the United States, "very few faculty file reports, and that has been true everywhere I've worked" (p. 1). Faculty are indeed reluctant to report student plagiarism (Behrendt, Bennett, & Boothby, 2010; Bertram Gallant & Drinan, 2006; Eaton, 2021; Flint, Clegg, & McDonald, 2006; Hudd, Apgar, Bronson, & Lee, 2009; Jendrek, 1989; McCabe, Butterfield, & Trevino, 2012; Morris & Carroll, 2016). Instead, as chronicled by Eaton (2021), studies about student plagiarism since the 1960s have consistently shown that faculty "will often bypass formal institutional policies and procedures, regardless of how exemplary they think they are" (p. 180). Consequently, because institutional data reflects only those cases that have been reported, the resulting statistics will not be a reliable indicator of actual numbers of if, how often, where, and why student plagiarism is happening. Inconsistent faculty reporting may suggest something larger at work than just perhaps

any idiosyncratic values or beliefs and varying levels of self-efficacy individual faculty may have to identify and report student plagiarism.

This case study research, therefore, aims to explore how faculty (academic teaching staff) in a rural college in western Canada psychosocially constructed a behavioural intention whether to report student plagiarism or not, focusing on the peripatetic faculty experience of teaching in more than one School, to see if a School's subjective norms were strong enough to change their reporting intention and behaviour. Over twenty years ago, this college restructured its once smaller discipline-based departments and individual programs into nine larger Schools. Each School and its faculty members meet regularly throughout the year as an academic unit managed by a School Chair and supervised by senior administrators consisting of a Dean, the Vice-President, and the President. The largest School offers "service courses" to programs in other Schools, and those faculty who teach them are hereto referred to as **peripatetic** faculty as they teach not only in their home School, but also in at least one other School at the same institution.

To provide the historical context and legal legacy of plagiarism and its impact on attitudes and policy definitions in HEIs today, this chapter first provides a brief history of plagiarism, its definitions, and the current state of this research problem. It articulates this study's research aims, objectives, and questions, suggests this study's overall significance, and provides a brief structural outline of the chapters that follow.

1.1 Background of the Study

This section overviews the history of plagiarism, its definitions and eventual division into two main categories of academic plagiarism, and the causes of each main type of student plagiarism that have elicited either punitive, pedagogical, or a combination of both kinds of institutional policy and faculty response. From their qualitative study of 17 Canadian university

policies on academic integrity and their quantitative survey of faculty attitudes towards academic integrity infractions, MacLeod & Eaton (2020) noted that over half of faculty respondents (53.1%) believed that "academic dishonesty" was worsening at their institutions. They, however, used this term synonymously with "academic integrity" and "misconduct" (p. 348), which included cheating and somewhat blurred the line between intentional and unintentional forms of student plagiarism, something that the history of plagiarism can help explain.

1.1.1 The History of Plagiarism.

The concept of student plagiarism has evolved from non-student forms of plagiarism. Bailey (2019) traces the first use of the term "plagiarism" back to 80 AD, when one poet stole and took credit for another's artistic work, thereby stealing the revenue the original poet could have made from it. This caused the 'robbed' Roman poet Martial to exact only a literary revenge (scathing satire) rather than a legal response because no laws were yet in place to recognize theft of this kind. In fact, copying whole works and modifying plots from other sources (something Chaucer and Shakespeare did famously well) remained commonplace until the Licensing Act of 1662 was passed in England, followed by the *Statute of Anne* (*Copyright Act* 1710) with its first legal recognition of plagiarism as a form of kidnapping. As Sutherland-Smith (2016) detailed in her legal and literary study of the concept of original authorship in Europe, this Statute gave governments and courts jurisdiction over copyright matters, rather than leaving it to private parties to resolve. Notwithstanding the ethical concerns of the 'kidnapping' of another's brainchild, what the English playwright and poet Ben Jonson in 1602 referred to as "plagiary," financial concerns originally and primarily motivated writers to speak out against this form of literary theft as a kind of plundering or as stolen income. As later denoted in his landmark eighteenth-century dictionary, Dr. Samuel Johnson listed that the words *plagiarism* and *plagiary* were derived from the Latin

word for plundering, *plagium*, and used to refer to the "crime of literary theft" (Johnson, 1756). Interestingly, the Latin *plagium*, according to the *Oxford English Dictionary,* was derived from the Greek *plagion*, and had been used to refer not just to literary theft, but also to the theft of ideas, of knowledge. In fact, according to Maddox (1995), Pythagoras angered some Egyptian scholars twenty-five centuries ago because he had taken some of their key ideas without attribution (p. 721). Historically, then, plagiarism refers to the theft of not only literary texts, but also scientific ideas; however, no legal recourse was available in England until the early eighteenth century under the *Statute of Anne* (*Copyright Act* 1710).

Towards the end of the eighteenth century, the Romantic notion of authorship began to prevail, leading to more ownership rights being given in the English 1814 *Copyright Act* to an original author as a "sole creative genius" (Sutherland-Smith, 2016, p. 578). Once the concept of ownership of original text exists, as argued by poets, Alexander Pope and William Wordsworth, then so, too, can its theft, hence the rise of the legal notion of intellectual property and its protections under criminal law in terms of theft and pecuniary loss, and under civil rights law in terms of moral rights (Sutherland-Smith, 2016, p. 581-582). By the end of the nineteenth century, the *Berne Convention for the Protection of Literary and Artistic Works* (1886) granted control and ownership rights to authors of creative work, and today, all countries, except a total of sixteen countries in Asia and Africa, have signed onto this international agreement (Copyright House, 2021).

This treaty, however, has been more for commercial payment purposes and the regulation of the international marketplace rather than for academic writing conventions. In 1881, after Harvard science professor, Edward Laurens Mark, included an in-text citation to acknowledge the author and page number of where a certain piece of published information was borrowed and built

upon, the genesis of an academic citation and reference system began (Chernin, 1988, p. 1062). Up to that time, academic writing had no consistent, formalized system for documenting sources apart from occasional footnotes and various typographical markings (Grafton, 1997). As knowledge began to grow exponentially through the nineteenth century, the need to track, index, and credit sources prompted several discipline-specific organizations to form and create bibliographic systems to meet their discourse community's specific needs. For example, the Modern Language Association (MLA) was founded in 1883, by rhetoric and oratory professors concerned with the teaching of writing (Stewart, 1985, p. 734), and the American Psychological Association (APA) was founded nine years later in 1892, by G. Stanley Hall for psychologists to share and build upon their growing discipline-specific knowledge with each other (Sokal, 1992, p. 111).

By 1941, rhetorician Kenneth Burke conceptualized scholarly writing as an ongoing conversation in print. He elaborated on this metaphor by comparing a scholarly writer as a late party guest. The protocol expected of such a late guest is to join an ongoing conversation in the parlour but first listen to each speaker, determining who the main speakers have been and are, what has already been established or refuted, and in what direction the conversation is heading before joining in while also acknowledging the previous speakers' contributions. This analogy of academic socialization is often referred to as the Burkean Parlour (Burke, 1941), and it remains a useful way to introduce apprenticing writers to the conventions of academic writing and its need for attribution, citation, and referencing.

When such conventions are not followed, plagiarism may result, and the writer's (im)moral character was typically blamed for such perceived dishonesty. However, by the mid-1990s, student plagiarism was beginning to be explored much more as a learning and teaching issue, with the

possibility that some student plagiarism may be unintentional, perhaps resulting from a lack of specific academic writing instruction and practice of how to build upon and synthesize knowledge. Howard (1995) suggested that students need to be taught how to 'stand on the shoulders of giants' and that patchwriting can be regarded as a student's initial and honest attempt to participate within an academic discipline (pp. 788-790). The faculty response to student plagiarism expanded from the moral to the pedagogical; faculty were now considering if the case before them was either an act of intentional dishonesty or now possibly a form of unintentional academic misconduct (Morris & Carroll, 2016). Vance (2009) argued that because some Asian countries, for example, have developed different academic knowledge management practices from those of the global North, students from such countries who travel to study in the global North may not know that they are expected to cite sources nor how to incorporate them using a standard bibliographic system, so unintentional student plagiarism can result if the expected skillset had not been previously taught.

In her exploration of how to deter student plagiarism at both the course and assessment design level through to teaching students about how to cite and incorporate sources and what happens whether done incorrectly or not at all, Carroll (2002) noted, however, that the definition of plagiarism is not quite the same from discipline to discipline. For example, what is common knowledge in one discourse community may not be in another, so faculty are best advised to include at least some instruction around their expected citation practices and communicate to their students how the related policy works before having to apply it and why the policy exists in the first place, something also noted by Eaton (2021).

1.1.2 The Two Categories of Student Plagiarism.

If the policy regards all plagiarism as intellectual property, two types of violation, based on intention, can occur: criminal or civil (Sutherland-Smith, 2014). Consequently, such plagiarism

policies are likely to use the language associated with property crimes, such as theft (Park, 2003; Koul, Clariana, Jitgarun, & Songsriwittaya, 2009), misappropriation (Bilic-Zulle, Frkovic, Azman, & Petrovecki, 2008), and originally as kidnapping (Sutherland-Smith, 2010). Higher education institutions have also treated student plagiarism either as a kind of property *crime,* if the student intent had been perceived to have been to deceive (intentional plagiarism), or as a *civil* dispute (unintentional plagiarism) if the student intent had been perceived to have been an honest attempt at learning a new skill set (i.e., academic writing within a specific discourse community.)

Intention can often be difficult to determine, however. If a faculty member alleges student plagiarism in an assignment, for example, policy is applied, but a policy can still be appealed. Students who have plagiarized intentionally may appeal and defend their actions by claiming they merely made an honest mistake in not learning this new skill set (Howard, 1995) or that they were unaware of any policies against it (Beasley, 2014). Although the legal principle of *ignorantia juris non excusat* (ignorance of the law is no excuse) is legally no excuse in criminal cases (intentional plagiarism), accused students can successfully plead in civil ones (unintentional student plagiarism) (Duhaime, 2014). If each incident is not tracked, this defense can be repeated multiple times by a single student and no learning, other than how to beat the system, will have taken place. The result of intentional or unintentional student plagiarism, nevertheless, can often be a teachable moment, a constructive learning experience rather than just a punitive consequence of breaking an academic writing rule, either intentionally or not (Howard, 1995; Zwagerman, 2008).

The history of even considering plagiarism as unintentional began philosophically with postmodern literary theory of the late twentieth century. Applied to the concept of the author as the sole source of a text’s meaning, structural literary theorists argued that texts themselves are merely words reassembled; nothing new is ever created. As a social production, language is

already communally produced as argued by Michel Foucault (1972) and Mikhail Bakhtin (1981) after Roland Barthes (1968) had proclaimed "The Death of the Author," theorizing that authors are merely "scriptors" and that meaning is determined by the reader, so philosophically how can any author "own" any collection of words? As Zwagerman (2008) reasoned, when definitions of "*authorship, authenticity, originality, meaning, text* [sic]" cannot be agreed upon in the contemporary humanities and social sciences, then how can "*plagiarism* [sic]" (p. 705)?

More pragmatically, Howard (1995) argued for writing conventions to be more specifically taught and that citation and referencing should be seen as a scholarly writing technique to acknowledge pre-existing ideas upon which further knowledge can be built. She theorized that while learning these academic writing conventions, students may produce "patchwriting," a term she coined and defined as a sometimes-necessary stage in a student's academic apprenticeship of learning how to paraphrase, synthesize, and cite outside sources appropriately. Howard (1995) further argued that to associate plagiarism with just theft and moral failure is to understand just a portion of the spectrum of human intention to plagiarize. On the extreme one side, there will always be those students who want or need to 'game the system,' to gain a credential with minimal amount of genuine effort for whatever reason and will intentionally plagiarize to do so. On the other side, there will always be those students who are new to their institution's research and writing expectations and requirements and may make well-intentioned missteps along the way, such as inadequate summary and paraphrasing (Howard, 1995). Since the mid-1990s, the conceptual framing of student plagiarism has expanded from its original moral focus to include it not only as a learning and teaching issue, but also as the need for a policy to reflect understanding of the varied causes of student plagiarism (Eaton, 2021, p. 15).

1.1.3 Causes of Student Plagiarism.

Brimble (2016) comprehensively categorized the literature on the causes of student plagiarism into seven themes: changing attitudes; education, training, and learning; curriculum design; situational factors; life of the modern student; life of the modern academic; and individual student characteristics, such as age, gender, language skills, cultural background, and Internet usage and technology (p. 380). Sprajc, Urh, Jerebic, Trivan, and Jereb (2017) added that the ease of accessing information from the Internet combined with low student motivation to learn also can contribute to whether a student will resort to some form of intentional plagiarism. Cultural and educational differences in student backgrounds and lack of language proficiency may predispose some students to make innocent mistakes or problematic choices as well (Brabazon, 2007; Haitch, 2016; Hayes & Introna, 2005; Kim & Uysal, 2021; Maxwell, Curtis, & Vardanega, 2008; Pecorari & Petric, 2014; Ryan & Louie, 2007). Further, faculty and students alike not even knowing that there is a policy may inadvertently cause students to plagiarize, intentionally or unintentionally. These many causes, and combination of causes, can impact a student's behavioral intention to plagiarize either inadvertently or purposefully; the real and perceived causes of student plagiarism also heavily influence how a policy frames it typically as either a crime-and-punishment issue or a learning and teaching opportunity or some degree of both. For the purposes of this study, the perceived causes of student plagiarism are included only in relation to understanding the faculty response to potential cases.

1.1.4 Defining Student Plagiarism in Institutional Policy.

Because of the different motivations, either the sentence must fit the crime and/or the remediation must address the skill deficit, or at least allow the space for learning and growth to happen. In an institutional policy, these categories of student plagiarism need to be defined and

tailored carefully to meet the academic and professional needs of the specific programs and courses an institution offers while also ensuring that the policy's definition of student plagiarism and its potential responses align with the larger mission of higher education – to champion authentic learning.

In her study of plagiarism policies from 39 Australian higher education institutions, Grigg (2009) explained how an institution's definition of plagiarism functions as "an authoritative statement for which a range of stakeholders representing various perspectives within the university will have had input, or the opportunity for input, among them academic staff, administrative staff, student representatives and, not least, university lawyers" (p. 3). She found that there were different definitions in terms of specificity, from merely the general (e.g., "plagiarism is a form of academic misconduct"), thereby assuming that faculty and students already share an understanding of what plagiarism means and can look like, to the more specific definition that includes intentionality and its definitions and examples, thereby removing much of the ambiguity (pp. 6-7). In their study of the relationship between academic integrity policy and practice, Stoesz, Eaton, Miron, and Thacker (2019) found that policy definitions of plagiarism in Canadian universities are quite similar, ranging from using only general terms to providing detailed examples of various forms of the two main types of plagiarism. Gaps, however, remain between both generally stated and more specifically articulated policies and their operationalization, particularly at the critically important meso level of expecting faculty to recognize, assess, and report cases of either type of student plagiarism consistently (Baughan, 2013; Gallant & Drinan, 2006; Morris & Carroll, 2016).

1.2 The Research Problem

According to Eaton, Crossman, and Edino (2019), between 50-90% of surveyed post-secondary students in Canada have admitted to some form of academic misconduct, including

plagiarism (p. 14), yet faculty reporting rates are nowhere near this number. Inconsistent reporting of student plagiarism in not only Canada, but also the United States, Australia, and the UK, for example, has been well documented, particularly over the last decade (Bretag & Mahmud, 2016; Carroll & Appleton, 2005; East, 2016; Eaton, 2021; de Jaeger & Brown, 2010; Glendinning, 2014; Martin & van Haeringen, 2011; Morris & Carroll, 2016; Tennant & Duggan, 2008; Williams, Tanner, Beard, & Hale, 2012; Zivcakova, Wood, Baetz, & De Pasquale, 2012). As de Jaeger and Brown (2010) found in their review of student plagiarism cases and a survey of faculty about their attitudes and beliefs about plagiarism at the University of Cape Town, the faculty response to student plagiarism appears to be not only inconsistent both within and between departments, but also under-reported. Many previous studies also found under-reporting of cases (Bermingham et al., 2009; Brimble & Stevenson-Clarke, 2006; Burke, 1997; Flint, et al., 2006; Nadelson, 2007; Simon et al., 2003).

1.3 The Research Site and Practitioner-Researcher

Unlike most of the research on student plagiarism in higher education over the last half century, mostly consisting of large quantitative single- or multi-university, national or multinational surveys of universities (Bowers, 1964; Jendrek, 1989; Keith-Spiegel, et al., 1998; McCabe, 1993; Coalter, Lim, & Wanorie, 2007; Sutherland-Smith, 2010; Eaton, et al., 2018; McLeod, 2014; Wright & Kelly, 1974), the research site was a small regional college in western Canada where I have been teaching first- and second-year English and business writing since 1993, and where I have served as the Chair of School A from 2010-2013. My interest in this topic arose from having taught service courses for programs housed in other Schools as well as from having served as the Chair and having only one case of student plagiarism reported to me throughout my three-year term. As a service instructor attending meetings in other Schools, I observed how these

other faculty groups could demonstrate sometimes distinctly different approaches to policy enforcement, leading me to consider what could make Schools similar and/or distinct from one another.

The distribution of power within the College's educational programs and courses could be seen in its structural organization into nine Schools across five campuses and four rural centres. Reporting to a Vice-President (Education), Deans supervise more than one School each, and a School Chair is selected for a three-year term by a mix of senior administrators and faculty members serving on a formal interview board. Supervised by a dean, each School Chair is responsible for the smooth short- and long-term operations and leadership of the School, including contract management, such as workload allocations, timetabling, and policy alignment in everyday activities.

Over the past two decades, although the three Schools selected for this study have evolved from having previously existed as discipline-based departments, the attachment to tradition is quite low for each School because success is tied more clearly to course transferability to other higher education institutions and labour market entry for its graduates. Because the status of each can change quickly, they are monitored closely by faculty members, the Chairs, Deans, and program advisory committees so that programming can be aligned accordingly and overseen by the VP (Education) administratively. However, although School B and School C rely heavily on these committees for program input, School A relies almost solely on provincial articulation committees, coordinated by the British Columbia Council on Articulation and Transfer (BCCAT). For School A's faculty, a sense of ownership then is more over each individual discipline and its practices within the academy across institutions within the larger provincial region, whereas for School B

and School C, this sense of ownership is shared more with external stakeholders, such as entry-level occupational or professional employers and program advisory councils.

1.4 The Research Aims, Objectives, and Questions

As the focus of previous studies on managing student plagiarism did not explore the reasons for inconsistency and under-reporting, this study aimed to describe the psychosocial factors that go into operationalizing the same institutional policy for responding to potential student plagiarism cases across three Schools at a rural college in western Canada and its impact on peripatetic faculty (those who teach in more than one School.) An exploration of the psychosocial factors can account for why individual faculty members, when also part of an academic unit such as a School, appear to have been reporting student plagiarism inconsistently. Variable interpretations and applications of a common plagiarism policy may have been done for very sound reasons in each School, but if the faculty response is not transparently aligned with policy and applied consistently across Schools, the institution may be risking its own perceived integrity and reputation. The peripatetic faculty members have experienced more than one School's reporting context and may then be able to indicate the impact of subjective norms upon their reporting behaviour.

The objective of this study was to help inform policymakers, School Chairs, and Deans about the larger context of reporting student plagiarism by more fully understanding the faculty experience within Schools and the critical role faculty members play within the reporting process. A cohesive campus culture of academic integrity relies upon the full participation of its faculty to uphold its institutional policies, and if faculty are not fully participating in any perceivably consistent way, then it may be sending a conflicting message to students about professed, but inconsistently practiced, values of the institution (Bertram Gallant, 2010; Bertram Gallant & Drinan, 2006; Whitley & Keith-Spiegel, 2001). Exploring the faculty role in operationalizing an

academic integrity policy may lead to improvements in the policy itself, which if made more realistic, would strengthen policy compliance as de Jager and Brown (2010) concluded in their study of how academics respond inconsistently to student plagiarism cases at the University of Cape Town in South Africa. Further, Aaron and Roche (2013) concluded that establishing “some consistent system” (p. 190), while also preserving academic freedom for faculty members interpreting and applying the related policy, helps to promote a campus culture of academic integrity.

Using Icek Ajzen's Theory of Planned Behaviour (TPB), this study explored the problem of apparent faculty inconsistency to report cases of potential student plagiarism. My main research question was ultimately to see if the subjective norms of a School influenced faculty members’ reporting of potential cases of student plagiarism. To answer this, this study posed these three research questions:

> **RQ1**: Are there any significant differences in the ranking of values between the three Schools?
>
> **RQ2**: From the perspective of each School’s members as an academic unit and their Chair, what is the reporting context in terms of their attitudes, subjective norms, and perceived behavioral control for formally reporting student plagiarism?
>
> **RQ3**: From peripatetic faculty members’ perspectives, do the subjective norms of each School’s reporting context reinforce, change, or have no significant impact at all on their reporting behavior?

Responses to the first two questions will provide data to describe the reporting context of each School from the inside – from School members' and Chairs' points of view; responses to the third

question will provide data from the outside – from peripatetic faculty's points of view of the reporting context of each School. Together, the impact of subjective norms may be determined.

1.5 Thesis Structure

This chapter overviewed the history of plagiarism, the causes and types of student plagiarism in higher education, and the relationship between institutional policy and the perceived inconsistency of faculty reporting potential cases. The research problem was defined, and this study's aims, objectives, and questions were posed. The next chapter reviews the related literature on how faculty respond to student plagiarism, organised within a qualitative theoretical framework, the TPB. Chapter 3 explains the mixed methods research approach and design needed for this study. Chapter 4 presents the results from each data collection method, and chapter 5 interprets and discusses the results. The concluding chapter addresses the significance of subjective norms on reporting student plagiarism, identifies the study's limitations, recommends improvements to praxis, provides my own personal and professional learning insights, and suggests future directions for related research.

As shown in the next chapter, the literature review, my study hopes to fill an epistemological gap in the research by applying the TPB not only quantitatively, but also qualitatively to understand each School's contexts based not only upon their collective values and beliefs about student plagiarism and their perceived behavioural control about responding and reporting potential cases as expected in an institutional policy, but also the subjective norms of each School as perceived by peripatetic faculty. Subjective norms may play a more powerful role in perceived reporting consistency and policy compliance than previous research has considered.

CHAPTER TWO: Literature Review

To situate this study's aims, objectives, and three research questions, this chapter overviews the literature on the faculty response to student plagiarism in higher education. A faculty response to a perceived breach of academic integrity can be anything from no response at all through to informal and formal responses up to and including reporting the case in compliance with some form of an academic integrity policy. Faculty responses have been studied in Australia, Canada, the UK, and the USA in part not only within college and university contexts (Bennet, Behrendt, & Boothby, 2011; Chen & Chou, 2017) and between academic levels or within individual programs or departments (Ewing, Mathieson, Anast, & Roehling, 2019; Marcus & Beck, 2011; Sutherland-Smith, 2005), but also between those who teach online or on campus (Greenberger, Holbeck, Steel, & Dyer, 2016; Moore & Kearsley, 2012; Moten, Fitterer, Brazier, Leonard, Teagarden, & Samuels, 2018; Stowe, 2017), and those with either a part-time or full-time contract or tenure (Bertram Gallant, 2018; Hudd, Apgar, Bronson, & Lee, 2009; Leonard, Teagarden, & Samuels, 2018; Macleod, 2014; Stowe, 2017). Many studies focused on only one or a small number of relational psychosocial aspects of the faculty response to potential cases of student plagiarism in a higher education setting, however, and none have taken an empirical, convergent mixed-methods approach to a case study within a regional college context, thereby making the study replicable and serving as the starting point for a potential case study database to be built.

Because Icek Ajzen's theory of planned behaviour (TPB) accounts for background factor and three major categories of psychosocial determinants to form a behavioural intention, it has been used quantitatively to study the relationships between variables to predict a target behaviour of faculty members responding to various academic integrity breaches, such as student cheating and plagiarism (Bennington & Singh, 2013; Coren, 2011; Coren, 2012; Singh & Bennington, 2012;

Stowe, 2013). This chapter uses the TPB framework to collate what has been found in terms of faculty beliefs and attitudes about student plagiarism and faculty reporting it, their perceived behavioural control in operationalizing the related policy, and how subjective norms together impact the resulting behavioural intention to perform the target behaviour of reporting potential cases of student plagiarism to comply with an institutional policy. Because the purposes of the TPB are not only to understand and predict a target behaviour but also to reveal areas for interventions and management strategies, this theoretical framework was chosen. By approaching the topic in this way, this chapter highlights the epistemological gap within the category of subjective norms, the occasion for this mixed-methods comparative case study within a single institution. This chapter begins by defining three main key terms used in institutional academic integrity policies, proceeding then to the literature that significantly addressed any element within the three main categories of the TPB: the personal factors, the perceived behavioural control factors, and the subjective norms or social influence factors.

2.1 Key Terms

It is first important to understand what some key terms in an academic integrity policy refer to when studying the faculty response to student plagiarism. Three major umbrella terms used in many institutional policies designed to manage student plagiarism require clarification for this study: academic integrity, academic misconduct, and student plagiarism itself.

Academic integrity. For her landmark *Handbook of Academic Integrity*, Tracey Bretag (2016) took an international and interdisciplinary approach to defining academic integrity by engaging “the input of 17 authors representing 39 different countries” (p. 3). She concluded that defining academic integrity “remains a subject for debate and ongoing refinement” (p. 29). As more recently noted by Vance (2019), although some countries may have had somewhat different

histories of the development and may have different current perceptions of academic integrity as a concept and resulting ways of manifesting it, the International Center for Academic Integrity (ICAI, 2022) defines academic integrity as

> a commitment to six fundamental values: honesty, trust, fairness, respect, responsibility, and courage. By embracing these fundamental values, instructors, students, staff, and administrators create effective scholarly communities where integrity is a touchstone. Without them, the work of teachers, learners, and researchers loses value and credibility. More than merely abstract principles, the fundamental values serve to inform and improve ethical decision-making capacities and behavior. They enable academic communities to translate ideals into action. (p. 4)

Breaches of academic integrity include a variety of forms of cheating, including student plagiarism, and they have often been categorized in institutional policies in Canada as academic misconduct (Macleod, 2014).

Academic misconduct. This term is frequently used in institutional policies to refer to breaches in academic integrity, such as various forms of cheating and plagiarism (Christensen Hughes & McCabe, 2006). In her comparative analysis of institutional policy documents from twenty Canadian universities, Eaton (2017) defined academic misconduct and academic dishonesty (used interchangeably) as the antithesis of academic integrity and found wide variation in "the type of work included in their definitions and the explicitness of how these are articulated" (p. 274). One unanimously agreed-upon type of academic misconduct is student plagiarism; however, Eaton (2017) also found that "what some institutions call plagiarism others acknowledge as another form of academic misconduct" (p. 274). In other words, variation in the use of terms and their very definitions of what constitutes "misconduct" can complicate how a policy can be

manifested, particularly when the critical procedural point is placed upon individual faculty and their varied knowledge and beliefs about student plagiarism and their varied intentions even to recognize and respond to it formally.

Student plagiarism. Just as there are discrepancies in the policy definitions of academic misconduct, so, too for definitions of student plagiarism in higher education. In her recent comprehensive book, *Plagiarism in Higher Education*, Eaton (2021) concluded that “there is no singular or absolute definition of plagiarism” (p. 1). Nonetheless, for academic writing across the disciplines, student plagiarism tends to be understood by faculty as Carroll (2002) generally but pragmatically defined it: “passing off someone else’s work, whether intentionally or unintentionally, as your own for your own benefit” (p. 9). How a student may do this, however, varies from simple copying and pasting without acknowledging the source through to contract cheating, such as buying an essay and claiming it to be the result of their own reading, writing, and learning process on the subject for a specific course (Harper, et al., 2019).

From their quantitative survey of social sciences and humanities faculty who teach at a mid-western American university, Bennett, Behrendt, and Boothby (2011) supported Carroll’s (2002) definition of student plagiarism as they, too, found that faculty agreed or strongly agreed about what more in particular constitutes student plagiarism:

> submitting an assignment completed by another student, downloading information from the web without a proper citation, using direct quotes without a proper citation, changing only a few words from a direct quote without including quotation marks, paraphrasing material without a proper citation, and copying from others while working in a group. (Bennett, Behrendt, & Boothby, 2011, p. 31)

However, self-plagiarism was not as clearly supported as an example of student plagiarism with only 54% of their faculty respondents indicating that it is (Bennett, Behrendt, & Boothby, 2011, p. 31). They found that this can be linked to the instructor's discipline; for example, scientists often re-use sections of their previous work, so it is unsurprising that science faculty members may not include self-plagiarism in their definition of student plagiarism (p. 33). Roig (2016), however, argued that they should because of the "reader-writer contract" in which readers need to know when information was first published and in what previous context (p. 661).

Including self-plagiarism in its gradated definition of plagiarism, Turnitin's "Plagiarism Spectrum 2.0" (2022) orders each type of plagiarism on a spectrum of seriousness as shown in Figure 2.1. There are, however, some limitations to this visual representation of plagiarism as well. First, "patchwriting" seems to have been subsumed in this chart as either "Inadvertent Plagiarism," "Paraphrase Plagiarism," or even "Mosaic Plagiarism" (Turnitin, 2021). Although Howard (2000) advocated for patchwriting to be removed from the intentional plagiarism category (p. 475), it seems to have been simply renamed or included in Turnitin's spectrum chart as other potential forms of plagiarism of gradated seriousness. The recent growth of automated paraphrasing tools (APTs) further blurs the line between patchwriting done manually or digitally online (Roe & Perkins, 2022). The same applies to the very recent commercialization of artificial intelligence chatbots, such as ChatGPT, which will need to be added to the spectrum somewhere near the furthest end of seriousness currently filled by another difficult to detect form of student plagiarism: contract cheating.

Currently at the furthest end of seriousness on the spectrum and similar to artificial intelligence chatbots in that each is a form of ghost writing (an invisible, unacknowledged writer, whether a person or a machine), contract cheating can be a challenge to detect and prove, unlike

students copying and pasting from the easily accessible Internet which can, however, be just as easily detected by faculty whose institutions offer text-matching software, such as Turnitin (Curtis and Vardanega, 2016, p. 1172). Contract cheating has been the focus of recent research as a form of intentional plagiarism, if not fraud (Burke & Sanney, 2018). It "includes, but is not limited to essay mills, term paper mills, thesis-writing services, unethical tutoring, and unethical file-sharing" (Grue, Eaton, & Boisvert, 2021, p. 1). This working group found that the worldwide, multi-billion-

Figure 2.1

The Plagiarism Spectrum 2.0

NOTE: This newly updated spectrum has added two more emerging trends since its first version published in 2016: software-based text modification and contract cheating. From Turnitin (2022). https://www.turnitin.com/resources/plagiarism-spectrum-2-0

dollar contract cheating industry is difficult to mitigate as it shares parallels with organized crime: the motivation of each is to maximize profits through illicit or illegal means; each is a subset of a larger social group; both use pressure tactics to ensure ongoing revenue streams; both are difficult to stop; both can operate illicitly or illegally under fronts; and an individual police officer and an individual faculty member are powerless against each organization (Grue, Eaton, & Boisvert, 2021).

Although the percentage of students self-reporting contract cheating appears low and are likely under-reported, it still presents a massive problem in terms of maintaining a campus culture of academic integrity and institutional quality assurance. Rates of self-reported contract cheating have been calculated as 3.5% (Curtis & Clare, 2017), 5.78% (Bretag, et al., 2018), 15.7% (Newton, 2018), 2.6% (Harper, et al., 2019), less than one percent (Perkins, Gezgin, & Roe, 2020), but also most recently as high as 16.88% (Awdry, 2021). In his synthesis of 65 studies from 1977 thru to 2018, Newton (2018) calculated the historic global average of self-reported cases as only 3.52% and increasing; translating, however, that percentage into student numbers paints a much more alarming picture:

> There are over 200 million students enrolled in Higher Education around the world (Unesco, 2017). The data analyzed here suggest that a historic average of 7 million of them are paying other people to complete their work. Since 2014, the data suggest that this figure is 31 million although these figures are likely under-reported . . .. (Newton, 2018, p. 7)

Consequently, an often-invisible form of student plagiarism will continue to occur, unless faculty ensure authentic assessments (Bretag, et al., 2019, p. 687) and more countries legislate against contract cheating companies, as has already been done in New Zealand (Awdry & Newton, 2019, p. 594), Ireland (Awdry, Dawson, & Sutherland-Smith, 2022), 17 individual American states

(McCormick & Whaley, 2014), Australia (Cosenza, 2020), and now most recently the UK (Media Officer, 2022, April 28). If preventative actions are not taken, the booming contract cheating industry will likely continue to prosper.

Contract cheating is more difficult to detect, prove, and hence report than the other forms of intentional student plagiarism (Clarke & Lancaster, 2006; Eaton & Christensen Hughes, 2022; Roe & Perkins, 2022). However, Amigud and Dawson (2019) challenged that such an outlook needs to have evidence to support the assumption that passing legislation against contract cheating can have any desired impact on reducing students outsourcing assignments for academic credit (p. 9). Very few cases have been brought forward in countries with such legislation where providers are still clearly visible and easily accessible (Awdry, Newton, & Sutherland-Smith, 2021.) Nonetheless, as Awdry, Dawson, & Sutherland-Smith (2021) found in their multinational survey, 60.9% of student respondents wanted contract cheating to be made illegal, too (p. 721). They also cautioned that if made illegal, contract cheating and its illegality would need to be clearly explained to students (Awdry, Dawson, & Sutherland-Smith, 2021, p. 723).

Clear explanations are needed, too, for faculty members, whose discourse communities have somewhat different needs and expectations for handling outside sources. Even if a policy definition of student plagiarism could be specific, comprehensive, and illustrative in its types and examples across all disciplines within a single institution, individual faculty members are still in the key position to determine if the institutional policy will be upheld, ignored, or applied fairly (Amigud & Pell, 2021, para. 13). However, these options require familiarity and alignment with the policy and its definitions of key terms. For example, in their qualitative study of “staff” (faculty) perceptions of plagiarism at a post-1992 university in the UK, Flint, MacDonald, and Clegg (2005) found that individual faculty definitions of student plagiarism varied and often did

not parallel the institution's policy definition. Because faculty already have their own personal definitions of student plagiarism and how these may or may not relate to cheating, policy definitions are often secondary, resulting in not only different faculty responses to students, but also reporting inconsistencies within and between departments and Schools (Bruton & Childers, 2016; Flint, MacDonald, & Clegg, 2005). Similarly, Bermingham, Watson, & Jones's (2009) study of 48 law schools in the UK found that 80% of the surveyed faculty reported policy compliance in cases where plagiarism was considered "major" rather than just "minor" (p. 5). However, as also noted by de Maio, Dixon, and Yeo (2020), this study neglected to define major and minor forms of plagiarism and who or what decides this, presumably leaving it to individual law faculty to discern but administrators to overturn, thereby accounting for some of the inconsistency in reporting student plagiarism.

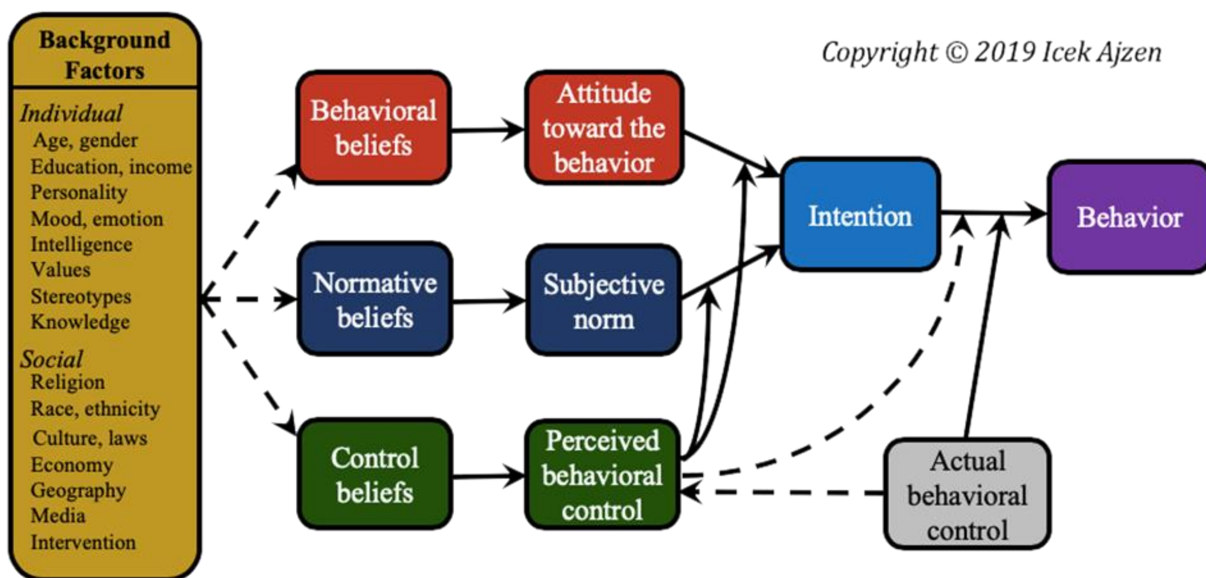
As de Maio, Dixon, and Yeo (2019) noted in their literature review, although the research on academic staff responses to student plagiarism in universities addressed potential reasons for and resultant strategies to mitigate reporting inconsistencies, "there is still a pressing need for further research in this area which explores the underlying beliefs, attitudes, perceptions, morals and ethics of academic staff" (p. 1139) and further suggested that a multidisciplinary approach is needed to paint a more comprehensive picture of the faculty response to student plagiarism. This thesis research has comprehensively undertaken just that through the lens of social psychologist Icek Ajzen's theory of planned behaviour (TPB). As shown in Figure 2.2, each psychosocial category (the personal, the perceived behavioural control, and the subjective norms) together form a behavioural intention to perform the target action – in this case, reporting potential cases of student plagiarism in compliance with an institutional policy.

2.2 Theoretical Frameworks

As shown in Figure 2.2, Ajzen theorized that an individual's beliefs and overall attitude towards the target behaviour, together with peer pressure or subjective norms and perceived behavioral control, combine to shape a behavioural intention and resulting behaviour (Ajzen, 1991, 2019), depending on the strength of each belief and motivation to comply. Ajzen later added to his model the category of "background factors," which includes values. Faculty members teaching at the same institution but within different Schools will have their own same

Figure 2.2

Ajzen's Theory of Planned Behavior



NOTE: This is the most recent iteration of the Ajzen's theory of planned behaviour with its acknowledgment of background factors. From "Theory of Planned Behavior," by I. Ajzen, 2019, https://people.umass.edu/aizen/tpb.diag.html. Copyright 2019 by I. Ajzen.

life-guiding priorities or values and specific attitudes towards certain behaviours -- in this case, detecting and complying with a college policy by consulting with a School Chair on how to respond to each case of student plagiarism -- and they will have the same perceived self-efficacy or behavioral control to do so because all Schools are regulated by the same College policies. However, as the context changes, so, too, may the normative beliefs and subjective norms within each social context, the variable of interest in this study. Subjective norms can be the most significant predictor of behaviour rather than either attitude or perceived behaviour control alone as Bracke and Corts (2012), for example, found in their TPB-framed study of parental involvement in a local school district.

As the strongest predictor of behavior, intention has been generally understood and theorized by Ajzen as the aggregate result of individual beliefs and values, subjective norms, and perceived behavioral control. Stemming from his earlier Theory of Reasoned Action (Ajzen & Fishbein, 1980) that considered only attitudes and subjective norms, Ajzen's Theory of Planned Behaviour (1991) broadened to include the impact of perceived behavioral control as well. Providing this study's theoretical framework, this theory was used to describe the psychosocial factors of personal beliefs and values about student plagiarism, program and/or School norms in handling it, and perceived behavioural control to report it. Different combinations and weightings of these three main factors can generate faculty intention to report student plagiarism depending upon within which School and its subjective norms it occurred.

Although studies that use the TPB as their theoretical framework are more commonly found in the medical field, Steinmetz, Knappstein, Ajzen, Schmidt, and Kabst (2016) found that "TPB-based interventions can be classified into eight behavioral domains: alcohol and drugs, adherence to medical regimens, hygiene, nutrition, physical activity, sexual behaviour, traffic, and

work and school behavior" (p. 217). Whereas previous school-focused studies related to academic integrity have often used the TPB to focus on the student (Beck and Ajzen, 1991; Harding, Mayhew, Finelli, & Carpenter, 2007; Stone, Jawahar, & Kisamore, 2010), others have used the TPB to study the faculty members identifying, responding to, and reporting academic misconduct, such as cheating and student plagiarism (Bennington & Singh, 2013; Coren, 2012; Singh & Bennington, 2012; Stowe, 2017). For example, applying a modified form of Ajzen's psychosocial behavioral model to study various forms of academic dishonesty, Stone, Jawahar, and Kisamore (2010) added justifications to aid the explanatory ability of the TPB model and used only structural equation modeling to test the theory, concluding its tight fit to do so.

Using the TPB as his framework, Coren (2012) surveyed instructors from two North American universities (one in the mid-west of the USA; the other at his then home institution in British Columbia, Canada) to see if it could be used to predict whether faculty members would confront student cheating. He found that

> faculty had very strong intentions to speak face-to-face with students suspected of cheating (M=6.04), but they had a less positive attitude toward actually doing so (M=4.57). The subjective norm score suggests that, as a group, faculty felt only slightly pressured to deal with cheating directly (M=4.53), but they believed strongly that they had control over the decision to do so (M=5.45). (Coren, 2012, p. 177-178)

The department head was found to be the most important referent (M=05.25), followed by fellow faculty in the department (M=04.78), the dean (M=04.76), faculty within the broader discipline (M=04.67), and students (M=0 4.62). Central administration (M=04.18) and faculty outside the department within the same institution (M=03.76) were found to be the least influential upon faculty respondents (Coren, 2012, p. 181). His regression analysis indicated that the single

strongest predictor was attitude, although "all three predictor variables had significant beta coefficients" (Coren, 2012, p. 178). Overall, he concluded that the TPB did in fact have significant predictive value in this application (p. 180).

Also using the TPB, Stowe (2017) completed a quantitative non-experimental study to see if part-time online faculty were less or more or as likely to report student plagiarism as full-time faculty members but found no statistically significant differences. Singh and Bennington (2012) used the TPB to predict faculty members' intentions to address student plagiarism in college and found that if faculty perspectives differ from those reflected in the policy, they will likely handle it on their own rather than formally report student plagiarism. In their later study of the impact of faculty perception of administration policies for responding to student plagiarism upon their intention to report it, Bennington and Singh (2013) also found attitude, subjective norms, and perceived behaviour control to be strong variables, but measured subjective normative beliefs using just one referent (administration.)

In this thesis research, the subjective norms were the social or group pressures that instructors felt in each School (e.g., from its faculty, chairs, administrators, students, and any external referents) to perform the target behaviour of compliance with a particular College policy. Such instructors in this study are referred to as School A's peripatetic faculty and were the main units of analysis because the only psychosocial category that changed for this type of instructor would be that of School context and its subjective norms.

2.3 Background Factors and Behavioural Attitudes

Through the TPB lens, the target behaviour of faculty formally reporting student plagiarism results from the interplay between three main categories of psychosocial factors: specifically, the moral satisfaction of having aligned one's individual values with the action of reporting (the

personal factors or behavioral attitudes); the professional satisfaction of knowing, aligning with, and following policy and procedure accurately (the **perceived behavioural control** factors); and the social satisfaction of perceiving to have met the expectations of influential referents, such as School or program colleagues, students, administrators, and the larger external communities to which they belong (the **social influence** factors.) According to Ajzen's TPB model as posted on his professional website (2022), influencing all three of these categories are background individual factors (e.g., age, gender, education, income, personality, mood, emotion, intelligence, values, stereotypes, and knowledge) and social factors (e.g., religion, race, ethnicity, culture, laws, economy, geography, media, and intervention.) Many of these background factors have been included in quantitative studies, with or without regression or multiple regression analyses, about either student cheating in general and/or student plagiarism specifically, but these are outside the scope of this study. Because the units of analysis are faculty members within three Schools at the same institution and the focus is on those faculty from one home School who teach across Schools (referred to throughout as **peripatetic faculty**), the explored background factors that have been included in this study have been limited to knowledge and individual values. Specifically, a faculty member's **knowledge** level of what constitutes student plagiarism as well as awareness of the related policy will influence their decision to report. Further, individual **values** have been found to be "critical motivators of behaviors" (Schwartz, 1992, p. 17). Because student plagiarism had been studied often as only a moral problem, values might be relevant in terms of how they might manifest in faculty reporting behaviour, so these two background factors were included in this study.

2.3.1 Knowledge

Not only knowledge of what student plagiarism is in its many forms, but also knowledge of the institutional policy and procedures for managing it and even knowledge of strategies to mitigate it have been found to vary widely between faculty members within a single institution. For example, Marcus and Beck (2011) discovered in their study of the perceptions and attitudes about student plagiarism held by speech and theatre faculty at Queensborough Community College that only half of the faculty clearly understood and properly applied its institutional policy governing potential cases of student plagiarism.

Building upon their findings, Michalak, Rysavy, Hunt, Smith, and Worden (2016) surveyed undergraduate and graduate faculty at a small American private college about how they define and try to mitigate plagiarism, including using librarians and library resources. Although they found that "overall faculty definitions paralleled the official definition of plagiarism at this institution" (p. 758), they discovered that faculty have varying perceptions of how prepared their students are to integrate and cite sources as expected within their discourse community. In other words, variations occurred in their knowledge of student writing readiness, their evaluation of seriousness when students paraphrase or summarize or quote and cite incorrectly, and their awareness of the potential reasons for such academic writing errors (p. 756).

Experienced faculty, as well as graduate students who later become faculty, will have been previously acculturated into the writing expectations of their main discipline to some degree, and experienced faculty will already have been further acculturated into their institutional campus culture of academic integrity. Although how such acculturation happens is beyond the scope of this study, new and experienced faculty will likely know what effective academic writing within their discipline is, and by default, what it should not be (Graham, 2019). They may not, however,

be fully cognizant of what their institutional policy for managing student plagiarism is and its rationale.

In their study of the relationship between type of academic integrity policy and faculty attitudes and beliefs about "academic dishonesty" at their university, Macdonald and Eaton (2020) found that over 90% of respondents thought they knew the policy well or enough and revealed that they had become so through "institutional orientation" (35.6%), consulting websites (34%), academic catalogues (33.9%), and/or when they needed to consult the policy either to include it in a course outline or to apply it to a case of student plagiarism. Most respondents, however, indicated that the policy was being operationalized inconsistently (Macdonald & Eaton, 2020, p. 354). Other than "institutional orientation," the survey did not distinguish between administrative onboarding or the leadership of a department head, Chair, or dean on policy discussion and student plagiarism management.

2.3.2 Values

Various studies have explored the beliefs and attitudes of faculty about student plagiarism, in whole or in part, in terms of their individual values, morality, and ethics (Cullen, 2022; Mulholland, 2020); their beliefs about the roles of the institution, of faculty and of students (McCabe & Pavela, 2000; Pell & Amigud, 2022; Sutherland-Smith, 1995); their conceptualization of student plagiarism and its levels of seriousness (Bennett, Behrendt, & Boothby, 2011; Flint, Macdonald, & Clegg, 2005; Frost, Hamlin, & Barczyk, 2007; Nadelson, 2007); and their beliefs about the appropriateness of their institutional policy as a response to it (Coalter, Lim, & Wanorie, 2007; de Jaeger & Brown, 2010; Macleod & Eaton, 2020; Nadelson, 2007; Pell & Amigud, 2022).

Values underpin any issue perceived as moral in nature with ethical implications. How student plagiarism has been framed by policy makers reveals underlying value judgements. For

example, referring to student plagiarism as a plague (Junion-Metz, 2000), disease (Drum, 1986), herpes (Brabzon, 2007), cancer (Asefa, Coalter, & Lim, 2007), crime (MacDonald Ross, 2004), sin (Colon, 2001; Miller, 1993), moral transgression (Mulholland, 2020) or "an act of bad faith" (Moten, 2014) therefore suggests that the response to sickness is to offer treatments or cures, and the response to crime and moral transgression is to enforce punishments and penance. Simply put, whether in policy or in faculty and/or administrators' commentary, how student plagiarism is framed in discourse and tone reveals underlying values which contribute to the shaping of subsequent behavioural attitudes and responses towards reporting cases (de Jaeger and Brown, 2010; Grigg, 2009; Kim & Uysal, 2021; Zwagerman, 2008).

2.3.3 Behavioral Attitudes of Faculty Towards Reporting Student Plagiarism

Attitudes towards performing a certain action or behaviour can be broken down into the **affective** attitude and the **instrumental** attitude (Ajzen, 1985, 2005). Affective attitudes are emotion-based and are related to how it feels to engage in the target action or behaviour. In this case, the affective attitude is revealed in statements about how enjoyable or emotionally painful reporting student plagiarism feels to faculty. The instrumental attitude refers to how beneficial or harmful the target action of formally reporting is believed to be.

2.2.3.1 Affective attitude. More specifically, affective attitude refers to how faculty feel about the process of identifying, responding to and reporting cases of student plagiarism. If they believe it to be emotionally satisfying, then the behavioural intention to report it increases (Zwagerman, 2008); if they believe it to be an emotionally painful act or process, then the behavioural intention to report decreases (Crossman, 2019). The affective attitude can be regarded as on a sliding scale of influence between these two poles, but overall, it has been found that the "psychological discomfort" (Thomas, 2017) or emotional toll of

responding to student plagiarism has been a significant deterrent for faculty to respond or report it (Biswas, 2015; Christensen Hughes & McCabe, 2006; Coalter, Lim, & Wanorie, 2007; Coren, 2011; Coren, 2012; Crossman, 2019; de Jaeger & Brown, 2010; de Maio, Dixon, & Yeo, 2020; Eaton, et al., 2020; Flint, et al., 2005; Howard, 1999; Leonard, Teagarden, & Samuels, 2018; Stowe, 2013; Sutherland-Smith, 2008; Thomas & de Bruin, 2012; Williams, 2007).

Many studies have noted the initial anxiety many faculty feel when confronted with a potential student plagiarism case. For example, in her study of undergraduate and graduate faculty perceptions of, reactions to, and concerns about responding to student dishonesty at a large public university in the United States, Nadelson (2007) noted the anxiety that faculty feel when confronted with student plagiarism and that the higher the anxiety was about "suspected dishonesty," the less likely the faculty member was to report it for fear that a formal response would reflect negatively on them (p. 73). Despite the widespread apprehension experienced by faculty, in part caused by the process of collecting evidence among other considerations, "the majority did take at least some action, formal or informal, to 'improve student behaviour'" (Nadelson, 2007, pp. 73-74), such as responding to it informally, something consistently found in a number of other studies from as far back as 1974 through to the present (Amigud & Pell, 2020; Coren, 2011; Coren, 2012; de Jaeger & Brown, 2010; de Maio, Dixon, & Yeo, 2019; de Maio, Dixon & Yeo, 2020; Flint, Clegg, & Macdonald, 2006; Hamilton & Wolsky, 2022; Jendrek, 1989; McCabe, 1993; Nuss, 1984; Sutherland-Smith, 2008; Wright & Kelly, 1974).

Zwagerman (2008) also explored some of the anxiety faculty feel, particularly as seen through their "anxious and outraged discourse" (p. 676) when discussing cases of

student plagiarism. Although most faculty tend to dread formally reporting student plagiarism for reasons of its concomitant emotional and bureaucratic workload, some may feel an emotional release of vengeance or moral satisfaction or even personal and/or professional vindication with reporting cases, and they believe that by doing so, their teaching reputation as well as their institution's honor has been virtuously protected from "the rising tide" of plagiarists (Zwagerman, 2008, p. 677), which is a powerful example of how the affective relates to the instrumental in the formation of a behavioural attitude.

2.2.3.2 Instrumental attitude. Zwagerman (2008) further argued that the role of teaching becomes authoritarian when student plagiarists are sought out and punished and that the teacher-student relationship has been degraded to mere obedience and rule compliance rather than allowing for mistakes and remediating them. Recognizing that prevention is the best response to mitigating student plagiarism, many faculty react to a potential case as a teachable moment to strengthen a student's research and writing skills (Bertram Gallant, 2017; Briggs, 2009; Holbeck, et al., 2015; Louw, 2017; Howard, 1995; Sutherland-Smith, 2014; Zwagerman, 2008). However, this response typically happens without any formal report often because of the affective and instrumental attitude and association of reporting with crime and punishment (Robinson-Zanartu, et al., 2005). Despite the policy expectation to report, many faculty believe a formal response remains outside of the faculty role of teaching (Coalter, Lim, & Wanorie, 2007; Coren, 2011; Coren, 2012; Robinson-Zanartu, et al., 2005; Thomas, 2017).

2.3.4 Beliefs about the Faculty Role

As institutions reflect on their role in cultivating a campus culture of educational integrity, the focus tends to be cast upon its faculty as the gatekeepers of students' academic integrity

(Amigud & Pell, 2021; Burrus, Graham, & Walker, 2011; Coren, 2012; Hulsart & McCarthy, 2009; Lim & Coalter, 2006; Vehvilhainen, Lofstrom, & Nevgi, 2018). In their study of the faculty perspective regarding any academic dishonesty in the classroom, including student plagiarism, Coalter, Lim, and Wanorie (2007) found that almost all 291 of the full-time faculty surveyed agreed that "upholding academic integrity is an essential aspect of the teaching profession" (p. 8). Amigud and Pell (2021) also premised their multinational survey about how academic staff solve various integrity dilemmas upon the contractual obligation of faculty to uphold the academic integrity standards of their institution (para. 3). Similarly, Gottaradello and Karabag (2022) found in their multinational survey of economics and business faculty that the *ideal* faculty role includes pre-emptively discussing with students their expectations about upholding academic integrity standards and explaining "what plagiarism is," but also that contextual macro cultural differences shape the *real* faculty role (Gottaradello & Karabag, 2022, p. 536). Echoing MacLeod's (2014) earlier findings, MacLeod and Eaton's (2020) study of Canadian faculty attitudes and beliefs about academic integrity policies reported that over 90% of faculty respondents agreed that the faculty role includes requiring academic integrity standards to be upheld and that this "is part of their duty to themselves, their students, and their profession" (p. 355). However, they also noted "the paradox of faculty attitudes" (MacLeod & Eaton, 2020, p. 347) of wanting to uphold these standards but also feeling constrained by policy to do so with balance between and control over pedagogic and punitive outcomes for each individual case. Faculty members generally want to teach about and respond pedagogically to student plagiarism, but because administrators must mitigate risk of appeals and even lawsuits, policymakers and practitioners may often be at odds at how best to proceed (Eaton, 2021, p. 183), especially when it comes to using text-matching software, such as Turnitin, on student assignments.

From their study of three groups of Turnitin users at a mid-sized Canadian university, Zaza and Mackenzie (2018) found that the majority of student and TA respondents wanted Turnitin to be used as a formative tool rather than just a policing mechanism for detecting student plagiarism, whereas 79% of faculty respondents found Turnitin important or very important to be used for detection but only 29% for pedagogical reasons (p. 5). This may suggest that faculty may not be fully aware of how the software can be used pedagogically (e.g., allowing its use for draft submissions, using its built-in marking and feedback features provided by GradeMark) and may also account for the low number of faculty members using it at this institution -- only 53 instructors at an institution with over 30,000 students, and of these 53, 36 of them “had been teaching university for seven or more years and almost all of them (96%) had taught undergraduate students” (p. 3). A particular niche then had tried and were using this tool: experienced faculty teaching undergraduate courses. Christiansen Hughes and McCabe (2006) had earlier found that “22% of faculty and 20% of TAs also reported turning to the Internet and plagiarism detection software such as Turnitin.com to help confirm plagiarism. The use of Turnitin.com was highest among faculty in the Arts (39%) and Social Sciences (37%) and notably lower among Agriculture (2%) and Nursing (6%) faculty” (Christiansen Hughes & McCabe, 2006, p. 14). Sattler, Wiegel, & van Veen (2017) further found that text-matching software is used more often by “high status faculty members than low status ones” (p. 9). Nevertheless, Zaza and Mackenzie (2018) concluded that at their institution, the overall

> low uptake of Turnitin® as an educational tool might reflect instructors’ preference; however, it is also possible that instructors simply need more information on how to use Turnitin® in this way. Efforts to increase the number of instructors who use Turnitin® as an educational tool include improving messaging and information for instructors. (p. 9)

Such messaging would need to correct the common misconception that Turnitin is used only "to catch" plagiarism, something many faculty believe is outside of their teaching role.

If policies are written with morality at its heart, then the role of faculty becomes less about teaching their discipline's subject matter and more about character formation. The faculty role is not to be morally offended by student plagiarism, as Briggs (2009) argued, but to support students in their learning and academic writing expectations. This requires that the faculty role exclude moralizing about student plagiarism and to highlight assessing the possible roots of the problem in each unique case. This requires an amoral or neutral approach rather than automatically assuming an immoral intent to deceive so that faculty can better address student plagiarism "in all its complexity" (p. 72.)

If faculty members teach and role-model sound academic research and writing practices, then they are contributing to creating an ethical classroom, a leading part of demonstrating academic integrity (Haviland & Mullin, 2009, p. 54). Faucher and Caves (2009) also advocated for role modeling the academic behaviors that faculty wish to see in their students, which include grading honestly, teaching objectively, showing genuine concern for each student's well-being, working to build rapport through open communication, and "clearly understand[ing] the line between punishment and helping a student learn from a mistake" (p. 40). These are only some of the ways that faculty can reinforce, and role-model in their teaching process, the values of integrity, honesty, respect, compassion, and fairness, thereby encouraging students to practice these values in their learning process as well (Bertram Gallant & Stephens, 2020; Faucher & Caves, 2009; Jones & Spraakman, 2011). The beliefs about the pedagogic role of faculty, however, can often overshadow their concurrent role as employees as well; after all, they have been contracted to be aware of and to uphold institutional policies in their praxis.

2.3.5 Beliefs about Policy and Penalties

As employees, faculty members are expected to be aware of and uphold institutional policies, but their immediate supervisor, such as a department head, School Chair, or Dean is typically responsible to communicate and regularly review these with faculty (Martin & van Haeringen, 2011). Beliefs about policies and penalties will vary based on what faculty members may or may not know about the policy (Louw, 2017), how easy policies are to access (Suryani & Sugeng, 2019), if or how often they are discussed with peers in their own teaching context (Shane, Carson, & Edwards, 2018), and if they align with their own personal and professional values (Amigud & Pell, 2020).

Faculty members typically hold various assumptions and beliefs about their institution's academic integrity policy and the penalties contained therein for responding to student plagiarism. Faculty may also feel unsure of how to respond to student plagiarism, or if it has even taken place, according to how their institutional policy defines it. Frost, Hamlin, and Barczyk (2007) found in their study at two American state universities, for example, that even if faculty members shared their institution's definition of plagiarism and its related policies, they still were unwittingly undermining institutional uniformity by neither taking a consistent team approach to teaching students what academic integrity looks like in their courses and programs, nor responding consistently to each case of student plagiarism (if at all) in accordance with their program and/or institutional policies.

Further compounding the issue, Nadelson (2007) found in her quantitative case study of faculty perceptions of and responses to academic misconduct at a large American university that "faculty prefer to keep suspicions from going outside of the classroom" (p. 73), thereby circumventing institutional policy designed to align its values with the professional practice of its

academic faculty. This matched what other researchers found in Canada, the UK, the USA, and Australia (Coren, 2011; Coren, 2012; de Maio, Dixon, & Yeo, 2020; Eaton, Conde, Rothschuh, Guglielmin, & Kojo Otoo, 2020; Flint, Clegg, & MacDonald, 2006; MacLeod, 2014; McCabe, 1993; McCabe, Trevino, & Butterfield, 2001). Consequently, inconsistent faculty reports (or even a lack thereof) to potential cases of student plagiarism within a single institution can easily result and distort the picture of its occurrence. Such inconsistency can undermine not only policy, but also an institution's important goal of achieving and maintaining a campus culture of academic integrity, a major element upon which quality assurance depends (Eaton, 2021; Pincus & Schmelkin, 2003; Robinson-Zanartu, et al., 2005; Wilkinson, 2009).

As Pancrazio and Aloia (1992) asserted and Eaton, et al. (2020) later reaffirmed, an effective policy is directly related to its writers' sophisticated understanding of the multi-layered phenomena of student plagiarism and the need for clear, fair, transparent, and consistent procedures. Policies themselves can range from being overly general, allowing for faculty flexibility, to overly prescriptive, impinging upon faculty members' professional and pedagogic needs to respond with flexibility and leniency to individual cases (Amigud & Pell, 2020, p. 8). As Asefa, Coalter, & Lim (2007) found in their survey of faculty teaching at a small, private religious university, "if faculty members perceive the policy is fair, impartial, and consistently applied, they are more likely to take the actions the policy requires" (p. 49).

Policies, and the penalties contained therein, have been analysed to understand the underlying assumptions and beliefs of policy makers about academic integrity and their various infractions and penalties. In her study of university policies regulating student plagiarism within the Group of Eight in Australia, the Russell Group in the United Kingdom, and the Ivy League in the United States of America, Sutherland-Smith (2010) noted how plagiarism was regarded in

language from criminal law discourse, using terms “such as misdemeanour, theft, intellectual dishonesty, misconduct, cheating and stealing. In addition, often students are referred to as ‘offenders’ and a range of ‘penalties’ are applied, again reflecting the discourse of criminal law” (Sutherland-Smith, 2014, p. 32). As Sutherland-Smith (2014) concluded, using such legal language reflects more the goals of administration tasked with quality assurance management more than the pedagogical goals of faculty to promote awareness and understanding of academic integrity practices (p. 32). In other words, legal frameworks were seen to overshadow learning ones.

Faculty beliefs about policies and penalties unsurprisingly then will likely be cautious at best and untrusted at worst. Macleod and Eaton (2020) set out to investigate how universities treated academic integrity policies and how faculty felt about them. They classified and evaluated institutional policies managing academic integrity infractions and then surveyed 412 undergraduate faculty members from 17 Canadian research universities about their attitudes and beliefs about their specific institution’s policy. They rated each policy based on type and level of its development. Using Bertram Gallant’s (2008) taxonomy to categorize each policy as either one of rule compliance (deterrence), integrity, or a combined approach, they then evaluated the effectiveness of each policy using Whitley and Keith-Spiegel’s (2001) framework and organized each by using Pavela’s (1997) “four categories of academic dishonesty policy: (a) honor code, a fully developed and coherent set of policies and procedures in which students play an important role; (b) mature, a well-developed and coherent set of policies and procedures that are widely followed but lack meaningful student involvement; (c) radar screen, a set of policies and procedures in place but not fully developed or followed; and (d) primitive, minimal policies and procedures” (p. 353). Over three-quarters of the institutions had a policy with a combination orientation, three had a rule compliance orientation, and one had an integrity orientation: “Eleven

policies ranked as mature, four policies as radar screen, and two as honor code. No policies ranked as primitive" (MacLeod & Eaton, 2020, p. 353).

Echoing Bruton and Childers' (2016) earlier study of faculty attitudes towards institutional management of student plagiarism, MacLeod & Eaton (2020) also found that as many as almost half of all participants viewed their institutional policy as unfair, over three-quarters considered it to be implemented inconsistently, and as many as three-quarters viewed it as ineffective (p. 354). Several respondents also commented that the real problem was its inconsistent application and its perceived lack of administrative support of faculty in the interest of preserving the institution's reputation instead (MacLeod & Eaton, 2020), a strong sentiment found in several previous studies as well (de Jaeger & Brown, 2010; de Maio, Dixon, & Yeo, 2020; Simon, et al., 2003; Tennant & Duggan 2008).

Many studies have also noted the inconsistency in policy operationalization at the procedural point where faculty are expected to recognize and report each case of student plagiarism (Amigud & Pell, 2020; Coalter, Lim, & Wanorie, 2007; de Maio, Dixon, & Yeo, 2020; Eaton, 2017; Eaton, 2021). From Eaton's (2021) historical analysis of studies of faculty reporting student plagiarism formally, she concluded that "for more than half a century, researchers have shown . . . that the majority of faculty do not follow established institutional policies" (p. 178). Rather, it has been repeatedly shown that faculty prefer to respond informally, regardless of how they evaluate the policy itself (Eaton, 2021, p. 180). This may also indicate that not enough, or any, faculty were meaningfully involved in the policymaking process, thereby weakening buy-in and the resulting likelihood of its application (Amigud & Pell, 2020; Baughan, 2013; Coalter, Lim, & Wanorie, 2007; Eaton & Christensen Hughes, 2022; Sutherland-Smith, 2005).

For those who do comply with policy and its procedures, possible sanctions a faculty member can use to respond to student plagiarism cases can range from the instructive to the punitive or a combination of both (Eaton, 2021, p. 178). Processes also can range from the informal through to formal responses, and penalties can include awarding a lower mark or no credit for the plagiarized assignment, meeting with the student to discuss the error, through to reporting the case to administration for more serious consequences (Simon, et al., 2003). Instead of penalties being issued most often in proportion to these considerations, however, Bruton & Childers (2016) found "psychological distancing" (p. 327) in that despite their course outlines referring to plagiarism as a form of cheating and dishonesty, "most [interviewed faculty members] believed that a large portion of student plagiarism is accidental and most penalised only extreme cases of verbatim copying" (p. 326). This fits with what Robinson-Zanartu, et al., (2005) found, that faculty members tended to assess the type, severity, and amount of plagiarism within an assignment to help them discern intent, level of seriousness, and resulting response and/or penalty. However, policies may not articulate any differences in motivation or seriousness, providing instead just one legalistic way forward for all types of cases, thereby discouraging faculty to report all cases (Robinson-Zanartu, et al., 2005, p. 331). As Amigud and Pell (2020) noted, academic integrity policies often list the infraction but rarely the corresponding penalty, further allowing for inconsistent policy operationalization.

Although a policy may seem quite linear in its expected process for extreme cases, most cases are not; in fact, as Eaton (2021) noted, actual faculty responses "could be more accurately illustrated as a spaghetti diagram, with squiggly lines and arrows veering off in a number of different directions" (p. 178). Many of these squiggly lines or considerations can impact upon a faculty member's decision to report based on their awareness of a policy and the procedures to be

followed through to beliefs about the nature of student plagiarism being more about teaching and learning in the interests of the student-teacher relationship rather than policing and reporting in the interests of administrative risk management (Eaton, 2021, pp. 181-186). As opposed to a more mechanical policy compliance, the "spaghetti diagram" of concerns seems to reflect faculty members processing their values, attitudes and beliefs, self-efficacy and outcome expectancy, and how important others will judge their response to a case of student plagiarism before them. Although beliefs about a policy and its penalties impact a faculty member's decision-making process on how best to respond to student plagiarism, if a faculty member perceives any obstacles external to their own volition to reporting, their behavioural intention to report cases weakens (Flint, et al., 2006; Hard, Conway & Moran, 2006; Hudd, Apgar, Bronson & Lee, 2009; Marcoux, 2004). The next section reviews the literature on the commonly cited obstacles to reporting student plagiarism as well as on the expected outcomes of policy compliance. In Ajzen's TPB, these fit within the category of perceived behavioural control factors.

2.4 Perceived Behavioural Control Factors

The perceived behavioural control factors involved in determining if a target behaviour will be performed stem from the perceived ease or difficulty of undertaking it (Ajzen, 1985, 2000, 2022). In this case, the perceived behavioral control factors include faculty's perceptions of their self-efficacy to identify, assess, and respond to student plagiarism; the convenience and the perceived outcome(s) of formally reporting cases as indicated in a guiding or governing policy; and having at least an awareness and, at best, accurate knowledge of the existing policy and its expected procedures. When the perceived control is closest to the actual control, then the links to intention and performing the target action become more direct and likely (Ajzen, 1985, 2005, 2021). As recently found in their multi-national survey of faculty about their perceptions of

institutional barriers to effective academic integrity policy implementation, Pell and Amigud (2022) found that 65% of faculty respondents believed there to be significant barriers to complying with an institution's academic integrity policy. The commonly perceived obstacles to faculty formally reporting cases of student plagiarism are low self-efficacy to detect, respond, and report student plagiarism consistently as well as the perception of more adverse than positive outcome expectancies.

2.4.1 Perception of Self-Efficacy and Outcome Expectancy.

How difficult or easy it may be to detect, assess, confront, and/or to report suspected cases of student plagiarism depends upon each faculty member's own definition of plagiarism and how they were acculturated to that concept, their ability and willingness to recognize and respond to it in its many forms, their level of proficiency in and comfort with their own academic research and writing skills, and their willingness to use any available technological supports, such as Turnitin (Haviland & Mullin, 2009; Zaza & McKenzie, 2018). Self-efficacy concerns are compounded if the perceived outcome(s) of the target behaviour presents any significant obstacles. These include the faculty member needing to build a case for which proof may be difficult and time-consuming to find (Amigud & Pell, 2020; Clegg & Flint, 2006; Coalter, Lim & Wanorie, 2007; Coren, 2011; Crossman, 2019; de Maio, Dixon, & Yeo, 2020; Eaton, et al., 2018; Eaton, 2021; Greenberg, et al., 2016; Eaton, et al., 2020; Hamilton & Wolsky, 2022; McCabe, Butterfield, & Trevino, 2012), feeling insecure in their employment status (e.g., contract type, and their financial need for its renewal) (Bertram Gallant 2018; Blau, Szewczuk, Fitzgerald, Paris, & Guglielmo, 2018; Crossman, 2019; de Maio, Dixon, & Yeo, 2020; Eaton, et al., 2020; Leonard, Teagarden, & Samuels, 2018; Li, 2015), feeling potentially vulnerable to worsened teaching evaluations from students and administrators (Blau, et al., 2018; Christensen Hughes & McCabe, 2006; Jones & Spraakman,

2011; Thomas, 2017), having administrators shift the focus from the student onto the faculty member instead (Blau, et al., 2018; McCabe, Butterfield, & Trevino, 2012; Simon, et al., 2003), and feeling discomfort with issuing penalties and harbouring distrust of the overall system itself (Hamilton & Wolsky, 2022; McCabe, Butterfield, & Trevino, 2012). Reluctance to damage the student-teacher relationship as well as to add to already heavy marking loads at predictable times each semester, especially any additional bureaucratic and emotional workload, also can deter faculty from pursuing cases formally (Hamilton & Wolsky, 2022). As Li (2015) reported in her case study of faculty from various disciplines in a university in Hong Kong that some faculty made the point that publishing is rewarded, not plagiarism case counts (p. 22).

Such obstacles, combined or in isolation, can modify, if not override, strong beliefs and attitudes about responding to student plagiarism so that the faculty paradox of wanting to uphold academic integrity on the one hand becomes tempered by the need to manage time, workload, stress, reputation, and career stability on the other (Hamilton & Wolsky, 2022; MacLeod & Eaton, 2020). If reporting is believed to help either the student to learn from mistakes and/or take accountability for their choices, and/or the faculty member to maintain standards of academic integrity and their own professional reputation and that of the institution, the academic discipline, and community in general, then the behavioural intention to report cases becomes more likely as found in these Canadian studies.

Experience of reporting student plagiarism, however, can also function as a perceived obstacle to reporting it again if that experience had been more challenging than rewarding (Coren, 2011; Eaton, et al., 2020; Thomas, 2017; van Veen & Sattler, 2020). In his quantitative study of student cheating (including student plagiarism) at a major midwestern American university and a western Canadian university, Coren (2011) found outcome expectancy was significantly impacted

if the faculty member had already experienced the process of reporting academic misconduct. If it had been adverse, then ignoring the next case increased because of the time and energy it would take to build a case, especially for those they deemed as only minor infractions. Coren (2011) also found that faculty were further disinclined to report cases if they perceived the outcome to be emotionally wearing on them, especially if they anticipated emotionally dramatic responses from the student in question (p. 291). Later studies concurred, that if the process had been not only emotionally taxing but also overly bureaucratic, dramatic, and time-consuming, then a faculty member would be less willing to follow the policy's procedure again (Amigud & Pell, 2020; Eaton, et al., 2020; Thomas 2017).

2.4.2 Faculty Prevention Strategies.

Not wanting to report student plagiarism has prompted many faculty to take preventative measures so that they will not have to be put in an anxiety-provoking position in the first place. From demonstrating the importance of academic integrity in a course syllabus (Abasi & Graves, 2008; Amsberry, 2010; Christensen Hughes & McCabe, 2006; Colella, Sandercock & Alahmadi, 2015; East, 2016; Morris & Carroll 2016; Pecorari, 2016) through to discussing the concepts contained therein and teaching or reviewing academic research and writing expectations (Briggs, 2009; Cheung, Elander, Stupple, & Flay, 2018; Eaton, et al., 2018), ensuring authentic assessments (Pickford & Brown, 2006; Sotiriado, Logan, Daly & Guest, 2020) and using text-matching software pedagogically (Bruton & Childers, 2016; Li, 2015; Zaza & Mackenzie, 2018), for example, such combined prevention strategies could significantly reduce the number of both unintentional as well as some intentional student plagiarism cases (Divan, Bowman, & Seabourne, 2015).

Perhaps the most specific and pedagogically effective prevention strategy is for an institution's academic writing faculty to scaffold a research essay writing project into its stages, practicing summarizing, paraphrasing, and quoting skills along the way. For example, motivated by the desire to cure the "disease" of student plagiarism, Drum (1986) seems to have been one of the first to teach research essay writing differently in her college composition class by breaking it into stages and by assigning smaller writing exercises to train her students into the ways of academic thinking and writing (p. 242). Such scaffolding of writing assignments and exercises has been found to be helpful, especially for EAL (English as an Additional Language) students (Li, 2015). Instructional interventions before assigning major writing assignments builds writing confidence and skills so that both forms of student plagiarism would likely be reduced, thereby increasing the instructor's behavioural control over not having to report infractions later.

Implementing such prevention strategies to reduce student plagiarism was also recommended in a plethora of other studies (Baughan, 2013; Carroll, 2007; Hrasky & Kronenberg, 2011; Sutherland-Smith, 2008). Hard, Conway, and Moran (2006), for example, found in their survey of student and faculty descriptive norms at a midwestern university that faculty beliefs about the frequency of student academic misconduct correlated with the preventative measures they took as well as the likelihood "to challenge students on that behaviour" (p. 1054). This serves as a good example of applying social norms theory to faculty behaviour, but not directly to reporting cases of student plagiarism. That prevention strategies have been studied and tried over the last four decades, culminating currently with including restorative justice approaches (Eaton, 2021, p. 188), indicates a desire of faculty to highlight pedagogy over penalties. Both faculty and administrators aim to mitigate student plagiarism, albeit for different combinations and weightings of pedagogical, administrative, and legal reasons to do so (Amigud & Pell, 2021; Pavela, 1997;

Sutherland-Smith, 2010). The next section reviews previous research on the remaining category of the TPB – subjective norms.

2.5 Subjective Norms

Least studied in the literature about the faculty response to student plagiarism, the subjective norms category of Ajzen's TPB refers to the social pressures one feels to perform a target action derived from observations of peer behaviour (**descriptive normative beliefs**) as well as perceived encouragement or approval to perform the target behaviour from important referents **(injunctive normative beliefs**); combined with an evaluation of the importance of each referent group or person, these beliefs form the subjective norms about performing a target action (La Barbera & Ajzen, 2020). As an American moral and social philosopher paradoxically wrote, "When people are free to do as they please, they usually imitate each other" (Hoffer, 1954, p. 21).

2.5.1 Descriptive Normative Beliefs

Descriptive normative beliefs refer to what someone observes or believes what esteemed others are doing. Being part of a group, a team, or an academic unit, such as a department, program, or School, means members often come to share certain attitudes and behaviours, real and/or perceived, to be and remain part of the group. As part of an academic unit, a faculty member observes what their peers say and how they say it as well as how their professional peers have behaved in certain scenarios and then will likely either imitate that behaviour to fit in by gaining their approval from fellow group members or learn from it and do something else instead. For example, if a peer shared how they reported a case which was appealed and lost and complained about the emotional, workload, and reputation costs they incurred as a result, the listener would likely note that reporting cases themselves might be treated the same way.

This applied social theory was tested by Pell and Amigud (2022) in seven hypothetical professional dilemmas involving academic misconduct. In their multinational survey of faculty responses to these scenarios, Pell and Amigud (2022) found that subjective norms of an academic group play a significant role in how faculty members perform their duties, especially seen in newer faculty who are still acculturating to the group's norms. For example, in their first scenario, 67% of faculty respondents recognized as likely that if an individual faculty member takes the time and energy needed to screen for plagiarism in students' submitted work for credit but they hold a descriptive norm that no other, or very few, fellow faculty members seem to be doing the same, the faculty member then believes that by screening for plagiarism, they risk standing out from their peers in a negative light (e.g., that they cannot maintain student integrity in their courses, that they are not teaching well, that they are abusing their power by reporting) thereby contributing to an increased risk of receiving poor teaching evaluations and of derailing their potential career advancement. If no one else is seen taking the risk, then not screening student assignments for plagiarism has become the group's norm and consequently, the institution's reputation is put at risk by collective policy non-compliance.

Hard, Conway, and Moran (2006) based their survey of students and faculty at a midwestern American university on the social theory premise that peer descriptive norms about the prevalence and frequency of student plagiarism predicted faculty's prevention efforts. The stronger the belief that student plagiarism was widespread, the stronger the likelihood of preventative measures were being put in place. After all, it has been shown repeatedly that faculty members do not enjoy having to confront academic misconduct of any kind (Biswas, 2015; Christensen Hughes & McCabe, 2006; Coren, 2011; Coren, 2012; Crossman, 2019; de Jaeger & Brown, 2010; de Maio, Dixon, & Yeo, 2020; Eaton, et al., 2020; Stowe, 2013; Thomas, 2017;

Thomas & de Bruin, 2012; Vehviläinen, Löfström, & Navgi, 2018; Watson, 2017). Implementing prevention strategies are regularly chosen not only for pedagogical reasons by faculty members, but also for the personal one of wanting to avoid potentially uncomfortable situations later.

Similarly, Burrus, Graham, & Waller (2011) concluded, in support of social theory, that "faculty members are strongly influenced by the behaviour of their peers" (p. 62). In their survey of faculty at the University of North Carolina (Wilmington), they found, for example, that if faculty perceive that their peers are policing academic integrity infractions and assigning penalties, they will strive to do the same, even if they believe they are already tougher on academic infractions than their peers. They also found that most faculty believe cheating overall is a major problem, but also that they and their peers are only moderately detecting it. Plagiarism, however, was included in their definition of cheating in only three limited ways: one-sided citations coded as BADCITES; no citations as NOCITES ("failing to properly cite a source"); and adding sources that were not actually used as FALCITES (Burrus, Graham, & Waller, 2011, p. 63). Although their research questions included how faculty perceptions of peer behaviour impacted their performance and expectations in the classroom and if these differed between schools and general arts and sciences schools, no conclusions were given about the impact of subjective norms in forming a behavioural intention.

2.5.2 Injunctive Normative Beliefs

Injunctive beliefs can be seen in the second hypothetical scenario that Pell and Amigud (2022) used in their multinational survey. This scenario presented a newer faculty member having encountered "repeated academic misconduct" (p. 133) and the institution's strategies to manage it consequently as failing. Because the institution's norms are to address such cases only within positive framing and the faculty member does not see any available way to do that, the decision to

remain silent is taken. Rather than breaking this injunctive normative belief to uphold the policy and any personal and professional values to report it, the faculty member chooses group membership over personal risk by remaining silent. The faculty member's beliefs, values, knowledge, and perceived behaviour control to report cases do not change, but the subjective norms of the institution are perceived to overpower them. Over half of respondents agreed that this is a likely scenario (Pell & Amigud, 2022, p. 133). This is another way how subjective norms can influence a faculty member's response; in this scenario, injunctive normative beliefs about how to discuss the issue shapes a faculty's member response not to report cases of academic misconduct. If faculty members within an institution feel enough social pressure to behave in these ways in each of the given scenarios, the strength of each type of normative belief increases, weakening the behavioural intention to report student plagiarism, resulting in weaker policy compliance.

2.6 Conclusion

Using Ajzen's TPB as a framework, this chapter provided a synthesis of the literature on the psychosocial influences on the faculty perception of and response to student plagiarism in higher education institutions. These influences included faculty values, knowledge, and attitudes towards and beliefs about student plagiarism, policy, and reporting it; the perceived self-efficacy and obstacles to reporting cases; and the perceived social pressure to report cases from students, colleagues, administrators, and the larger communities in which they are members. The collated research strongly suggests that faculty members understand that they have been contracted to role-model and uphold academic integrity in their praxis, but personal attitudes and reporting barriers remain in the forms of negative outcome expectancy, workload management, and distrust of policy and administrative support, resulting in a heavier reliance on their own personal understanding of student plagiarism and application of any penalties. In short, the likely misalignment between

policy and praxis results in reporting inconsistencies, which often appears intractable for both policy makers and teaching faculty. To date, no research has taken a comprehensive psychosocial approach to learn more about the impact of subjective norms upon the faculty response to student plagiarism.

Through a three-dimensional TPB lens, this study's research questions sought to fill an epistemological gap in understanding how to align policy with praxis by exploring the under-researched area of subjective norms in forming a behavioural intention to report student plagiarism. As Carroll (2007), Blum (2009), and Pell and Amigud (2022) concurred, academic faculty and groupings tend to have differing contexts for reporting student plagiarism, and as Baughan (2013) concluded in his phenomenological study of how faculty in different Schools at a university in the UK responded to an academic practice initiative, such contexts need to be studied at "more localised levels" (p. 98) if culture change is to occur. Further, Amigud and Pell (2021) called for more research and "analysis of why the decisions are made the way that they are" (para. 42). To focus on how subjective norms of different academic units within the same institution impact reporting behaviour, the next chapter not only expands upon how and why Ajzen's TPB has been used to frame this case study, but also explains its mixed methods research design to help fill this identified epistemological gap in the literature.

CHAPTER THREE: Methodology and Methods

The last chapter presented a review of the literature that addressed the main psychosocial elements that shape the apparent varied and typically inconsistent faculty responses to student plagiarism in higher education. Although the limited number of studies that used the theoretical framework of Icek Ajzen's Theory of Planned Behavior (TPB) to study some aspect of either student plagiarism, or academic dishonesty more generally, did so only quantitatively, part of the generative power of the TPB can be to use it qualitatively as well (Ajzen, 2020), which this study has done. This chapter's purpose is to explain the overall research paradigm and design in relation to the research aims, objectives, and three research questions: RQ1) Are there any significant differences in the ranking of values between the three Schools? RQ2) From the perspective of each School's members as an academic unit and their Chair, what is the reporting context in terms of their attitudes, subjective norms, and perceived behavioral control for formally reporting student plagiarism? And RQ3) From peripatetic faculty members' perspectives, do the subjective norms of each School's reporting context reinforce, change, or have no significant impact at all on their reporting behavior? Using the theoretical framework of the TPB heuristically for data collection and analysis, this study focused on the peripatetic faculty experience of responding to student plagiarism in different School contexts to explain the impact of subjective norms upon the faculty intention to comply with an institutional policy to report it.

3.1 The Research Paradigm and Design

As Moses and Knutsen (2012) explained the difference between positivists (or naturalists) and constructivists by using David Hume's example of a billiards ball, if a billiards player hit a ball with a cue stick, the ball moves a measurable distance, and naturalists would be satisfied with this observable cause-and-effect relationship; constructivists, however, recognize a larger social

game at play and ask an additional question of motivation and meaning behind the behavior: Why did the player hit the ball in the first place? In other words, constructivists recognize that "the rules of the game are a social construct" (Moses & Knutsen, 2012, p. 171), so the causes of the ball moving become more than just the result of being hit with a cue stick. Beyond the physical, there are also internal, institutional, and functional causes. Constructivists or interpretivists "are less interested in the common structure of explanation as they are in mapping the different forms of explanations, and the origins of this variance" (Moses & Knutsen, 2012, p. 172).

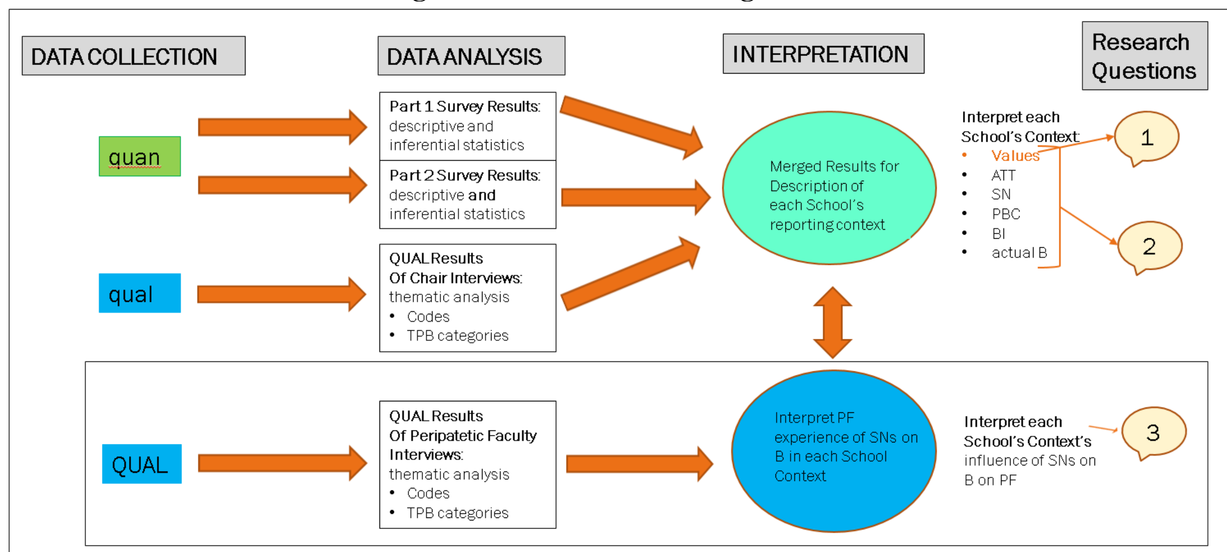
Using the billiards analogy, this research study mapped whether the ball was struck (reporting student plagiarism), how it was struck (following policy closely or not), and how different players in different rooms within the same billiards hall may likely have functioned as referents in the formation of subjective norms potentially influencing a visiting player's participation (reporting behaviour.) Although the act of striking can be objectively measured, experiencing each game room's social context is subjectively experienced by each player. The more comprehensive way to understand the game may be not only to acknowledge the shots themselves objectively, but also to interpret the psychosocial reality of each player's subjective experience within different game rooms as constructed recollections of whether and how to play (report) or not.

I have used a psychosocial theoretical framework, the TPB, which best fits within a post-positivist paradigm when the TPB is used quantitatively to predict; however, because I am using the TPB heuristically to describe School contexts and to explain peripatetic faculty's subjective norms within each, the research paradigm for my study was based primarily upon a constructivist ontology, an interpretivist epistemology, and a mixed methods methodology using an advanced embedded, convergent design as illustrated in Figure 3.1. The data collection methods were a two-

part survey given to all members of three Schools and semi-structured interviews of each School's chair and of the peripatetic faculty (those who teach in their home School A as well as at least one other non-home School within the same institution, either School B and/or C.)

Figure 3.1

An Advanced Embedded Convergent Mixed Methods Design



Mixed methods methodology emerged by combining the quantitative and qualitative paradigms in logical, enriching ways and has been gaining popularity in the social sciences for its pragmatism, for yielding useful "real answers to real questions" (Cohen, Manion, & Morrison, 2011, p. 26). Its core design can be either fixed or emergent (Creswell & Plano Clark, 2017, p. 52). This study's core design was fixed, meaning that the data collection methods, process, and procedures were chosen at the beginning of the research and were followed as planned (Creswell & Plano Clark, 2017, p. 52). Although there are many robust ways to mix methods, a collection of quantitative data can be used to contextualize the qualitative data to be analyzed during the analysis stage of the project for complementary purposes (Creswell, Plano Clark, Gutmann, & Hanson, 2003, p. 212).

More specifically, this advanced mixed methods study addressed the overall aim of using Ajzen's TPB to guide a description of the aggregated psychosocial elements of faculty members within each of three Schools involved in operationalizing a college policy for managing student plagiarism so that the peripatetic faculty members' perceptions of reporting contexts within non-home Schools can be compared. Quantitative and qualitative data were collected within the same period, separately analyzed, and then merged with emphasis placed on the peripatetic faculty experience within each School context to suggest the impact of subjective norms on the target behaviour. Because the attitudes and perceived behavioural control would remain the same for each peripatetic faculty member, with only the School context changing, the subjective norms of each School surrounding formally reporting cases of student plagiarism could be highlighted to see if these impacted the reporting behaviour of the peripatetic faculty members.

3.2 Sampling

Whereas Coren (2012), Stowe (2017), Singh and Bennington (2012), and Bennington and Singh (2013) used the TPB for their quantitative studies of behaviour in large institutions (universities) that offer the possibility of large sample sizes, this study used the TPB to study reporting behaviour within a much smaller, single institution (a college.) Because this study's focus is on a bounded case of human subjects working within different Schools at the same small institution (referred to in this study as peripatetic faculty), the positivist approach of observing and testing on large sample sizes simply could not fit this research situation and problem. Where large sample sizes of a study's units of analysis are possible, quantitative approaches can and do work well because "the larger the sample, the greater is its chance of being representative" (Cohen, Manion, & Morrison, 2011, p. 145). However, total population sampling was possible for this study and hence used for the survey of three Schools and for the School Chair interviews to

describe each School's reporting context. Non-probability or purposive sampling was used for the semi-structured interviews of peripatetic faculty members because they have experienced different School reporting contexts. As Cohen, Manion, and Morrison (2011) explain purposive sampling, "the concern is to acquire in-depth information from those who are in a position to give it" (p. 157).

This case study was possible because of the organizational structure of a college's faculty into Schools based on shared disciplines and programs. Some faculty, however, teach in more than one School, creating a special subset of faculty within the College with unique experiential insights. "Fidelity to the special features of the context in which the study is located" (Cohen, Manion, & Morrison, 2011, p. 295) was upheld by distributing the two-part survey to each School separately via the School Chair's email. If a researcher has access to a similarly structured School with faculty teaching within more than one academic unit, then it would be possible to replicate the structure of this study by following its protocol, "a plan of data collection instruments and also the procedures for using these instruments (which subsequent researchers can follow)" (Gray, 2014, p. 281), thereby building a case study database (Yin, 2009).

3.3 Data Collection Methods

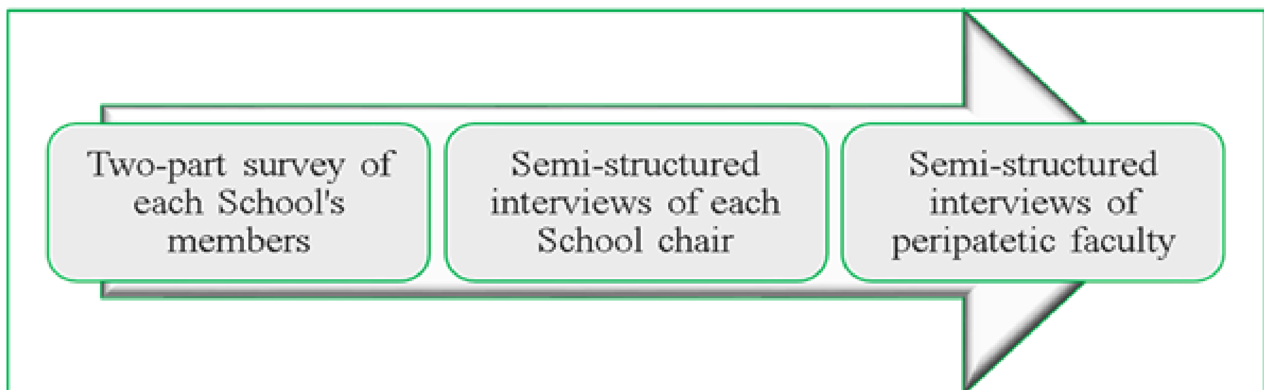
As depicted in Figure 3.2, **a two-part online survey** (see Appendix E and Appendix I) was sent in May of 2018 and left open until September of 2018 to all members of three Schools -- School A (home school of peripatetic faculty), School B, and School C. The results of part one, the Short Schwartz Values Survey (SSVS), were used to compare each School's aggregated rankings of life-guiding priorities (values) of each School's members, looking for any major differences between Schools. The results of the TPB-themed survey of members from three Schools were used to describe and compare aggregated attitudes, subjective norms, perceived

behavioural control, behavioural intention, and actual behaviour, again looking for any statistically significant differences between each School's membership to aid in the description of each School's reporting context.

Whereas large-scale surveys afford only limited engagement measures of survey respondents**, semi-structured interviews** can facilitate deeper responses from participants because of the interaction between the researcher and each participant and because of the

Figure 3.2

Data Collection Methods



NOTE: The two-part survey remained open from May to September of 2018, and the interviews took place between May and June of 2018.

opportunity to observe and influence the level of engagement in their responses, for example, through the use of paraphrasing responses and asking clarification questions (Thompson, 2022). Surveys alone also can minimize not only a tendency of respondents to over- or under-report upon a sensitive issue, as noted by Cohen Manion, and Morrison (2011), but also to risk survey disconnectedness or apathy, survey fatigue, concerns over confidentiality of an electronic data collection tool, and lower response rates (p. 261).

Semi-structured interviews were conducted between May and June of 2018 of each School Chair as well as of the seven peripatetic faculty members. Interviews can invigorate and engender trust, resulting in more insightful and deeper and more reflective responses, perhaps more than a paper or online survey alone could inspire. The qualitative data collected from the semi-structured interviews of School Chairs was used to converge with the findings of the survey to describe each School's reporting context and to identify the actual number of reported cases as this information was otherwise inaccessible. The reason for collecting both quantitative and qualitative data was to explain what appeared to be inconsistent reporting between Schools at the level of subjective norms through the experiences of peripatetic faculty within a qualitative application of the theoretical framework of the TPB, an already well-tested theory of human behavioral intention. This theory helped me to generate the questions for the interviews and part two of the survey as well as to organize and analyze the resulting data through these *a priori* themes or categories.

3.4 The Theoretical Framework and its Previous Uses

Phenomenological studies rely heavily upon interviews for their data because of the underlying premise that "any attempt to understand social reality has to be grounded in people's experiences of that social reality" (Gray, 2014, p. 24). Because phenomenological studies are typically inductive, grounded theory was originally considered but ultimately rejected because so many social decision-making theories already exist to predict and/or explain behaviour as individuals, as groups, or as an individual with pressures from groups. Instead, a single unit case study comprising three embedded cases (each School) could be designed to test and confirm a theory that allows for comprehensive coverage of the main variables impacting decision-making and reporting behaviour. Because the primary units of analysis are peripatetic faculty, each an individual having to decide each time student plagiarism is detected, social theories that could be

applied to addressing the impact of peer pressure in the forms of academic groups (discipline and/or program specific as well as School membership) were considered. Specifically, the social theory needed for this study would be one that considers individual decision-making while also a member of a group(s) but not deciding for the group. This therefore eliminated individual decision-making theories, such as innovation diffusion theory, identity theory, several organizational change theories, and social learning theory. Theories that focus on just how interacting structures (typically communities and organizations or even race, class, or gender) that may constrain an individual's decision-making also did not fit this case of peripatetic faculty members deciding whether to report student plagiarism in their home or non-home School. Interpersonal behavioral decision-making theories were then considered because they incorporate the strong influence of social groups upon the individual needing to decide in conjunction with purposive or rational thought processes as not the only influence but just one of several. The closest fit would be a psychosocial theory that incorporates all three realms: the individual, the social context, and interacting structures. Such is Ajzen's Theory of Planned Behavior (TPB) as explained and depicted in the previous chapter's Figure 2.2.

Ajzen's TPB can help to explain and/or predict whether someone intends to complete some action based on their attitudes towards the behavior, the subjective norms of their referents, and their perceived behavioral control in performing the action (Ajzen, 1991). As the previous chapter noted, the scope of Ajzen's TPB has been used in a variety of studies across several fields and industries and in a variety of applications, particularly within the field of behavioral and psychosocial research and evaluation studies. Armitage and Conner (2001) concluded the model's high efficacy in their meta-analysis of 185 TPB research studies. Further, "as of April 2020, the theory of planned behavior (TPB; Ajzen, 1991, 2012) has been subject to empirical scrutiny in

more than 4,200 papers referenced in the Web of Science bibliographic database, rendering it one of the most applied theories in the social and behavioral sciences" (Bosnjak, Ajzen, & Schmidt, 2020, p. 352). Lastly, in their large meta-analysis of 185 empirical tests, although Armitage and Conner (2001) found subjective norms to be a weak predictor of behaviour, Bracke and Corts (2012) more recently determined subjective norms to be a significant predictor of behaviour. This study used the TPB, however, to explain past behaviour rather than to predict behaviour.

Lastly, very few studies took a comprehensive approach to studying some aspect of academic integrity by using a unifying psychosocial theoretical framework, such as Ajzen's TPB, while also using a mixed methods approach, and none did so specifically on the faculty response to student plagiarism within a single institution. Because this study focuses on only a small subset of faculty teaching in more than one School at the same small institution, the semi-structured interview based on the TPB was selected as the best method to collect the most meaningful and comprehensive data. Interviews can be invigorating and engender trust, resulting in more insightful, nuanced responses perhaps more than a paper or online survey alone could inspire, as interviews are more than just collecting data, but also "a social, personal encounter" (Cohen, Manion, & Morrison, 2011, p. 421).

3.5 Part One of the Survey: The Short Schwartz Values Survey (SSVS)

The two-part online survey sent to each of the three Schools consisted of ten questions each as shown in Appendix E and Appendix I. Using the Schwartz Values Short Survey (SVSS), a ten-question survey that uses a nine-point Likert scale to assess responses, the first part was designed to measure a significant background factor in this application of the theory -- the general life-guiding values of respondents in each School. These general principles, beliefs, and behaviours might suggest a common or distinct foundation for each School context within the College. Proven

to be a general, reliable, and valid data collection instrument (Lindeman & Verkasalo, 2005, p. 178), the SSVS generated scores that could be compared between each School's membership for any statistically significant differences in life-guiding values.

3.6 Part Two of the Survey: TPB-themed Questions

The second part was created, using the guidelines provided by Ajzen (2018, 2022) on his website, to measure specific attitudes towards reporting student plagiarism as well as the subjective norms for and the perceived behavioural control over doing so (see Appendix I). Of the ten questions posed, one was "yes/no/prefer not to answer" question; for the rest, a Likert scale was used to allow for more precise responses in terms of intensity or weighting. For example, the recommended nine-point scale was used between two poles, such as "unlikely to likely" and "not at all to completely" (Schwartz, 2012). Each of the ten statements fit within at least one category of the TPB so that similarities and differences in responding to student plagiarism in each School's membership could be described and interpreted quantitatively.

3.7 Semi-structured Interviews: TPB-themed Questions

Along with Parts 1 and 2 of the survey, the interviews of the three School Chairs were conducted to discover the actual number (versus the perceived reporting) of reported cases as well as to describe each School Chair's reporting expectations. The semi-structured interview questions for each School Chair and for the seven peripatetic faculty members were designed to elicit the beliefs, referents, and control factors to describe the reporting context of each School.

As shown in Figure 3.2, School Chairs were asked two demographic questions (e.g., years of experience and disciplinary background), four values and attitudes questions, three behavioural control questions, one actual behaviour questions (e.g., number of reported cases), and one open-

ended question that could address values, attitudes, subjective norms, perceived behavioural control, behavioural intentional, and actual behaviour.

Table 3.1

Interview Questions (School Chairs)

EXPLANATORYCATEGORIES	INTERVIEW QUESTIONS
DEMOGRAPHICS	• How long have your worked within your School as an instructor and now as Chair? • What is your disciplinary background?
VALUES (Background Factor)	• Does your School have a mission, values, and vision document? • How important is academic integrity to you and your School?
ATTITUDES	• How important is academic integrity to you and your School? • How would you describe your School's attitude toward student plagiarism, and why?
SUBJECTIVE NORMS	• How important is academic integrity to you and your School? • What do you think are senior administrators' expectations for handling student plagiarism cases?
PERCEIVED BEHAVIOURAL CONTROL	• What are your expectations for faculty handling student plagiarism cases? • How aware do you think your School's faculty members are of College Policy #8618? • How often do you lead School-wide discussions on academic integrity?
ACTUAL BEHAVIOUR (Reported Cases)	• How many cases of student plagiarism are reported to you each semester?
Potentially any category	• What has been your experience as School Chair dealing with student plagiarism cases? • Is there anything you would like to add on the subject of promoting a campus culture of academic integrity?

Table 3.2 classifies the interview questions that were asked of the peripatetic faculty. The aim was to see how each School's reporting context as perceived by the School's members and their Chair might have influenced peripatetic faculty's reporting behaviour in each.

Table 3.2

Interview Questions (Peripatetic Faculty)

EXPLANATORY CATEGORIES	INTERVIEW QUESTIONS
ATTITUDES	4. What are your beliefs about student plagiarism, and how important of an issue is it for you? 5. How often do you suspect student plagiarism may be happening in any of the courses you teach each semester? 8. What do you like or what are some of the advantages about formally reporting student plagiarism as per the current College policy? 9. What do you dislike or what are some of the advantages about formally reporting student plagiarism as per the current College policy? 10. How do you feel when you suspect a student has submitted plagiarized work to you?
SUBJECTIVE NORMS	3. What do you think are your discipline's beliefs about student plagiarism? 11. Would your School peers report each case? 12. Who can you think of who would not report each case of student plagiarism, and why? 14. Which School are you more likely to report student plagiarism to the School Chair, and why? 15. Do you feel more supported in one School than another? How? Why or why not?
PERCEIVED BEHAVIORAL CONTROL	6. How familiar are you with College policy #8618 (Cheating and Plagiarism)? 7. Have you ever reported student plagiarism to a School Chair?8. What do you like or what are some of the advantages about formally reporting student plagiarism as per the current College policy? 9. What do you dislike or what are some of the advantages about formally reporting student plagiarism as per the current College policy? 13. If you want to report student plagiarism to the School Chair, how certain are you that you can (e.g., time, trust, support)?

3.8 Data Analysis

Interviews were videotaped, manually transcribed, and then the transcripts were uploaded to NVivo 12, a software program used for qualitative data analysis. *A priori* codes or themes from the TPB were established and used to code the interview data into nodes and categories to guide the resulting vivid and meaningful description of each School's reporting context as well

as the peripatetic faculty experiences within them. Surveying each School's general values (Part 1) and specific beliefs about student plagiarism and awareness of and complicity with the policy managing it provided a better understanding of each School's context for comparative purposes. Hence, a mixed methods approach to data collection was taken and Survey Monkey and the SPSS v. 28 platform were used to describe the most comprehensive picture of peripatetic faculty reporting behaviour in their home and non-home Schools and to look for differences based on the one category that would be potentially variable between Schools: subjective norms.

3.9 Validity Issues

Unlike nomothetic research, this ideographic research "locates its findings in specific time periods and localities and is much more concerned with the depth and intensity of findings rather than breadth (generalizability)" (Gray, 2014, p. 192). Extending beyond the specific case studied, the results can deepen understanding on the importance of a School's context upon policy compliance in general. According to Cohen, Manion, and Morrison (2011), validity for case studies can be broken down into seven types: construct, internal, external, concurrent, ecological, reliability, and avoidance of bias (p. 295).

A **construct** can be "the initial concept, notion, question or hypothesis that determines which data is to be gathered and how it is to be gathered" (Winter, 2000, p. 8). Construct validity refers to how fit for purpose the research design and data collection tools were to address the research questions and aims (Gray, 2014, p. 279). Used in the first part of the two-part survey, the Short Schwartz Values Survey (SSVS) was used to measure and aggregate each School's values because the SSVS has proven useful for researchers "interested in a brief screening of what people regard [as] important in their lives" (Lindeman & Verkasalo, 2005, p. 178). It has been rigorously evaluated by Lindeman and Verkasalo (2005) as having good reliability and validity (p. 177) to

indicate value priorities. The second part of the survey, as well as the semi-structured interview questions, were shaped by Ajzen's TPB. In his review of 16 studies that used the TPB as its theoretical framework, Ajzen (1991) found that attitudes, subjective norms, and perceived behavioural control accounted for a significant variance of between 20% to 78% in predicting behavioural intention. Further, in their meta-analysis of TPB-based studies, Armitage and Conner (2001) concurred with the model's ability to explain a target behaviour but exhorted for "work on additional normative variables (e.g., moral or descriptive norms) [that] may increase the predictive power of the normative component of the model" (p. 489). The SSVS and the TPB, in other words, tend to assess what they set out to assess. Using the TPB to shape part 2 of the survey as well as the interview questions garnered the data needed to answer the three research questions. Overall, as indicated by the Cronbach alpha values of 0.61 for Part 1 and 0.79 for Part 2 of the survey, a moderate to high level of internal consistency among each survey's items was found.

Internal validity refers to how authentic, credible, or trustworthy a study is (Creswell & Miller, 2000, p. 124). For the qualitative portion of this study, descriptive validity through member checking was used to verify each interview transcript. For the quantitative portion of the study, the theoretical validity of the SSVS and the TPB were shown to substantiate the survey and interview questions. Through thematic coding of the interviews using NVivo, categories or nodes based on the TPB categories of the personal, perceived behavioural control, and subjective were created, thereby achieving internal validity. Through thematic coding of the literature using NVivo, the interview data was compared with previous research, thereby achieving external validity.

According to Gray (2014), **external validity** refers to the generalizability of the findings, which presents a problem for a mixed methods case study (p. 280). However, since this study's sample included surveying three entire Schools and interviewing each Chair and all but one of the

peripatetic faculty, the results are reliably representative of the whole populations under study. As Gray (2014) explains, relating the findings of this case study to the literature can show “that the results are theoretically feasible or are supported by similar empirical studies” (p. 280). The capacity to generalize from this case study is strengthened in that two of the three categories are constants: “The dependent variable is different across the cases, and all but one independent variable is constant – so pointing to that independent variable as the cause of the changes” (Gray, 2014, p. 281). The only category that likely changes, in other words, is the subjective norms of the other School(s) in which the peripatetic faculty teach. However, generalizability will be limited for case studies with embedded cases such as this one because not all similarly sized institutions are organized into Schools with peripatetic faculty.

Concurrent validity refers to “using multiple sources and kinds of evidence to address research questions” (Cohen, Manion, & Morrison, 2011, p. 295). Interview data from the Chairs and the peripatetic faculty as well as the two-part survey often converged on descriptions and demonstrations of attitudes, perceptions, and behaviours associated with each School. No outliers and no extreme values were found to contradict the findings of the survey as well. However, the survey data was found not to be normally distributed, so three non-parametric tests were selected, conducted by the IBM SPSS platform, in the data analysis phase of the study: the Kruskal-Wallis test, the Mann-Whitney test, and the Fisher’s exact test.

Avoidance of bias can be minimized by self-awareness and self-reflection upon the researcher’s position in and assumptions about the research. My role as a practitioner-researcher includes having been a peripatetic faculty member who has taught School A courses to School A program students as well as to School C and School B program students. Further, it also includes having been a former Chair of School A (2010-2013). At the time of data collection, I was a senior

peripatetic faculty member teaching courses for School A students as well as for School B students. In other words, I was close to the subject at hand and could have been one of the interviewees; however, I have excluded my own experiences here to focus on those of my fellow School A peripatetic colleagues. Although my own professional experiences have occasioned this study, I also acknowledge how that may manifest as cognitive bias when analyzing the data. Being what Trowler (2011) coined an "endogenous researcher," more commonly known simply as an insider researcher, I acknowledge that it would be possible to have less objectivity than that of an outsider researcher, but this positionality can also be valued as a strength. As Mercer (2007) noted in her study of insider research within higher education, knowing the institution as an employee as well as a researcher can add depth to the description of phenomena, and already knowing the interviewees can increase rapport and trust when interviewing, thereby enriching the data collected.

3.10 Procedures and Ethical Considerations

Ethical research involving human beings is typically separated into two categories: "procedural ethics" and "ethics in practice" (Guillemin & Gillam, 2004, p. 263). Procedural ethics refer to having the proposed research screened by institutional ethics committees to ensure alignment with an institution's research ethics policy and standards. Before any data was collected, approval was received from the research site's Research Ethics Committee on March 14, 2018, indicating that the data collection period was to end by Feb. 19, 2019, as shown in Appendix B. Approval was also received from the University of Liverpool's Research Ethics Committee (VPREC) on April 9, 2018, as shown in Appendix A. As shown in Appendices C, D, and E, the following consent forms were signed and stored confidentially:

- "Informed Consent for a Survey (March 15, 2018)"
- "Informed Consent for an Interview (Chair) (March 15, 2018)"

- "Informed Consent for an Interview (Peripatetic Faculty Member) (March 15, 2018)"

Ethics in practice refers to any ethical issue that arises in the research process after ethical approvals from institutional ethics committees have been granted (Guillemin & Gillam, 2004, p. 263). Because another dimension of ethics in practice includes honoring professional and organizational codes of conduct (Bulmer, 1982; Coady & Bloch, 1996; Homan, 1991), all interviewer protocols as set out by Cohen, Manion, and Morrison (2011, p. 426) were followed, including upholding the professional expectation of collegiality. It was not my intent to expose and report any policy non-compliance but rather to understand the impact of subjective norms on peripatetic faculty when in different School contexts; however, one interviewee did become markedly defensive near the start of the interview and increasingly grew more agitated as the interview progressed. A newer employee with whom I had yet to establish any prior personal or professional connection, this interviewee had to be reminded several times of the confidential nature of the interview and that the study was not about judgement but beliefs, perceptions, and experiences. What proved advantageous as an insider researcher for the other interviewees, in terms of having already established relationships and rapport, thereby increasing trust and more candor from the interviewees (Hockey, 1993; Mercer, 2007), was noticeably different in this one interviewee. As Shah (2004) noted, the positionality of the insider researcher also can inhibit the interviewee because of the fear of being judged (p. 569) or as Gray (2014) noted, feeling "vulnerable" (p. 399).

Participation in my study of a sensitive topic was voluntary, and as Gray (2014) explains as necessary, all participants were informed of their right to withdraw at any time (p. 78). Because I had been the School A Chair for the 2010-2013 term, some of the School A faculty I invited to interview may have felt a power imbalance and hence obliged to participate since it may still have

felt somewhat like a supervisor asking for their input, even though I have completed my three-year term and have returned to regular, full-time teaching. I clarified with each potential interviewee that I was conducting peer practitioner research, and although I would appreciate their contributions, I could not require it as a formal job duty. Potential participants were fully informed before agreeing to being interviewed or surveyed in the recommended form of preamble before the survey and before each interview (Gray, 2014, p. 78). Participants were also reminded of their freedom not to participate at any time during the interview or afterwards. Only the previously mentioned interviewee wanted to retract their interview but then later decided to allow it after being given the opportunity to edit their interview transcript to reflect how they wanted their responses to be clarified. In fact, each interviewee was sent their complete interview transcript for their review and member-checking verification.

Admittedly, this is a sensitive area of research because of its association with knowing of, abiding by, and conforming to existing policy, a general condition of employment. As Cohen, Manion, and Morrison (2011) differentiate, surveys can ensure anonymity, whereas interviews can be only promises of confidentiality (p. 91). I addressed these concerns with each interviewee and all survey respondents by clearly explaining how all survey sources would be anonymized and interview data would be kept confidential and protected from any disciplinary action resulting from participating in this study. However, in one-person disciplines, complete anonymity is impossible, so I explained that I would limit my specific references in the final report not to individual disciplines but to the larger group or School affiliation. Lastly, after participants shared their experiences, I reassured them that names would also be anonymized in the final report. I explained that all data would be held confidentially in two separate geographical places (my home computer and my office computer) and online (Google Drive) for the required five years and then

destroyed, and that copies of the final thesis would be available not only from the University of Liverpool Cloud for ten years, but also publicly available through the College library.

3.11 Conclusion

This study addressed the impact of subjective norms on peripatetic faculty members, in a rural college in western Canada, responding to student plagiarism within a non-home School context within the same institution. An advanced embedded convergent mixed methods design was used; in other words, qualitative and quantitative data were collected in parallel, analyzed separately, and then merged for a richer description of each School's reporting context and peripatetic faculty members' experiences within them. The TPB was used not to predict but to explain past behaviour, highlighting how subjective norms of a different academic unit may have influenced their reporting decisions. The semi-structured interviews explored the psychosocial factors of peripatetic faculty within each School context in relation to their reporting intention and actual behaviour in each. The reason for collecting both quantitative and qualitative data was to analyze differences between home School members' perceptions of their reporting context and the non-home School members' perceptions (peripatetic faculty members) to highlight the impact of subjective norms on their reporting behaviour.

To answer the first research question about the dominant life-guiding values of each School, the SSVS was administered to each School as part one of the two-part survey. To answer the second question research question about faculty beliefs, attitudes, subjective norms, and perceived behavioural control specifically for reporting student plagiarism, the second part of the two-part survey was designed based on the TPB, and School Chair interviews were conducted. To answer the final research question about the influence of subjective norms on reporting behaviour, semi-structured interviews of the peripatetic faculty were conducted. In other words, each School

context needed to be described and analyzed first and then the reporting experiences of peripatetic faculty members explored within each context to report student plagiarism second, thereby indicating how subjective norms of each School might have impacted their reporting behaviour.

CHAPTER FOUR: Results

4.1 Overview

The last chapter explained the methodological approach and the mixed methods of data collection to answer the three research questions about each School's prioritizing of values and reporting context and the impact of subjective norms upon the peripatetic faculty experiences of reporting student plagiarism within different School contexts. The perception of inconsistent faculty reporting of student plagiarism across Schools at the same institution presents a problem of perceived fairness, which also risks harming an institution's reputation for academic integrity and quality assurance. Hence, this study set out to explore the complexity of faculty reporting behaviour across three Schools at the same institution to determine the impact of subjective norms upon reporting behaviour within different School contexts.

First, each School's context needed to be described from the perspective of each School's members and Chair (*the insiders* or *referents* of the peripatetic faculty), so the first two research questions were posed to query their individual and general life values as well as their attitudes, subjective norms, perceived behavioural control, and reporting intention and past behaviour. The Short Schwartz Values Survey (SSVS) formed Part 1 of the online survey, and an original TPB-themed survey was created as Part 2 of the survey. Next, each School Chair was interviewed so that the results from the survey and these interviews could combine to afford the richest description of each School's reporting context from the perspectives of *the reporters* (School members) and of *the reported to* (School Chair) within each School. This merged description of reporting contexts could then be compared to how the *outsiders* (peripatetic faculty members) perceived and behaved within them, thereby answering the third research question about if subjective norms had

reinforced, changed, or had no impact at all on their reporting intention and behaviour. This chapter presents the results from each data collection source.

4.2 Survey Participants

At the time of data collection between May and August of 2018, the total number of faculty in School A was 51, whereas School B had 13, and School C had 19 faculty members. These numbers for School B and School C did not include the eight peripatetic School A members. Members of each of these three Schools were invited via email to participate in the two-part survey and reminded in School meetings by the School Chair to do so. The surveys were left open from May through to September of 2018. This time period was deliberately selected to increase the likelihood of participation as these are the spring and summer months between academic years, a less busy time for many faculty to complete such a reflective survey about the preceding academic year.

In the first phase of analysis, although the two-part surveys had separate links for each part and for each School, creating six datasets, they were initially reviewed using Survey Monkey's limited descriptive analytics but later merged into just one set during the final data analysis stage for more sophisticated statistical analysis via IBM's SPSS v.28. The number of survey respondents totalled 31 out of a total possible 83 respondents within three Schools. Of the 31 participants, 19 were from School A, 6 were from School B, and 6 were from School C. Two participants' surveys, one from School A and one from School C, were removed from the study due to incomplete responses (i.e., half of the survey or more had been left incomplete), reducing the total number of usable survey responses to 29 (n = 29) out of a possible 83, which is a 35% response rate.

Each School Chair was invited to be interviewed, and all three accepted and participated. These one-hour interviews took place between May and June of 2018. One School Chair was

beginning their third term as Chair, whereas the other two were still completing their first three-year term. Their age range was between 40 and 56 years old. One Chair's educational background was in the humanities (A), one in the social sciences (B), and one in the physical sciences (C).

All semi-structured interviews of peripatetic faculty were conducted also between May and June of 2018. Each interview lasted from 45 minutes to one hour. These participants all had an Arts background and identified with academic majors that require adherence to either an academic or professional bibliographic system, such as either *MLA* or *APA*. These four men and three women were between the ages of 38 and 55 years of age and had varied post-secondary teaching experience, ranging from two to twenty-one years. Three peripatetic faculty members taught in School B, two in School C, and two in both School B and School C as shown in Table 4.1 The names of the participants have been changed to provide anonymity.

Table 4.1

School A's Peripatetic Faculty, Non-Home School(s), and Years of Teaching Experience

Peripatetic Faculty Member	***Non-Home School(s)***	***Years of Teaching Experience***
Robin	B	5-10
Quinn	B	0-5
Lennox	B	0-5
Morgan	B and C	15-20
Jodie	B and C	0-5
Kerry	C	15-20
Casey	C	15-20

4.3 Survey Data Results for Part 1 (SSVS)

To answer the first research question about how members of each School would rank their life-guiding values, looking for any significant differences, this study used Schwartz's Short Values Survey (SSVS) as depicted in Figure 4.1. Colour coding was added to highlight each

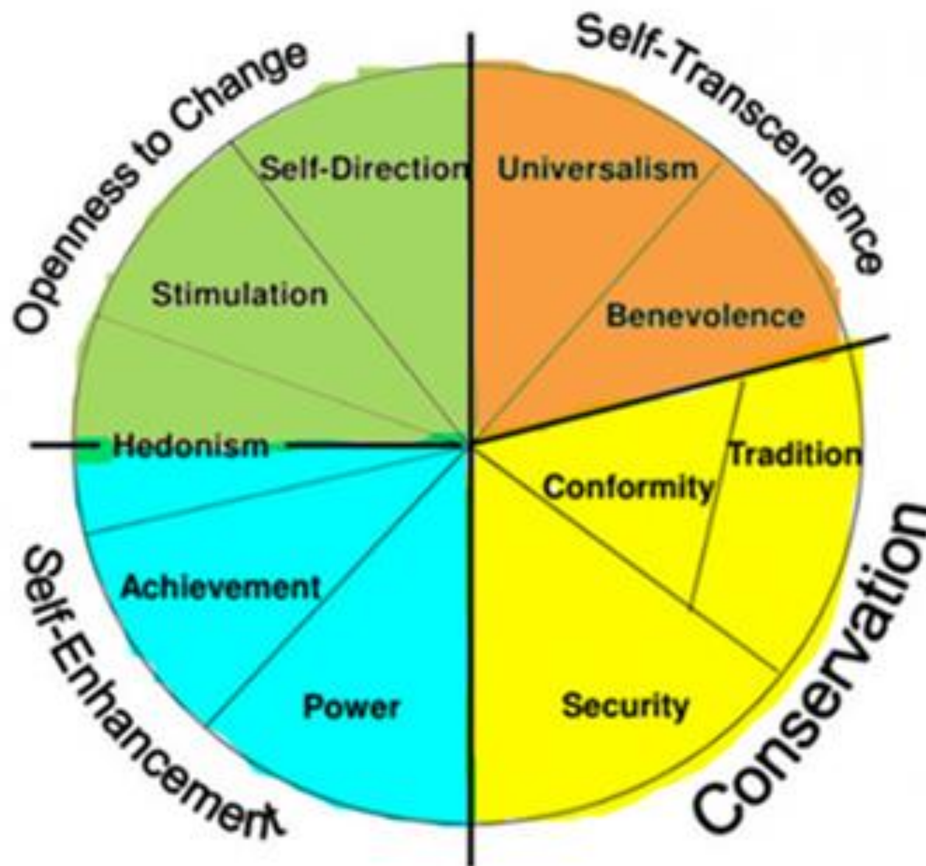
motivational type of life-guiding value. To assess the SSVS survey's scale of reliability for internal consistency, the IBM SPSS calculated the Cronbach alpha score as 0.61 for Part 1 (Schwartz's Short Values Survey), suggesting a medium reliability measure for this small population.

Table 4.2 lists the summary statistics on the differences in life-guiding values within each School. There were no outliers found during the exploratory analysis of Part 1 data, and because it was non-parametrically distributed, the Kruskal-Wallis test was selected to look for any significant differences between the three Schools in the mean ranks of the ten SSVS items measured. Table 4.2 highlights the statistically significantly different Self-Enhancement values of Power and Achievement Because the Kruskal-Wallis H test showed these significant differences in the mean ranks of the values of Power ($H = 7.83$, $p = 0.020$) and Achievement ($H = 6.88$, $p = 0.032$) between the three Schools, post-hoc tests were then run using the Mann-Whitney U test to determine which specific Schools significantly differed from each other in the ranking of these two Self-Enhancement values. The results showed that School B had a significantly higher median for Power than School A ($U = 16.00$, $z = -2.62$, $p = 0.009$) and School C ($U = 3.50$, $z = -2.17$, $p = 0.03$). Further, School A had a significantly lower median for Achievement than not only School B ($U = 15.50$, $z = -2.61$, $p = 0.007$), but also School C ($U = 28.00$, $z =-1.30$, $p = 0.045$). The Mann-Whitney results indicated that School B had a statistically significant higher median for Power than School A and School C, and School A had a statistically significant lower median for Achievement than School B and School C.

No significant differences in the mean ranks of the values of Hedonism ($H = 3.22$, $p = 0.200$), Stimulation ($H = 3.70$, $p = 0.186$), Self-Direction ($H = 0.27$, $p = 0.873$), Universalism ($H = 2.57$, $p = 0.277$), Benevolence ($H = 3.90$, $p = 0.142$), Tradition ($H = 1.06$, $p = 0.587$), Conformity ($H = 1.06$, $p = 0.590$), and Security ($H = 0.93$, $p = 0.629$) appeared between the three Schools, so

Figure 4.1

Schwartz's (2012) Theoretical Model of Relations among Ten Motivational Types of Values (p. 9)



Note: Adapted from Schwartz, S. H. (2012). An overview of the Schwartz theory of basic values. *Online Readings in Psychology and Culture, 2*(1), pp. 1-20.

the mean ranks of these values were concluded to be not significantly different. However, it still may be possible that either there were no significant differences in these values between the Schools as concluded, or that the sample size itself was not sufficient to detect any other possible differences. Based on the means listed in Table 4.2 and shown more comparatively in Figure 4.2 and as value types or dimensions in Figures 4.3, the following trends can be observed in the mean

Table 4.2

Differences in Life-Guiding Values within Schools: Summary Statistics

		GROUPS		
		School A	**School B**	**School C**
	Life-guiding values	***Med, (M, SD)***	***Med, (M, SD)***	***Med, (M, SD)***
Self-Enhancement	**Power**	2.00, (1.72, 1.49)	3.50, (3.67, 1.21)	2.00, (1.80, 1.10)
	Achievement	3.50, (3.89, 1.53)	6.00, (6.00, 1.20)	6.00, (5.20, 2.17)
	Hedonism	3.00, (2.72, 1.56)	3.50, (3.50, 1.05)	4.00, (3.80, 1.64)
Openness to Change	Stimulation	4.00, (4.82, 1.98)	7.00, (6.17, 2.23)	7.00, (6.40, 1.52)
	Self-Direction	7.00, (6.59, 1.46)	7.00, (7.00, 1.10)	7.00, (7.00, 1.00)
Self-Transcendence	Universalism	7.00, (6.78, 1.35)	5.50, (5.50, 2.07)	7.00, (6.80, 0.45)
	Benevolence	8.00, (7.22, 1.11)	7.00, (6.50, 1.64)	7.00, (6.20, 1.30)
Conservation	Tradition	5.00, (5, 2.03)	3.50, (3.50, 3.33)	5.00, (4.40, 2.19)
	Conformity	5.00, (4.83, 2.07)	3.50, (4.00, 2.76)	3.00, (3.80, 1.92)
	Security	5.00, (5.44, 2.20)	6.50, (6.00, 2.10)	5.00, (4.80, 1.92)

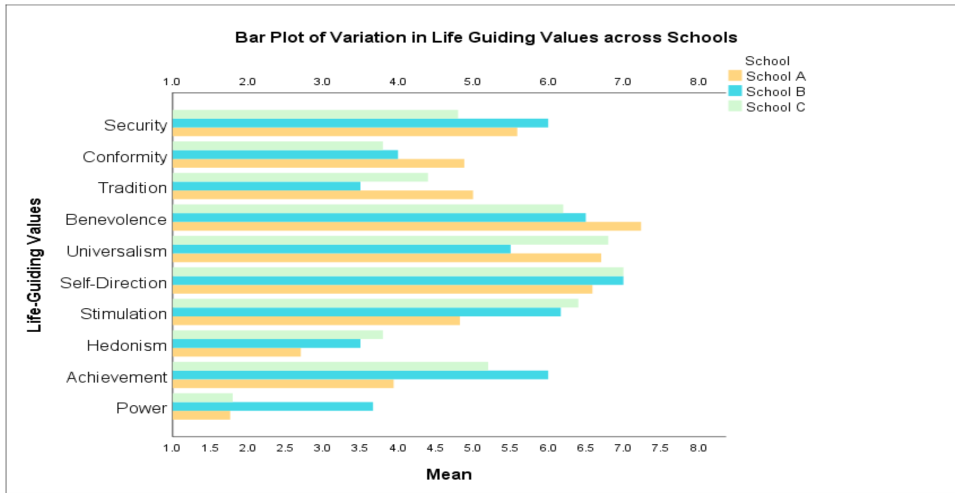
Note: Median (*Med*) for each life-guiding value is listed first followed by Mean (*M*) and Standard Deviation (*SD*) in parentheses.

variations for Schools A, B, and C:

- School A has the highest mean value for Universalism and Benevolence
- School B has the highest mean for Power
- School B has the highest mean value for Stimulation
- School B has the highest mean value for Security
- School B has the lowest mean value for Tradition
- School B and School C has the highest means for Achievement
- School C has the highest mean value for Hedonism and Self-Direction
- School C has the lowest mean value for Conformity.

Figure 4.2

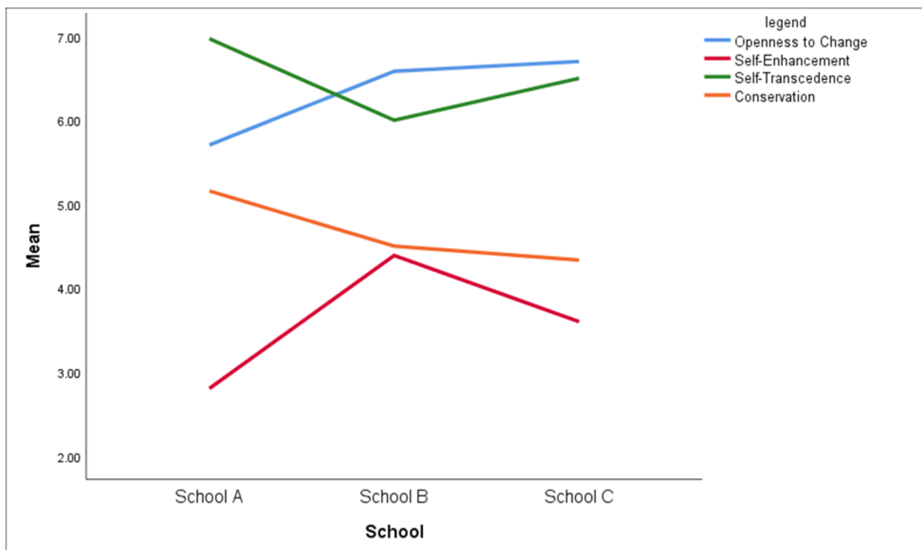
Bar Plot of Variation in Life-guiding Values across Three Schools



Note: This bar plot compares the mean values of life-guiding values between the three Schools, each represented by a different colour as indicated in the legend.

Figure 4.3

Line Plot of Variation in Dimensions across Three Schools



Note: Comparison of four dimensions among three Schools through mean values. Each dimension from the SSVS is represented by a differently coloured line.

Overall, these results show the Self-Enhancement values of Power and Achievement differing significantly between the three schools, with School B having the highest mean for Power, and School B and School C having the highest means for Achievement.

4.4 Survey Data Results for Part 2 (TPB-themed survey)

For calculating composite scores, established references would have been needed to link the items to the relevant factors; in other words, validity would have needed to have been established before distributing this part of the survey so that data analysis could be based on a structural equation modeling (SEM) approach. Because of the limited sample size in this study, however, using the SEM model would be underpowered, so the results would not be reliable. Therefore, a multiple regression analysis at the item level was performed to provide more accurate and robust results. The SPSS calculated the Cronbach alpha score as 0.79 for Part 2 (the TPB-themed survey), suggesting a high reliability measure. According to Vaske, Beaman, and Sponarski (2017), "statisticians have debated what constitutes an acceptable size for Cronbach's alpha (Nunnally & Bernstein, 1994; DeVellis, 2003). By convention, an alpha of 0.65–0.80 is often considered 'adequate' for a scale used in human dimensions research (Green et al., 1977; Spector, 1992; Vaske, 2008)" (p. 165).

First, the Kruskal-Wallis *H*-test was conducted to examine whether there were any significant differences in survey responses between School A, School B, and School C in terms of the TPB-themed questions about attitudes, perceived behavioural control, subjective norms, behavioural intention, and past reporting of student plagiarism. Table 4.3 presents the results of this test, highlighting a significant difference in the TPB-themed questions related to the *attitude towards the behaviour of reporting student plagiarism* among the three Schools ($H = 11.766$, $p = 0.003$), indicating a statistically significant difference in the *attitude* towards the behaviour of

Table 4.3

Descriptive Statistics for TPB-themed Items per School

TPB-themed items	Groups		
	School A	School B	School C
	Med, (M, SD)	*Med, (M, SD)*	*Med, (M, SD)*
Attitude towards the behaviour			
ATT1: Reporting student plagiarism strengthens academic integrity.	79.00, (72.50, 30.41)	0.00 (6.33, 14.56)	90.00 (79.00, 30.12)
Subjective Norms			
SN1: I want to be like my school colleagues in matters of academic integrity.	68.50, (65.33, 26.19)	76.00 (75.67, 16.46)	70.00 (63.20, 12.19)
SN2: My school colleagues approve of my reporting of student plagiarism.	77.50 (71.06, 25.48)	87.50 (81.67, 21.60)	90.00 (87.20, 9.83)
SN3: My school colleagues report student plagiarism.	65.00 (58.89, 31.70)	67.50 (73.17, 18.06)	65.00 (58.00, 24.45)
SN4: I expect support from the College when reporting student plagiarism.	99.50 (83.94, 30.18)	100.00 (92.50, 11.73)	91.00 (84.00, 21.22)
Perceived Behavioural Control			
PBC 1: I have time to report student plagiarism.	76.50 (56.61, 40.54)	25.00 (41.83, 31.54)	50.00 (51.60, 30.71)
PBC2: The decision to report student plagiarism is up to me.	72.50 (66.83, 33.08)	60.50 (46.83, 38.03)	90.00 (75.40, 29.07)
Behavioural Intention			
BI1: My commitment to reporting student plagiarism each semester is	61.50 (63.44, 25.79)	75.50 (79.50, 16.94)	95.00 (78.80, 38.09)
BI2: I intend to report student plagiarism.	50.50 (51.83, 35.75)	77.50 (63.00, 40.05)	80.00 (70.00, 36.41)

Note: Median (Med) for each TPB-themed item by School is listed first, followed by Mean (M) and Standard Deviation (SD) in parentheses.

reporting student plagiarism among the three schools.

Second, the Mann-Whitney U test was then conducted as a post-hoc analysis. It was found that the score for attitudes of School B were lower than those of both School A ($U = 5.00$, $z = -3.28$, $p = 0.001$) and School C ($U = 1.00$, $z = -2.62$, $p = 0.009$). These results suggest that the *attitude* towards the behaviour of reporting student plagiarism strengthening academic integrity may, in fact, differ significantly between the three schools, with School B having a lower score for attitude than that of either School A or School C. No other significant differences in the TPB-themed questions related to the subjective norms, perceived behavioural control, or behavioural intention were found among the three Schools ($p > 0.005$).

Third, to assess any differences in reporting behaviour between members of Schools A, B, and C in the 2017-2018 academic year, three Fisher's exact tests were also run. The results of these cross-tabulation tests, as shown in Table 4.4, indicated no significant reporting differences between School A and School B ($p = .137$), nor between School A and School C ($p = 0.549$), nor between School B and School C ($p = 1.00$), thereby suggesting no significant differences in actual reporting of student plagiarism between these three Schools.

Fourth, to explore the impact on subjective norms upon behavioural intention to report, four questions, coded as subjective norms variables, had been posed to measure the effects of SN1) wanting to be like School colleagues in matters of academic integrity, SN2) perceiving approval from School colleagues for reporting student plagiarism, SN3) perceiving that School colleagues report student plagiarism, and SN4) expecting support from the College when reporting student plagiarism were investigated. The multiple regression analysis was then conducted on the results overall, but not for each School because the sample sizes were too small for a regression analysis of interaction items to be reliably strong. In other words, results of regression analyses are less

Table 4.4

Cross-Tabulation of School and Reporting Behaviour (Fisher's Exact Test)

SCHOOL	In the past academic year (2017-18), I have reported each case of student plagiarism.			
	Yes		No	
	n	%	*n*	%
School A	4	40.0	12	75.0
School B	4	40.0	2	12.5
School C	2	20.0	2	12.5
Total	10	100.0	16	100.0

Note: The abbreviation "*n*" stands for the number of participants who fall into each School category. The abbreviation "%" refers to the percentage of participants who fall into each School category out of the total number of participants in the combined sample.

powerful when working with small sampling sizes (Jenkins, 2020, p. 2). Consequently, although it was not part of the original plan, it later became apparent that I could also run two multiple regression models by merging all three Schools' data from Part 2 as one group. , Each model was to determine if the four measured subjective norms significantly impacted either of the two measured behavioural intentions (BI1 and BI2), each phrased slightly differently on the survey. Worded as an overall ideal, BI1 measured "commitment to reporting student plagiarism each semester," whereas BI2 measured a more directly worded an intention to report student plagiarism.

The first multiple regression model (Model 1), as shown in Table 4.5, was found to be statistically significant, F (4, 24) = 7.49, $p < 0.001$, with an R2 of 0.55, indicating that 55.5% of the variance in behavioural intention to report student plagiarism (BI1) was explained by the four

subjective norm variables. Two of these variables were significantly related to the behavioural intention to report student plagiarism. Although SN1) wanting to be like School colleagues in matters of academic integrity ($\beta = 0.15$, $t = 1.04$, $p = 0.309$) and SN4) expecting support from the College when reporting student plagiarism ($\beta = -0.12$, $t = -0.77$, $p = 0.452$) were not significantly related to the behavioural intention to report student plagiarism, SN2) perceiving approval from School colleagues for reporting student plagiarism ($\beta = .40$, $t = 2.65$, $p < .01$) and SN3) perceiving that School colleagues report student plagiarism ($\beta = .50$, $t = 2.84$, $p < .01$) were significantly related to the behavioural intention to report student plagiarism as highlighted in Table 4.5. One interaction item, SN3 by School, was found to be statistically significant, ($\beta = 1.41$, $t = 3.19$, $p = 0.005$). The relationship between SN3 ("My School colleagues report student plagiarism") and behavioural intention to report student plagiarism (BI1) appears strongest in School C as shown in Figure 4.4. For School C, the R^2 of 0.90 suggests that there is a strong positive relationship between SN3 and behavioural intention to report student plagiarism: higher levels of SN3 are associated with higher levels of behavioural intention to report student plagiarism.

For School A, the R^2 of 0.41 suggests a moderate positive relationship between SN3 and behavioural intention to report student plagiarism (BI1). For School B, the R^2 of 0.05 suggests a very weak relationship between SN3 and behavioural intention to report student plagiarism (BI1). These results suggest that both SN1) wanting to be like School colleagues in matters of academic integrity (b = 0.80) and interaction of SN3) by School (b = 0.59) had positive regression coefficients, indicating that as these subjective norm variables increase, the behavioural intention to report student plagiarism (BI1) is also expected to increase. This indicates that a positive relationship exists between these subjective norm variables and the behavioural intention to report student plagiarism (BI1).

Table 4.5

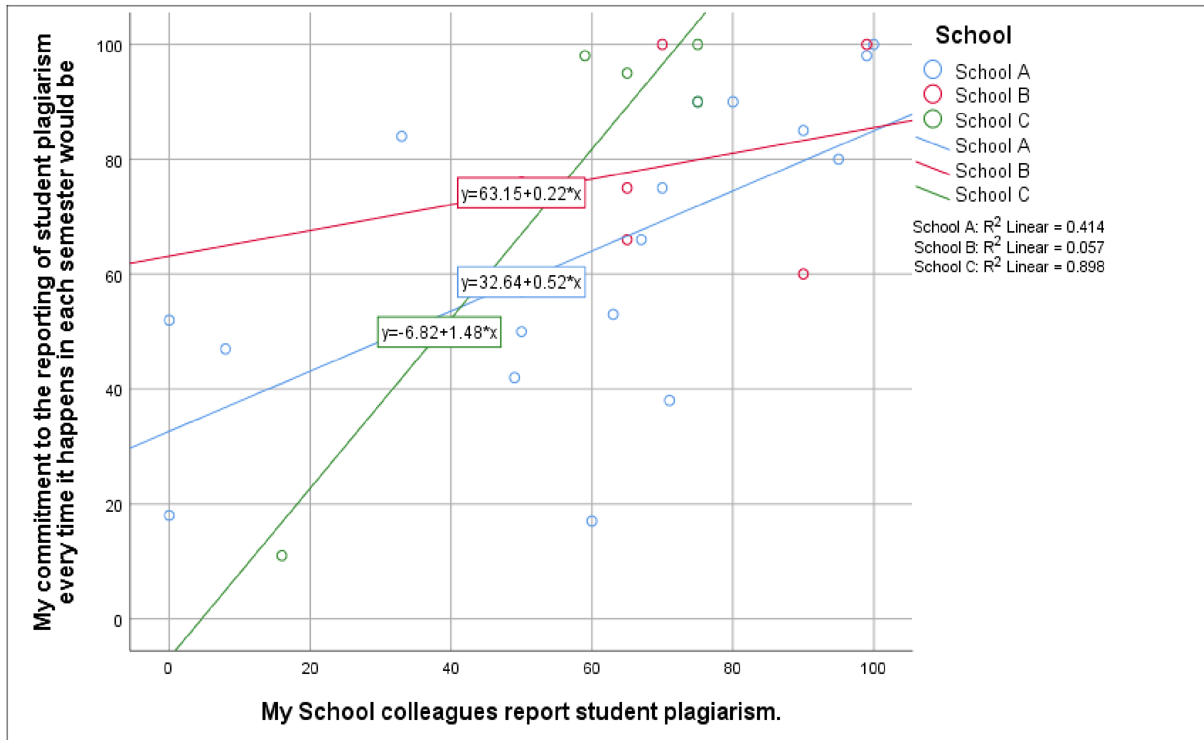
First Multiple Regression Results: Behavioural Intention (BI1) to Report Student Plagiarism as a Function of Subjective Norm Variables

	Unstandardized Coefficients		**Standardized Coefficients**			
Predictor	***b***	***SE***	***β***	***t***	R^2	F
Model 1 (BI1)					0.555	7.49^{***}
Constant	2.72	19.70		.14		
SN1*: I want to be like my school colleagues in matters of academic integrity.*	.18	.18	.15	1.04		
SN2*: My school colleagues approve of my reporting of student plagiarism*	.47	.18	.40	2.65^{**}		
SN3*: My school colleagues report student plagiarism*	.47	.17	.50	2.84^{**}		
SN4: *I expect support from the College when reporting student plagiarism*	-.12	.16	-.12	-.77		

Note: Dependent variable is the "*My commitment to reporting student plagiarism each semester is*"and *b* represents unstandardized regression weights. *SE* indicates standard error of *b*. *β* indicates the standardized regression weights. R^2 indicates variances predicted by the independent variables. l *Indicates $p < 0.05$, **indicates $p < 0.01$** indicates $p < 0.001$.

Figure 4.4

Relationship between SN3 and BI1 to Report Student Plagiarism by School



Note. Each point represents one participant. The solid line represents the linear trend for each group. R2 values are presented in the legend.

In the second regression model (Model 2) as shown in Table 4.6, the behavioural intention to report student plagiarism (BI2) was also examined as a function of four subjective norm variables: SN1) wanting to be like School colleagues in matters of academic integrity, SN2) perceiving approval from School colleagues for reporting student plagiarism, SN3) perceiving that School colleagues report student plagiarism, and SN4) expecting support from the College when reporting student plagiarism. To assess the relationship between these subjective norm variables and the behavioural intention to report student plagiarism (BI2), a multiple regression analysis was conducted and found to be statistically significant, F (4, 24) = 8.46, $p < 0.001$, with an R^2 of 0.585,

indicating that 58.5% of the variance in the behavioural intention to report student plagiarism (BI2) was indeed explained by the four subjective norm variables.

Table 4.6 also shows that SN2 and SN3 were significantly related to the behavioural intention to report student plagiarism (BI2). Specifically, SN2 or perceiving approval from School colleagues for reporting student plagiarism ($\beta = 0.30$, $t = 2.00$, $p < .05$), and SN3 or

Table 4.6

Second Multiple Regression Results: Behavioural Intention (BI2) to Report Student Plagiarism as a Function of Subjective Norm Variables

Predictor	Unstandardized Coefficients		Standardized Coefficients			
	b	***SE***	***β***	***t***	R^2	***F***
Model 2(BI2)					0.585	8.46^{***}
Constant	-28.97	25.60		-1.13		
SN1*: I want to be like my school colleagues in matters of academic integrity.*	.34	.23	.21	1.47		
SN2*: My school colleagues approve of my reporting of student plagiarism*	.46	.23	.30	2.00^{*}		
SN3*: My school colleagues report student plagiarism*	.75	.22	.59	3.47^{**}		
SN4*: I expect support from the College when reporting student plagiarism.*	-.21	.21	-.15	-.98		

Note: Dependent variable is the "*I intend to report student plagiarism,*" and *b* represents unstandardized regression weights. *SE* indicates standard error of *b*. *β* indicates the standardized regression weights. R^2 indicates variances predicted by the independent variables. *Indicates $p < 0.05$, **indicates $p < 0.01$** indicates $p < 0.001$.

perceiving that School colleagues report student plagiarism ($\beta = 0.59$, $t = 3.47$, $p < 0.01$) were significantly related to the behavioural intention to report student plagiarism (BI2). SN4 or expecting support from the College when reporting student plagiarism ($\beta = -0.15$, $t = -0.98$, $p = 0.336$), and SN1, or wanting to be like School colleagues in matters of academic integrity ($\beta = 0.21$, $t = 1.47$, $p = 0.158$), were not significantly related to the behavioural intention to report student plagiarism (BI2). These results suggest that perceiving approval from a School's colleagues for reporting student plagiarism (SN2) and perceiving that School colleagues report student plagiarism (SN3) do have a significant positive effect on the behavioural intention to report student plagiarism (BI2) with no significant differences found between Schools.

4.5 Descriptive Analysis of Reporting Contexts from School Chair Interviews

All three School Chairs accepted their invitation to be interviewed. After each Chair completed and checked their interview transcript, coding and then thematically organizing smaller codes into themes within the theoretical framework of Ajzen's theory of planned behaviour were completed. This section reports and thematically organizes findings from the semi-structured interviews with each School Chair. Chapter 5 triangulates this qualitative data with the survey's quantitative data to help answer the first research question about values and the second research question about the insider description of each School's reporting context.

4.5.1 The Background Factor of Values

All three Chairs avowed academic integrity as a strong shared value within their School's faculty membership in alignment with the College's Strategic Plan (2013-2018). Within this plan, "respect" is listed as one of its core values and is defined as "a commitment to honesty, integrity, and fairness in all of our communication, interactions and relationships with learners, co-workers, and in our communities" (p. 3); further, accountability is also listed and defined as "a commitment

to assuming and fulfilling our respective individual, collective, and institutional responsibilities for the success of our learners and the college" (p. 3). Only School A had its own additional Mission, Values, and Vision document, aligning to, while also distinguishing itself from, the College's Strategic Plan (2013-18) in terms of School A's goal of preparing its students for university transfer more than for direct labour market entry as Schools B and C aim.

4.5.2 Attitudes: The Impact of International Students

All School Chairs noted the impact of under-prepared or unprepared international students at the College. The School C Chair noted that unlike School C, School B had a "*large number of international students where there's a different culture around with how you deal with that*" (p. 5). The School B Chair explained that the issue of student cheating and plagiarism was associated with international students "*because over the last academic year, we had zero incidents of cheating and plagiarism with our domestic students*" (p. 60), adding that "*we had probably six students involved in three incidents of cheating, which would be exam cheating which was documented. Everything else was students and incidents related to writing*" (p. 6). The School A Chair reflected on how the response to student plagiarism was changing from having to deal with very few cases informally and carefully "*following that student for like two years*" (p. 6), to "*in the last two years is when our international intake of poorly prepared students exploded*" (p. 6) and faculty being overwhelmed by it. The School A Chair noted that instead of reporting cases, faculty were handling it on their own by awarding zeroes, resulting often in high numbers of international students failing courses each semester:

> *Ultimately the situation that management and leadership has to address is the fact that they are bringing students in; is it acceptable to have such high failure rates in University Arts and Science classes? . . . We need an institutional response to the fact that students*

> *are being put into classes for which they are not prepared to succeed academically, and whether that's because their math skills are so low or because their English skills are so low or because they don't understand plagiarism, or you know what I mean? Like if they can't understand what they are reading, like no wonder they are plagiarizing. I mean there are many reasons to plagiarize, but they are not, like in terms of our historical understanding of reading, writing, and plagiarism, right? That historical understanding is being applied to a situation that just it wasn't meant to apply to, do you know what I mean? Students are here for very different reasons, different motivations, different decision-making processes, you know what I mean? Like we have a system that has sort of worked on the understanding that there are certain types of students who are trying to do this in life, do you know what I mean? And, "We're going to accommodate like diversity," like you know what I mean? But that's not, you know that's not what's guiding these students anymore*. (p. 18)

All three Chairs recognized the impact of unprepared or under-prepared, or even unmotivated students, upon the rising number of student plagiarism cases in Schools A and B.

4.5.3 Attitudes: Teachable and/or Reportable Moments

All three Chairs distinguished between teachable and/or reportable moments and expected faculty to exercise their professional judgement in alignment with earlier studies about such faculty responses to student plagiarism (Greenberger, et al., 2016; Howard, 2002; Holbeck, et al., 2015; Leonard, 2018; Louw, 2017; Nadelson, 2007; Sutherland-Smith, 2014; Watson, 2017). School A's Chair explained a common theme that they expected faculty members to "*use their professional judgement in determining when you move beyond a teaching and learning situation to a clear . . . case of violation*" (p. 7). If the intent was simply a student "*struggling with voice*" (p. 6), then

sympathy and remedial instruction is the most appropriate response. However, if the intent of the student plagiarism had been to "*bypass the usual channels*" (p. 8) despite knowing it was "*something that you absolutely knew you were not supposed to do*" (p. 8), then the School A Chair regarded that as a reportable offense, an attitude shared by each of the three Chairs interviewed. For example, the School C explained that "*often what we will do first of all is think of it as a learning opportunity*" (p. 2). The School B Chair added, however, that "*it might feel extreme in the point of view from other Schools of what the action is [reporting], but we are doing it for the long-term benefit of the individual*" (p. 4). Whether teaching integrity, writing skills, and/or accountability, all Chairs agreed that a distinction needs to be made between intentional and unintentional forms of student plagiarism to respond appropriately to each case.

4.5.4 Beliefs: Policy and Policy Operationalisation

The School C Chair believed that the "policy is there . . . if you can't apply those teachable moments" (p. 11). The School A Chair explained further, however, that "*It's a crappy policy. Everybody knows there's a first, second, and third strike. Exactly, they know that they are supposed to report plagiarism. What happens is they report it to me, and I say fill out this form and do all of this work, and then it often disappears at that point"* (p. 13). Similarly, the School B Chair noted that some cases had been reported but were not followed up on due to the considerable time and additional administrative workload for the reporting faculty member:

> *If I have [reported cases marked] as pending, generally that means the instructor decided not to pursue it and that's because they, when they looked at what they did or what they communicated or how the assessment was done or learn more about what the students were saying, they changed their mind. Now again, there are lots -- like I know we had one instructor that was intimidated by the process – at least two, actually -- and they declined*

> *to participate in the process, and they would do things like on their own. They would deduct marks or wag fingers or that, and that never got reported, and I know they had, they told me later in the year that's what they were doing, like they kind of came around to it. So again, it ties into what is the personal incentive to doing this.* (pp. 12-13)

The School B Chair further added that the additional administrative work the policy requires of faculty to report each case served as a disincentive unless the workload for reporting is recognized and valued as an additional instructional duty (p. 9). Because of the additional workload that reporting cases brings, their focus shifted to include further mitigation and prevention strategies in Schools A and B.

4.5.5 Perceived Behavioural Control: Using Turnitin

One pedagogical and plagiarism prevention tool is text-matching software, such as Turnitin. The School B Chair successfully lobbied senior management to pilot Turnitin the previous year. Although the license was for college-wide use, primarily only School B members were aware and trained to use it, with the exception of some of School A's peripatetic faculty who also sought training for and implemented this tool. Text-matching software was valued as a time-saving device as the School B Chair explained:

> *Years ago, I did an assessment and it resulted in 40 students being issued a notice -- or potentially they were implicated in you had to triage especially in the group-work context – but each student is about an hour for an instructor, so you multiply that by 8 or 10, and some instructors are much more diligent about it. They have the research to prove it, and that's why Turnitin has really helped us. It objectifies it. It speeds up the process, whereas -- and I'm concerned for some of my faculty because they would get so deep into trying to prove it, and we're not trained in this realm -- it becomes highly emotional for our*

> *instructors and emotionally draining, so it's -- I don't like [how] it changes instructors' perceptions of students often.* (p. 9)

Implementing this text-matching software saved time and hence enabled those faculty experiencing many cases to report each one with the needed evidence as required in the College policy.

The School A Chair noted that faculty wanted the Dean to handle all cases but that the additional workload was going to the Chair without coordinated established processes yet:

> *as Chair, like I can't, like it's all too much. Like I can't track it. I can't process this. I can't, you know, like everything, issue is getting dumped onto the Chair right now. I've been fighting for an Academic Advisor, um, because these students are completely falling through the cracks, and every student needs to be advised and monitored and, you know, put into the right places like they're just being left to hang themselves right now.* (p. 12)

The School A Chair suggested that a position, such as an Academic Advisor, should be created to manage all cases, presumably with Turnitin in place, and to remediate reported students accordingly.

Unlike the Chairs in Schools A and B, however, the School C Chair explained that "*we are not using tools like Turnitin to discover [student plagiarism]*" (p. 9) as the nature of the subjects and writing assignments are primarily data collection from the field, adding that "*students are building on materials*" so they "*are not going to fake [their] way through*" (p. 9). Whereas School A, and especially School B, experienced student plagiarism more frequently and adopted various measures to mitigate it, School C did not experience many cases at all and hence felt they did not have to monitor it.

4.5.6 Subjective Norms: The Impact of External Stakeholders

The expectations of graduates of each School were quite different. School A transferred its graduates to universities for degree completion in an academic discipline. School B could transfer its graduates for degree completion as well, but many were also immediately job-ready for accounting and general office employment. School B, however, also admitted those with degrees already in its post-graduate business program, and similarly, School C also received students who had already graduated from universities into its post-graduate program. Most of the students in School C, however, were in a terminal but transferable program. Like School B, School C also offered the option to ladder to a bachelor's degree, but both Schools were more directly tied than School A to the goal of immediate workplace readiness for their graduates. School B and School C were attached more directly to the labour market from which members of program advisory councils were selected to help keep each program current and aligned with market needs. Similarly, School C also consulted with a provincial Ministry. Nevertheless, many of the courses in School B and School C must also transfer individually to universities individually or as a program block of credits, so students can either enter the labour market or government employment after graduation or ladder their program credits further towards a bachelor's degree. However, according to School B's Chair, for "*the vast majority of our students, their future is not in academia*" (p. 17). The focus for School B curricula was more on practical office, accounting, and management skills, and the focus for School C curricula was on occupational and professional workplace readiness within the specific fields of forestry.

4.5.7 Subjective Norms: Perceptions of Senior Management's Expectations

All three Chairs shared the same perception of senior managers expecting policy compliance. The School A Chair perceived that "*their expectations are that we apply their policy*

fairly and consistently" (p. 16). The School B Chair perceived that the senior managers wanted "*policy and procedure followed*" (p. 15), and the School C Chair believed senior managers "*expect policy to be upheld, but I would also think that they are looking for, for what I think is a teachable moment, and to make sure that, you've, you know, each case is different, you know, and what you want to do is to make sure that you are applying the policy in a blanket, in a blanket kind of manner*" (p. 10). Implying that senior managers also expected Chairs to minimize the number of appeals, the School A Chair noted that they had *"done a very good job of stopping appeals at my level*" (p. 16). However, the School B Chair saw the appeal process itself as a valuable lesson for students to experience "*exercising their democratic rights*" (p. 14).

4.5.8 Subjective Norms: Chair's Expectations for Policy Awareness and Operationalisation

As School B's Chair observed, this institution "*is a very siloed college. It's almost like each School operates in its own reality*" (p. 3). Nevertheless, all three Chairs expected not only that the related policy to be known and upheld, but also that faculty appreciated regular review of the procedures to be followed. School B's Chair noted that it was a "*seasonal*" (p. 9) discussion and that they had "*common discussions, but they are usually instructor-initiated either in our meetings or quite often it is in the process of executing the procedure"* (p. 10). School A's Chair recalled that "*it comes up at every meeting*" (p. 14), but only School C's Chair said they "*rarely*" talked about it at meetings and that "*it's not something that comes up in our strategic planning process*" (p. 7).

School A's Chair further noted that although faculty knew of the policy's 'three strikes' approach, they were also sometimes unaware of and deterred by the follow-up paperwork needed for a formal report. Because of some recurring inaccurate documentation procedures, School B's Chair considered maintaining faculty awareness of the policy was not only "*an ongoing developmental challenge*" (p. 7), but also that faculty members understood the Chair's expectations

of faculty to assess objectively and to "*accurately and diligently follow the procedures outlined*" (p. 4). School C's Chair believed that faculty were "*generally aware*" (p. 6) of the policy, but unlike the formal reporting expectations of the School A and School B Chairs, the School C Chair expected informal and private consultations first to advise on whether cases were teachable rather than formally reportable moments (p. 3).

Policies were regularly reviewed at School B meetings, and memoranda with related forms were posted to their Faculty Interaction Moodle site regarding procedures, among them how to report student plagiarism complete with the initial form letter to be completed by the instructor and signed by the student, the instructor, and the Chair. Although all College policies were readily available online, only School B's Chair broke it down further into an easy-to-follow procedure with a link to the fillable form, facilitating faculty's convenient access and hence increased likelihood of use. Making the procedure to report student plagiarism as clear and as convenient as possible and promising and providing support, the School B Chair enabled faculty not only to follow the College's policy on it, but also to understand and accept why reporting and hence tracking was necessary for the policy's effectiveness to mitigate student plagiarism, which aligns with previous research about the administrative obstacles to reporting (Christensen Hughes and McCabe, 2006; MacLeod & Eaton, 2020; Thomas & de Bruin, 2012; Vehvelainen et al., 2018). All three Chairs expected faculty discretion in determining the type of student plagiarism found as well as informal consultation first before submitting a case formally. All three Chairs also supported implementing an inter-School tracking system to be able to uphold the policy as currently written.

4.5.9 Actual Reporting Behaviour

All three Chairs stated that student plagiarism is encountered each academic year, but the frequency of cases and the number of actual cases reported and followed through on differed. School A's Chair reported that they received "*minimal actual reports of plagiarism*" (p. 13) and that "*It's not being reported to me, and yet it's all that anyone talks about*" (p. 13). Although the survey (Part 2) results showed that two School A members had indicated that they had reported cases to the School Chair, School A's Chair further explained how cases tended to "*disappear*" (p. 13) once forms are sent to be completed by the reporting faculty member. School A's Chair described the School's collective attitude towards responding to student plagiarism as one of necessity for students' academic proficiency now and later, but the attitude towards reporting it each time to comply with the policy was much more ambiguous, which aligns with MacLeod and Eaton's (2020) similar finding about "the paradox of faculty attitudes" (p. 357) of wanting to respond to violations of academic integrity but doing so only infrequently and typically independently and inconsistently. School C's Chair received only one formal case, but "*five to six*" (p. 8) informal cases reported to them in the 2017-2018 academic year. In sharp contrast. School B's Chair reported a high frequency of formally reported cases; for example, for the previous 2017-2018 academic year, School B had 104 reported cases of cheating and/or plagiarism (p. 8).

Table 4.7

Actual Reported and Completed Cases of Student Plagiarism within Each School

	SCHOOL A	SCHOOL B	SCHOOL C
Reported cases in 2017-18 academic year	0	104*	1

*NOTE: *This includes the number of at least 18 exam cheating incidents as well as student plagiarism cases.*

4.6 Results of Peripatetic Faculty Interviews

Peripatetic faculty members are defined as those faculty members belonging to School A as their home School and who also teach a "service course" for a non-home School's program, such as those offered by School B and/or School C. Excepting the researcher as a peripatetic faculty member, all but one accepted the invitation to be interviewed about their experiences reporting student plagiarism in different School contexts. After the interview transcripts were completed and checked by interviewees, coding and sorting was undertaken for each peripatetic faculty member into the main domains of Ajzen's theory of planned behaviour. This form of deductive analysis allowed for merging smaller codes into these larger themes within this theory. Next, each interviewee's transcript was individually analyzed to describe their attitude towards student plagiarism and reporting it, their perceived behavioural control to perform the target behaviour of reporting student plagiarism, and their experience of subjective norms in their home and non-home School contexts. Combined, this suggested their behavioural intention to report as well as explained actual reporting behaviour within different School contexts. The following interview results are presented as a descriptive thematic summary of each of the seven interviewed peripatetic faculty members, highlighting their attitudes, perceived behavioural control, and subjective norms about reporting student plagiarism as well as their intention and actual reporting behaviour.

4.6.1 Robin learned citation skills mostly mimetically in their graduate education in the arts. "*That was the first time I sort of did any real research papers, and by that stage, I don't recall getting a tremendous amount of guidance on it. . .we did do a lot of reading at that stage*" (p. 3). Nevertheless, Robin stressed the perceived honesty and serious learning intentions of their fellow graduate students and how "*some of my fellow students helped me crafting the approach to giving*

credit and citations and that sort of thing" (p. 4). Robin believed that "*it was perfectly obvious*" how to integrate and cite sources (p. 4) without any formal instruction. They believed that student plagiarism was intentional, "*lazy*," and reflected a moral problem of "*dishonesty*" (p. 5) until as a new college instructor, they learned after giving a student a zero for plagiarism that it could be the student's "*background not preparing him*" (p. 5) with this expected academic writing skill. Although Robin's attitude towards unintentional plagiarism became sympathetic for those "*who genuinely don't understand what the expectations of them are*" (p. 5), they also stated that they believe those who intentionally plagiarize are "*lazy and don't want to do the work. OK, for them, I have zero sympathy*" (p. 6). Robin valued reporting student plagiarism for two main reasons:

> *it creates very clear consequences, consistency, and it demonstrates to the students that it's something that is a core value of an institution, and really, if it is a core value of the institution, to be honest, you must put in place those sorts of consequences; otherwise, you are just sending wrong messages to students, so it's something I feel somewhat strongly about. It aligns with my compass to follow that particular set of principles.* (p. 12)

Robin's attitude towards applying policy aligned with their personal and professional values, believing that the consequences for the plagiarizing student provide opportunity for learning and growth and that an institution must lead by acting on its values.

Robin's perceived behavioural control to report student plagiarism was that they knew how the policy works because they had implemented it successfully by providing "*sufficient evidence*" (p. 25) over thirty times without any cases being appealed. Preparing such cases, however, took valuable time and energy to withstand the significant additional bureaucratic and emotional workload. To avoid feeling frustrated and "*atrocious*" (p. 13), Robin implemented prevention strategies, such as adapting their first-year courses by removing any group work and research

writing requirements, thereby reducing the opportunity for students to plagiarize. Robin expressed skepticism about Turnitin being helpful since detection could be averted: "*there are so many ways to get around Turnitin*" (p. 9).

Robin noted that in School A, no one discussed student plagiarism or reporting it, but Robin perceived that these colleagues, by default of being academics who value honesty in the pursuit of knowledge, supported the College policy for its management. Robin had very few cases to report in his home School over the years, and although they were reported, Robin believed their School A colleagues felt that they "*didn't want to see the students ruined by this"* (p. 11) and hence did not report cases because of their attitude to protect students from "*building up strikes. The problem with that, what we've really been facing in the last five years with* [School B] *is that everyone's doing that and, you know, you have no idea how many times this student has been through the same discussion*" (p. 11).

School B's faculty had to work together to find ways to prevent, detect, report, and manage student plagiarism; consequently, Robin felt more supported in School B, "*I think because of the history of the development of the internationalization, and again, you know, I try to be careful with that because it's not an exclusive problem with the international students, but that's what's pulled back the veil*' (p. 21). School B's Chair and colleagues encouraged and supported each other reporting student plagiarism, but Robin also noted the toll it was taking on those with high numbers of violations in their courses; for example, Robin mentioned one colleague from School B who "*literally had 40 plagiarism violations within a span of a month . . . He spent every free moment that he had tracking down Internet sources*" (p. 9), and another high-reporting School B colleague as having burned out, "*and his level of frustration, it dwarfs mine*" (p. 11). Consequently, Robin's intention to report student plagiarism was reserved for those cases that would take little time to do

so: "*I'm kind of over* [tracking down and building a case each time.] *You know, I don't put that much effort into it. If I can't find it very quickly, I let it go*" (p. 10). Robin values integrity in academic work and understands the need for policy enforcement, but Robin manages cases by reducing the opportunity to plagiarize and by reporting only those cases that require little of their time to substantiate since preparing and reporting each case does not fit within the work time needed to perform all of their other job duties. Because Robin noted that the Dean had stated that managing plagiarism cases was not an assigned duty but part of the faculty member's regular workload, Robin suggested that a "Plagiarism Coordinator" position be created to manage cases to preserve the institution's integrity and ability to live up to its espoused values. From observing reporting behaviours of both School A and School B faculty members, Robin had adjusted their response to student plagiarism management: report only if time allowed. Robin's behavioural intention to report had weakened after teaching within School B and observing the burnout of peers who had been observed as having reported every case.

4.6.2 Quinn learned early in their grade school education what plagiarism is and had been assuming the same of their students: "*It's something every student hears about…I've sort of run under the assumption that ever since grade 8, they've been told what plagiarism is, so they know when they are committing it*" (p. 1). Quinn believed in informing students at the beginning of courses what plagiarism is and its consequences as a way to deter intentional plagiarism from happening: "*Tell them how serious the consequences are to, you know, being expelled potentially if it recurs, that if you're hard on it and communicate your toughness that students won't do it because they won't think they'll get away with it as much*" (p. 2). Quinn valued the need to reprimand intentional plagiarists and have them "*face some sort of academic consequence for it*" (p. 2). Linking this to dishonesty, Quinn clarified that "*academic honesty is one of the cardinal*

virtues of the academic discipline" (p. 5). Nevertheless, Quinn believed that despite the majority of students being honest people, there will always be a minority who "*will take any opportunity to cheat*" (p. 2), and that "*it's always potentially going to be there*" (p. 3). Quinn considered adapting course materials and assignments to minimize any student temptation to plagiarize, but ultimately did not, explaining that "*we want to engage in texts that have a discourse surrounding them because that's part of scholarship, is analyzing the discourse*" (p. 4). Although Quinn was aware that Turnitin could be used, they expressed having heard stories of students being able to "*trick*" Turnitin, too, so Quinn does not "*really trust it*" and felt that faculty using Turnitin were doing so "*more for our peace of mind*" (p. 11).

Tricking or being duplicitous was a repeated concern for Quinn, sharing that their emotional response to detecting student plagiarism was usually one of initial "*shock,*" of being "*offended"* in that it was "*somehow undermining [their] authority,*" and that plagiarizing students were regarding them as "*easily tricked*" (p. 13). Quinn felt that they had since learned to respond more "*in a clinical way*" and hence "*always give the zeroes*" (p. 13), but not necessarily with formal reporting of each case to a School Chair. Quinn believed that reporting first offenses within their own courses was within the instructor's discretion. Consequently, Quinn estimated not reporting two or three cases in School A in the previous academic year because each case appeared to be unintentional. However, one case was reported because it was deemed "*severe . . . . where it was like they can't write an essay at all, and it was just a mess of plagiarism and shoddy writing"* (p. 6). Quinn experienced five to six cases of student plagiarism in School B. Their approach was that "*the first time it happens . . . I give a zero, and then if it happens again, then I can report it to a higher level*" (p. 5). Although Quinn felt that everyone seemed to be talking about the rise in student plagiarism at the College, they had not witnessed, in either School A or B, any expectation

to actually report it. Nonetheless, Quinn stated that if either School Chair communicated the need and rationale for reporting all cases, then they "*would probably do it*" (p. 10). Quinn's behavioural intention to report remained the same after teaching within School B but was willing to change their reporting behaviour upon a Chair's clear directive to do so.

4.6.3 Lennox remembered not having been penalized for cheating on a Grade 8 French test and felt they would have been better off if they had been. They were told instead to "*just take it as a learning experience*" (p. 15). Lennox still felt the only lesson learned was that policies needed to be applied fairly regardless of perceived "*favouritism*" (p. 15) and linked that to their own application of an integrity policy in their praxis. Lennox's attitude toward student plagiarism was that the policy "*is really important to enforce. It's an ethical question, and I think that students need to come out of the College with a strong set of ethics*" (p. 13). Lennox valued the policy's clarity and "*the student accountability aspect*" (p. 3). `

For determining if plagiarism occurred, Lennox considered the student's intention. For example, if a student tried to cite properly but erred, then they would be remediated; however, if the student was not perceived to have honestly attempted the work, they would be given a zero. In neither scenario, however, the incident would not necessarily be reported to the School Chair. They also added that if it a student still made unintentional errors after having been shown how not to, then "*I might maybe consider taking off some marks for a second offense*" (p. 2), but again, still not necessarily reporting the case to the School Chair for tracking purposes. Lennox observed at least three of her peers in Schools A and B responding and sometimes reporting student plagiarism, suggesting that "*some people probably have more leeway*" (p. 17).

Lennox shared that "*there's always at least a couple*" (p. 2) of cases each semester in their courses, so using Turnitin makes case management and reporting "*super-easy*" (p. 19), but also

that not only detecting intentional student plagiarism, but also having to meet with the student to discuss an intentional case was frustrating and "*emotionally draining*" (p. 14). To minimize opportunities for student plagiarism, Lennox believed that "*it's our responsibility as educators to have some cultural awareness and to really make sure that students form those cultures are particularly aware of the huge differences in what they're used to doing academically and what's acceptable here*" (p. 14) and would welcome more institutional "*preventative measures*" (p. 24), such as pre-orientation workshops for international students as well as an honour code for all students to sign at the beginning of their programs (p. 25). Lennox's behavioural intention to report had been reinforced after teaching within School B.

4.6.4 Morgan articulated academic integrity as a foundational value of academia and demonstrated a very nuanced and seasoned approach to their response to student plagiarism in particular: "*It's just going on for different reasons and at a different level*" (p. 17). They distinguished between unintentional and intentional plagiarism and referred to the latter as "*academic fraud*" (p. 4) instead. They noted that students "*plagiarize it* [sic] *differently if you have different skills*" (p. 4), such as fluency in the language, some awareness of citation practices, and some content knowledge:

> *I have to distinguish between smart students in the sense of students who have great skills and could do quite well in courses but for whatever reason, they had a bad weekend, they didn't get to it, they had to postpone something, whatever it is, and then students who don't have great skills and are doing it because they need to get through. And then I also have to distinguish between students who are unilingual students who I work with and then students who are not and who don't have the skills.* (p. 7)

Morgan experienced the majority of plagiarism cases to be in an online course which already had a policy in place requiring the final exam to be passed in order to pass the course; however, Morgan explained that "*What it does is it catches the ones who have no skills, who have been paying for the papers, but it doesn't catch the ones who have some who have been paying for their papers*" (p. 18). Morgan found that this policy was effective for those without language fluency who have intentionally plagiarized, but not at all for those with language fluency, so the course policy was preventing only one kind of student from earning course credit.

Morgan further contextualized intentional forms of plagiarism and considered the drivers of each, such as a need to save time or a need to pass at all costs. Whereas Morgan responded to unintentional forms in their praxis, in either School context, with clarification and guidance for the student and without formally reporting the event, they treated intentional forms much differently by building a "*rock solid*" (p. 22) case first before reporting it to either School Chair. "*For things that are more blatant, I will put them forward again formally through the reporting process if they're blatant and if I can prove it*" (p. 7).

To minimize opportunities to plagiarize, Morgan had adapted their pedagogical approaches to align with mode of delivery, subject, as well as student body type, program, and education level; however, Morgan noted that

> *I really design my courses and it's getting harder and harder, but I think it used to work better than it does now as, you know, as the online world just keeps expanding. I used to be able to design, design assignments that are tough to plagiarize unless you were getting someone else to write them, and if that's the case, you know, at some point, what can you do.* (p. 18)

Nonetheless, feeling supported by both School Chairs, Morgan felt practical and realistic in their response to intentional forms of plagiarism and in terms of submitting only very supportable cases. Morgan also felt aligned with other faculty at universities as well as in their Schools, perceiving that faculty at smaller institutions tended to be more tolerant of student plagiarism than those at universities: "*At university most people are far more willing to crush anything they see*" (p. 27). Further, they noted that within the College's cohort programs, such as those of School C, communication between faculty about shared students allowed for a team approach to informally remediate or to formally exit plagiarizing students, but also that larger Schools, such as School A, took a far more isolated and individualistic approach with a tendency not to report cases formally:

> **MORGAN**: *When I came into the [School C] program, I had no great understanding of how it all works and that sort of thing, and to me a plagiarism case would have been a plagiarism case; however, after being in there a little while, you realize that you know, you are, you know, as we've talked about this, in a cohort program; you're sinking somebody for a year, and on and on and on. Are you better off to have a discussion with the Chair, have a discussion with the student? You know, figure out how to do any of their other stuff, and this is not just, I mean, this is something that goes on in [School C] across the board . . . . we'll have a meeting in the fall, and the top of the agenda is, you know, students who are having difficulties. "Are you having difficulty with this student?" "I'm having difficulty with this student." "Why are we having difficulties with this student?" "What are the difficulties? Do they lack the skills to get through the program?" "Can we help them through? What can we do?" To me, that's brilliant; that's absolutely brilliant.*
>
> **INTERVIEWER**: *And that's just something* [School A] *doesn't have?*

> **MORGAN**: *Ya, it's a different ball game there. But to me, I mean, that's a preventative measure in its own right. . .. You know, if you've got somebody who is coming up on everybody's radar, and they're coming up on everybody's radar either because they don't have the skills, they're not showing up or whatever it is, then you're building a, you know, an understanding of a problem there, that, you know, it's much more, you can intervene in a more, or, you can, you know, recognize that this person isn't going to make it pretty quickly, rather than stringing them up for two years.* (p. 30)

Morgan valued a team approach to helping struggling students with their writing, especially in programs that had greater consequences than those in other programs, such as having to add another year to a student's program. Morgan saw this team approach as something their colleagues in School C were doing and were expecting them to do as well, but not colleagues in School A. Morgan's intention to report as learned at a previous university employer was reinforced in School A but changed to fit the informal reporting context of School C.

4.6.5 Jodie began teaching in School A but taught within School B as well as School C, and although "*plagiarism is not at the front of mind*" (p. 6), they valued academic writing skills highly. "*I've always approached that personally with integrity, and I guess it has influenced how I view others' plagiarism*" (p. 3). Jodie equated plagiarism with cheating and that as an instructor, they would clarify the functional need of proper citation in terms of reference and verification. They also took "*a very preventative approach and I will emphasize before every piece of writing they do for me to the point where I'm not sure they even hear me anymore. What I'm saying is, 'Now remember: You do your own work. If you plagiarize this, you will be . . . issued an academic violation*" (p. 5). Jodie noted that student plagiarism rarely occurred in Schools A and C, estimating each rate of occurrence to be 0-5%, but 75% for School B. Jodie recalled one case of suspected

ghost writing from a School C student but could not find the source plagiarized, so it went unreported.

Jodie emphasized the need as an instructor to consider the intent behind a plagiarism case: "*Intent is really important as to whether there is an educational opportunity there*" (p. 5). Jodie acknowledged that because students "*are learning to write with integrity [and that] it's not something that necessarily comes naturally*" (p. 6), Jodie responds to such unintentional cases as "*teachable moments*" (p. 5). Further, to minimize the opportunity to plagiarize in a course they teach in School B, Jodie "*created all of the assignments, [so] they can't go anywhere to find answers. They've been given a template to use and to analyze it; these are completely original case studies*" (p. 5). Jodie's attitude and prevention strategies highlighted being able to recognize the type of, and the context for, the student's plagiarism, and Jodie remained empathetic for typical situations of their students; however, Jodie reasoned that although managing student plagiarism is important, it is not "*to the point where I'm going to give up even more of that extra time that I don't already have. Now I'm not going to turn a blind eye to it, but there's only so many hours in a day*" (p. 7). Jodie suspects that "*in a class of one hundred students, or sections, three sections of a hundred students, I could probably write up 85 violations for that first assignment*" (p. 7). Referring directly to the College policy managing cheating and plagiarism, Jodie issued only "*seven or eight academic violations for plagiarism last term and another couple the first term that were more warnings rather than formal violations where I went to* [School B's Chair]" (p. 7). However, Jodie did not proceed with a violation until the Chair informed them which number of offenses it would have been for that student: "*I say I need to know which violation the student is on.* [The School B Chair] *lets me know. I fill out the form. I meet with the student and explain it to them, explain the appeal process…and if you want to appeal to me, you have to do so in*

writing…[which] has to contain grounds for why you're challenging my decision in issuing this violation. (p. 9). Jodie was also careful to articulate to students that apologizing and promising to do better next time is "*not a valid ground of appeal*" (p. 10) and would be dismissed as such. Jodie added that after having added a professionalism grade for School B courses, such student reactions had been minimized.

Jodie had formally reported only School B students for plagiarism and perceived that their School B peers "*take a far stricter approach than I do. You know, people teaching the same course: if I'm giving 10 violations, they're giving 40*" (p. 12). Jodie also noted two of their peers burning out on trying to report all cases because of the time and additional emotional workload it had created (p. 21). Although Jodie planned to start using Turnitin in all of their courses to help manage cases more easily (pp. 6-7), Jodie's focus was less on plagiarism management than on becoming a better teacher through reflection and adapting their course materials to the needs of their students:

> *I feel like being a [School B] instructor at this institution involves constant evolving analysis of our student body and what we have to do to meet their needs . . .. but I think that punishing them is not the sole way of going about it. There's definitely times where it's merited. . . so I think relative to my peers I issue violations way less, but I also think my peers are going through the same evolution that I am at different stages depending on their tenure here, and so there are some people who have issued dozens who then are not issuing any anymore for a variety of reasons that they could probably speak to better than me, whether it be that they've redesigned their assessments in a way to take writing out of it, whether they feel they're not getting support at higher levels when those violations are appealed, in the same way a parent might discipline a child; they go to the other parent and they say, "Don't worry about it." That dynamic is definitely existing in* [School B]*, so*

> *I don't know. It's such an individual job that what my peers are doing around plagiarism doesn't really affect me. I've never had any pressure from* [the School B Chair] *in terms of like, "Hey, your numbers are way different than everyone else's," or anything like that. So, I don't know. What my peers are doing around plagiarism does not influence how I approach it.* (p. 12).

Jodie saw instructor responses to plagiarism as an evolution, but also believed that the same decisions to report or not would have been made, independent of what their School peers were perceived as doing or encouraging each other to do. In fact, Jodie believed that their only important referent was their spouse, a lawyer, with whom they would discuss cases confidentially.

Jodie also commented that reporting to School B's Chair was incredibly helpful for a student making the same mistakes in several courses so that remediation and "*a teachable outcome*" (p. 14) could be attempted first before exercising the policy formally. Jodie valued the policy itself as creating "*a culture of accountability among students. That's why I report*" (p. 19), but also that the policy should have "*more discretion built into it*" (p. 19), and that there would be more reporting and effective operationalisation of the policy if there were. Jodie's intention to report cases remained the same across all three Schools.

4.6.6 Kerry valued trusting students first, rather than assuming that every student was potentially a plagiarist. They believed that their "*other colleagues*" were approaching it as if *"'Every student's a cheater until proven innocent.' And I approach it in the opposite*" (p. 4). Nevertheless, although Kerry rarely encountered student plagiarism in School A or C courses, they did suspect it "*every semester*" (p. 5) for an online course housed in School A typically taken by students from one particular international agency with an office in a major Canadian city. Kerry explained, however, that they "*pretty much stopped policing it*" (p. 6) because they relied upon the final exam policy

(of needing to pass the invigilated final exam) for this online course to generate the needed outcome for those plagiarizing assignments. Kerry and a former Dean had created this policy as a way to manage rising numbers of student plagiarism cases within an online course typically taken by international students with weak English language skills. "*There's just no other way to do it; either that or you're just constantly trying to prove that they cheated on an essay, prove they are not doing their own work, which is, you know, too time-consuming, too heart-breaking, too everything, really*" (p. 7). Consequently, their failure rate was typically high each semester for this course, so appeals also happened "*almost every semester*" (p. 6). However, those failing were only international students. When asked if any domestic student failed the course in this way, Kerry replied, "*No, not a one, but if they don't do it*" (p. 8). Kerry believed that the other faculty teaching the same online courses operationalized the course policy in this way as well: "*We all do it. It's totally agreed. We do it, so just yep, ya. It's the only way to get around it*" (p. 9). Consequently, no cases of suspected plagiarism within this online course had to be reported each time it occurred. Changes to the course itself, other than the final exam policy, were then not felt as necessary.

Kerry used other preventative strategies in courses taught to School C students, however. Kerry designed very localized and coordinated assignments with lab work done for other courses, collaborating with School C faculty. Kerry also provided supervised in-class writing sessions of collected lab data, for example, so Kerry witnessed the evolution of drafts for a research paper. As a result, Kerry encountered only minor forms of plagiarism, such as copying a chart or table from an instructor's handout without any citation, for which zeroes had been awarded. However, when Kerry reported these to the School C Chair in compliance with the common College policy, they were surprised to learn that this was not the expected nor supported response to this type of student plagiarism. They learned that it was to be regarded as a teachable, rather than a reportable, moment.

According to Kerry's recollection, the students wanted it to be treated this way, too. Consequently, Kerry, feeling "*intimidated*" and "*outnumbered*" (p. 14), reluctantly changed the zeroes and deducted marks instead for the infractions, but doing so felt like a misalignment with their understanding of the College-wide policy and its operationalization in other Schools. Kerry recollected asking another peripatetic peer who was teaching the same course how they were responding to the same perceived infraction, and Kerry characterized their response as being "*all laid-back about it, so I knew it would be even harder at the end, so it's got me thinking maybe I'm wrong. Maybe it isn't plagiarism…I don't know if* [my peer] *was told?*" (p. 20).

Consequently, Kerry felt that reporting to School Chair A would be supported the most. For intentional cases, Kerry valued having the College policy because it made it easier to explain their punitive response to students who plagiarized, "*so it takes the pressure off of me*" (p. 13), adding that, "*I am sure most instructors, or I'm guessing, most instructors appreciate* [that]" (p. 13). Kerry explained further that "*I try to treat* [students] *like they will be treated when they get to university. Otherwise, they will go into total shock, right? No one's going to hold their hand*" (p. 10). However, Kerry also noted that it was largely unknown how peers in School A were responding to student plagiarism as it was generally not openly discussed, whereas it was in School C, describing this kind of communications about School C students as "*handholding*" and "*babysitting*" (p. 11). Nevertheless, Kerry added that they were "*willing to help* [students] *if they approach me for help, absolutely. . . but I won't track them down or force them to do it*" (p. 11). For Kerry, maintaining academic integrity standards and operationalizing the policy universally across Schools had been important, but their behavioural intention and actual reporting behaviour changed from reporting all cases to not reporting all cases in School C.

4.6.7 Casey had been aware of student plagiarism as being a "*cheating behaviour*" (p. 6) but did not recall it being a subject of concern in their own undergraduate and graduate classes, which were based mostly on original research. Casey valued respect and honesty in their own learning and ongoing academic work, which carried over to their expectations for their own students. Casey reflected that

> *it was less of an issue when we were doing sort of research that wasn't computer-based where you could cut and paste, where you actually had to go to the library, sign the book out, write it out and then summarize it in your own words. It seemed like there was more of a process involved there as compared to the last-minute papers that people are doing and they cut and paste or they don't remember what they've written in their own words versus what they've cut and paste. I think that's sometimes an issue for students.* (p. 3)

Casey believed that the Internet had made it easier to plagiarize intentionally and regarded that as a "*lost learning opportunity*" (p. 7); however, Casey was beginning to see that it could also be done unintentionally, adding that "*with a lot of international students coming to the College, where there are different norms in other countries, cultural norms around what constitutes plagiarism or how serious an offense it is, it is becoming a much greater issue in our post-secondary system*" (p. 3). Casey said that plagiarism can be found in any student demographic but that they were seeing it more with the international students. Consequently, Casey began designing

> *more unique assignments because I don't want to have to deal with that issue, and I also feel like a lot of students that are both coming to us from the high school and from the international students are maybe not at the level where they are ready to write a full research paper, and so I've done smaller assignments or different types of assignments*. (p. 4)

Casey believed that their peers had done the same, that they "*have moved to shorter multiple assignments as opposed to the big paper at the end of the year*" (p. 5). Nevertheless, Casey still received an assignment that appeared too fluent for the student to have written unassisted, but because a case could not be made for suspected ghost-writing, Casey felt they could not pursue it. Similarly, Casey had noted frequent copying on some weekly labs, so they became aware of the need to support student integrity by clarifying what plagiarism is to their students and began responding to it by looking for the "*teachable moment*" (p. 6). Casey was also beginning to explore using Turnitin to help students "*understand if they are plagiarizing or not*" (p. 6).

Out of concern for the Chair's time and workload, Casey did not formally report to either School Chair cases in which zeroes had been given to assignments that had plagiarism in them. Casey also believed that formal reporting was for punishment only and wanted students to learn from it instead: "*I would report it to the Chair if I felt like a punishment was needed*" (p. 7). Casey had formally reported student plagiarism to the School A Chair and found it to be "*a lot of work, and it took a lot of time*" (p.8), which served as further incentive not to report the smaller lab cases. Casey's attitude was "*I think it's an opportunity for the students to learn, and I don't think that when they are learning about plagiarism that they need to be reported*" (p. 8). No distinction was made between reporting and tracking to support student learning.

In contrast, in School C, Casey perceived the work as more informal and team-oriented to heighten awareness of any students struggling, so formal reporting was felt to be unnecessary in most cases (p. 10). Casey recognized that School C's "*different culture*" (p. 13), stemming from the informal communication expectation of the cohort model, was to encourage instructors of the same student body to work better together to support their students, not only to learn course content, but also "*to perform and behave like university students*" (p. 11). Casey felt that if they took the

same approach with a School A peer, they would be risking their own professional reputation because it was not expected and Casey believed that because of privacy expectations, it would be working outside of the policy (p. 15). Casey explained that "*the structure of* [School A] *doesn't allow for us to let us chat about students of concern, for any reason, not just plagiarism, but for health, mental health, for absenteeism*" (p. 17). Casey still confronted School A students whenever plagiarism was suspected and concluded that they had become "*good at it in my School A courses now, but in School C, I have not been. I haven't explicitly caught people in School C for cheating or plagiarism*" (p. 26).

Casey valued the policy and appreciated that it "*had teeth*" (p. 14) for intentional plagiarists to be punished, but also that it needed to be operationalized seriously and consistently: "*If we've got ten different versions on how we treat plagiarism in the classroom, that's really confusing*" (p. 15). Casey also suggested the need for different forms of plagiarism to be articulated and weighted within the policy. If "*reporting had different levels*" (p. 16), then each School Chair could track and communicate "*red flags*" (p. 16) rather than just formal strikes, thereby supporting students learning new skills rather than punishing all offenses equally. "*Generally, we want to know stuff about our students for their own benefit . . .. So, if they are plagiarizing chronically but in small amounts, well, we can deal with that. They need some instruction around it or they need to know what the consequences are or whatever"* (pp. 17-18). Casey stressed the need for the policy to recognize these forms and weightings and to distinguish between a red flag and a strike to help faculty members and Chairs enforce the policy while also remaining true to their role as educators.

Casey believed there were about four or five "*low reporters*" (p. 24) in School A because of the emotional and bureaucratic labour involved, whereas in School C, Casey observed that her peers were open to each other to share information so that it never had to get to the point where

one instructor is reporting it to the Chair and now has the additional workload. The goal in School C appeared to be preventing a student from having to add an extra year to their program by intervening before formal reporting had to begin (p. 26). Consequently, Casey felt more comfortable reporting to the School A Chair because they had

> *more confidence in* [School A] *just because they deal with it more often and in a formal way. I think in* [School C], *there is so much focus on student retention in School C, because they are not just in one course that they are getting kicked out of; they would be getting kicked out of five courses, so the case has to be so egregious or so multiple against the student, that I just feel like it would in* [School A], *it would result in them say failing the course, not necessarily leaving a* [School A] *program, but that I would be backed in failing that student more strongly than in a cohort program.* (p. 27)

In other words, Casey's behavioural intention to formally report student plagiarism remained higher for School A students because of this perceived stronger support, but also because they had "*more incidences of it in School A than in School C*" (p. 27). Because of perceived differences in each School's subjective norms, Casey adjusted their behavioural intention to report student plagiarism within each School context.

4.7 Peripatetic Faculty's Perceptions of Subjective Norms Within Each School's Reporting Context

Perceived differences in each School's reporting context, specifically its subjective norms, were found in the interviews of the peripatetic faculty.

4.7.1 Peripatetic Faculty Perception of the Reporting Context of School A

Peripatetic faculty perceived the reporting context of their home School to be at their own individual, professional discretion. It was uncommon to discuss with peers any student having

difficulty with managing sources in written assignments; in fact, individual students were rarely, if ever, discussed with one another at all. The context for reporting was to handle each case on its own and to do so privately with only the more egregious forms of intentional forms of student plagiarism being reported to the Chair. Finding the teachable moment and remediating each case was perceived as the expectation of students, peers, the Chair, and senior administrators. However, only when the number of cases began to increase in this School did discussions in meetings begin, but as the School A Chair noted, "*it's not being reported to me, and yet it's all that anyone talks about*" (p. 13). Preempting a wave of student plagiarism at the administrative level had become the focal point of discussions as faculty and the School A Chair discussed the need for the anticipated additional workload to be processed by either the Dean or an "Academic Advisor" (p. 12). Faculty had been awarding zeroes without reporting incidents to the Chair, which had culminated in irregularities in the usual rates of successful course completion or in discrepancies in a student's grades within different levels of study.

4.7.2 Peripatetic Faculty Perception of the Reporting Context of School B

The reporting context of School B, as perceived by the peripatetic faculty had evolved past the need to award zeroes to include reporting all cases to the Chair for tracking purposes in strict adherence to policy, which was reviewed regularly, and the procedures clarified through a variety of communication channels. The rationale for doing so was regularly explained by the Chair: to support the learning and teaching process; to enable the Chair to track first, second, and third offenses across courses as indicated in the policy; and to preserve the integrity of transfer accreditation as well as a program's credential issued upon graduation. Peripatetic faculty witnessed School B faculty reporting large numbers of cases each semester and also that they were facilitated and supported in doing so, particularly with the piloting of Turnitin. However, Quinn

used the metaphorical language of war and plague to describe School B's reporting context, as one of "*conquering*" and of containing the sudden "*outbreak*" of the "*disease*" of student plagiarism. Overall, the peripatetic faculty experience of School B's reporting context was that this School was facing the highest number of cases and that they were responding to it seriously by formally reporting all cases as supported by the Chair and the College policy. Table 4.8 lists how peripatetic faculty described their School B peers' support and operationalisation of the policy.

The School B Chair's leadership style was perceived to have ensured that faculty were not only aware of the policy but also understood its procedures and its *raison d'etre*, thereby strengthening self-efficacy and encouraging internal motivation of home and non-home School faculty members to apply the policy fairly and consistently. The policy was discussed at in-person meetings and in online discussion forums on Moodle, and the policy was easily retrievable from two online locations along with the form letter to be filled out, making the entire process as easy as possible for faculty to execute, even if imperfectly, at first. The School B Chair also convinced the College's administration to pilot Turnitin in the School of Business, something previously resisted for many years, thereby providing a timesaving and evidence-producing tool for faculty to adhere to the timely and fair administration of the policy.

The School B Chair's leadership style was perceived by peripatetic faculty to be proactive, supportive, and consultative. This Chair was particularly effective in facilitating understanding of the policy and its need for procedures to be followed precisely, so peripatetic faculty felt encouraged to report cases. The School B Chair, however, importantly clarified, "*I don't view the number of incidents as a benchmark of success. I view faculty consistently and effectively applying and executing the process and policy as a benchmark of success*" (p. 7). As shown in Table 4.9, the peripatetic faculty's perception of this Chair's leadership on the issue was one of respect and

Table 4.8

Perceptions of School B Peer Support and Operationalisation of Policy

PERIPATETIC FACULTY MEMBER	PERCEPTIONS OF SCHOOL B PEER SUPPORT AND OPERATIONALISATION OF POLICY
ROBIN	"I feel that **everyone takes it very seriously**. We all, with varying degrees, struggle with, if not the conflict, the imposition of the consequences, and it's a difficult thing to impose because of that, and I think that that naturally creates a lot of inconsistency. I think the inconsistency is really damaging to the overall student culture."
QUINN	"I speak to my co-instructors, and **they all have a line-up of plagiarism cases**, and, uh, you know, in some cases, it's not a reporting zero situation, right, so. **I've heard of [School B faculty] report hundreds of students** even if they used a stock phrase that was used in Indian media, you know, they used that and 45 people got reported in one semester. Like, you hear stories about that, and that's an extreme case, but they were not told not to do that. **And then you hear about some people who don't report, and they just give zeroes, and you don't hear that they're being guided either way**." "I came in here just sort of **following the signposts** that I saw in terms of, you know, **how I should approach my practice**, and I don't see any idealoguing about it really."
LENNOX	"There's less of a focus on [student plagiarism in School A.] I mean, all, all you really do is base, umm, my assumptions on School meetings, right? So if I look at **School meetings in [School B], plagiarism comes up often; it's discussed often. [School A]? Not so much**, so . . .. I can't even think of a time when it's been on the agenda, really, can you?" "It just doesn't seem to be as much **on the radar** in terms of in [School A] meetings."
JODIE	"**I went into this semester, teaching in [School B] eyes wide open** as to what the challenges were as an instructor. I'm good friends with [a School B colleague] from many years, and um, and if anything, I thought he had overstated the challenges. I was like, 'Are you kidding me? These students are an absolute delight! They're lovely!" "There are **other instructors I know who take a far stricter approach than I do**. You know, people teaching the same course. If I'm giving 10 violations, they're giving 40." "My approach to the policy might be less punitive than most, like 'Let's work with these students. Let's teach them. OK, this is still going on? They know better." Now I'm into the realm of punishment."

appreciation, describing the Chair as "*gold*" and "*phenomenal*," (Robin), "*100% supportive*" (Lennox), and "*fantastic in terms of trying to create a culture and you know [they] will probably have the most buy-in [because of] their energetic puppy dog approach to management*" (Jodie). Lennox noted this Chair's "*encouragement to uphold these policies,*" and Jodie indicated feeling

Table 4.9

Peripatetic Faculty's Perceptions of School B's Chair's Reporting Expectations

ROBIN	"I think . . . [the School B Chair] is a phenomenal, **a phenomenal asset** for this School. Oh, my God, [they're] gold. The leaps and bounds we've done in School B in the last two years? Extraordinary." "Well, [the School B Chair] has also been going from their position down and **changing the student culture**, and as a group, we face this."
QUINN	"My sense of the School was one that when it came to dealing with our own students and how we design our courses, how we choose to discipline, I thought to an extent that was, um, **there was some discrepancy left to the instructor, which I thought, which I think is a good thing about the School allowing individuality**."
LENNOX	"Like I remember at the Writing Summit, [the School B Chair] was like, "So, I haven't gotten a lot of plagiarism reports," and [they] found that **suspicious. It's almost like [they're] expecting to get more**, so I don't ever worry about, you know, me being sort of frowned upon for having too many plagiarism cases. It seems like **that is supported in the institutional culture to go out and find cheaters**." "OK, so with [the School B Chair], **it's 100%** [support.] [They] want to know who's plagiarizing. I've never felt, I mean, ya, I've never felt any sort of reticence. If anything, **I've felt an encouragement to uphold these policies**, right?"
JODIE	"If it's somebody who clearly knows better and for whatever reason, you know, is **just trying to game the system**, then [the School B Chair's] **less likely I think to show lenience or to be lenient**." "I usually write [the School B Chair] and say, just say, uh, 'I'm proposing issuing a violation to this student.' I usually give an idea why, either attaching the work or describing it. I say I need to know which violation the student is on. [They] let me know. I fill out the form. I meet with the student and explain it to them, explain the appeal process." "I feel equally **supported** [in all Schools], but I feel like much more **part of a team** in [School B.]" "I think [the School B Chair] has been **fantastic in terms of trying to create at least a culture**, and you know [they] will probably have the most buy-in from people like me who are new and still have the energy and are hired and other people who, you know, are older, have done things their way, you know, that kind of, the energetic puppy dog approach to management." "I've had other individuals tell me that **if an appeal goes beyond [the School B Chair]** that they are **not confident that [the Dean] will uphold it.** I've had that said to me on more than one occasion, by more than one individual, that [the Dean] is likely to show a lot more compassion. That's one way of putting it. Now, that's never been my experience. I don't know. I frankly, I don't know."

"*much more*" part of this team than any other because of the Chair's overall consistent and supportive coaching style of leadership.

The School B students themselves also influenced faculty's reporting behaviour in that non-plagiarizing students wanted to see plagiarizing students punished, whereas plagiarizing students wanted to be exonerated of the incident and tended to use dramatic emotional appeals to persuade the instructor. For example, Robin noted that "*It's not even just the work. It's the social pressure, you know? I think I might be a little more willing to sit and watch someone cry than many other instructors are, but it gets at me. And I know there are a lot of people for whom that's just the most gut-wrenching part of the job, and it makes a person sick*" (p. 11). Such responses were mentioned in all seven interviews.

Students not plagiarizing also influenced the peripatetic faculty responses to those who were. For example, Robin felt that students relied on the teacher's enforcement of policy to maintain the integrity of the credential for which they have been working honestly. The tenor of the classroom can change quickly once students perceive other students as "*gaming the system*" (p. 11). Robin further explained the impact of un-penalized plagiarists on non-plagiarizing students:

> *The other part of it is the destructive nature of [cheating and plagiarism] within the classroom setting. With student to student, you have resentments, where this is physical what's happening, and 'Why am I going to bother putting any effort into this when that jerk is getting the same mark as me for something that they cheated with?'* (p. 12)

Students as referents were found to be another form of subjective norm or social pressure to enforce the policy by reporting incidents of student plagiarism.

4.7.3 Peripatetic Faculty Perception of the Reporting Context of School C

Not having to adjust to any trends in student plagiarism within School C programs, the faculty and Chair of School C continued to respond to the rare occasion of suspected student plagiarism by seeking the teachable moment first. Cases were informally and privately discussed within faculty meetings to ensure that students received the necessary, coordinated support to remediate, rather than to fail a student in a course, thereby extending their overall time in, or even exiting them from, the program. Responding with a grade of zero for an assignment containing plagiarism was unusual in this School context, but deducting some marks was expected for minor infractions, such as copying a table of data from a handout without attribution. Table 4.10 lists how peripatetic faculty described their School C peers' support and operationalisation of the policy.

The School C Chair's collaborative management style ensured that School C faculty members would try to remediate the issue first before having to formally report it, but informally they would discuss it amongst themselves as a faculty group to discover if it were an isolated incident or occurring elsewhere. Discussions about the student's skill set and overall suitability for the program would ensue. The peripatetic faculty perceived that the School C Chair's expected response to potential student plagiarism was for them to find the teachable moment first and then to coordinate with their fellow faculty as a team to ensure remediation of any skill set deficit in their students. The Chair's response to reported cases of student plagiarism by peripatetic faculty encouraged remediation rather than failing the student outright because if a student failed one course in their cohort program, then they would have to repeat it by adding another full year to their program. The School C Chair's approval and support of policy compliance was contingent upon more factors other than just student intention to plagiarize. It could be taken, for example, as

Table 4.10

Perceptions of School C's Peer Support and Operationalisation of Policy

FACULTY MEMBER	PERCEPTIONS OF SCHOOL C PEER SUPPORT AND OPERATIONALISATION OF POLICY
MORGAN	"I know that there's discussions of these things, you know, being **teachable moments**. How people deal with it on an individual basis, I don't know." "When I came into the [School C] program, I had no great understanding of how it all works and that sort of thing, and to me **a plagiarism case would have been a plagiarism case**; however, after being in there a little while, you realize that you know, you are, you know, as we've talked about this, in **a cohort program. You're sinking someone for a year**, and on and on and on. Are you better off to have a discussion with the Chair, have a discussion with the student. You know, figure out how to do any of their other stuff, and this is not just, I mean, this is something that goes on in [School C] across the board. You know, School C has, it's brilliant. School C, you know, **we'll have a meeting in the fall, and the top of the agenda is, you know, students who are having difficulties**. 'Are you having difficulty with this student?' 'I'm having difficulty with this student.' 'Why are we having difficulties with this student?' 'What are the difficulties?' 'Do they lack the skills to get through the program?' "Can we help them through the program?' "Can we help them through? What can we do?' To me, that's brilliant; that's absolutely brilliant." . . .. Ya, it's **a different ball game there [in School A]**. But to me, that's **a preventative measure in its own right**."
JODIE	"It's just **not an issue *yet* in [School A]** . . ., and **it's not an issue in [School C]**. It just hasn't been." "I tend **not to care what other people think of me** as long as I'm doing the best I can at the job, you know? I am way harder, I'm hard enough on myself that I don't worry what other people will think of me." "I think **in every School there is a culture of academic integrity being important**, and **in [School C], it might even be stronger than anywhere else because of just the nature of the work the graduates go on to do**, you know, when you're in the, you know, there are actual safety concerns when you're a forester or whatever."
KERRY	"The first-year **instructors in [School C] are in very close contact with each other** . . .. and so, in terms of how a student's doing or if someone's having a problem, and it's usually, umm, we're all having the problem with the same student that's difficult, but it's rarely plagiarism. **It's usually just a student that probably should not be there**." "One of the hardest things for me to adjust to was the **babysitting**. When you go **from [School A] to [School C], I'm like, 'We're going to hold their hand that much?' 'Yes, we are! We're going to get them through these two years.' So we don't do that in [School A.]**
CASEY	"I think in [School C], **there is so much focus on student retention in [School C]**, because they are not just in one course that they are getting kicked out of. They would be getting kicked out of five courses, so the case has to be **so egregious or so multiple against the student**, that I just feel like it would in [School A], it would result in them say failing my course, not necessarily leaving the [School A] program, **but that I would be backed in failing that student more strongly than in the cohort program**."

an indication of a student being unfit not only for the program, but for the profession as well. However, unlike in School A, in which failure was expected if an
assignment had been plagiarized, in School C, potential remediation was the first expected response because of the larger impact failure would have on student retention.

The School C Chair explained that "*it's a different culture*" (p. 5) in School C than it is in School A because of the nature of School C programming to produce job-ready graduates as well as in their style of delivery in cohorts and the amount of field work. They further clarified that "*what we do is collect data, find where people have done similar studies and you're using that to refer back to your own experience and your designed experiment and you write that up, so the opportunities for egregious plagiarism occur in a couple of instances, you know, in first year*" (p. 5). They further noted the different teaching experiences between School C and School A faculty related to class size and cohorts:

> *It's a cohort program, so you're seeing those same students again for everything and all the other instructors are seeing them for the same thing. It's not, you don't get away, you know what I mean? You can't kind of go into another class, so you're doing psychology in [School A] and you're doing chemistry, let's say, and those are so different and the instructors who won't know you and you're anonymous, whereas our courses what happens is you are in with the same students and the same classes and the same instructor might teach you in a bunch of different courses, and so you're kind of caught, and there's no, so we don't – we don't get [plagiarism] the same way that I imagine.* (p. 5)

Nevertheless, the School C Chair also stressed the importance of maintaining transfer credit for their courses and explained that academic integrity was "*one of the main underpinnings of any*

academic program" (p. 2) and that "*it's of prime importance. It's a foundation piece*" (p. 2), a strong belief they said that the School C faculty also shared, having gone through academia

to the Masters and doctoral levels of the academy themselves: "*Everyone in the School has a Master's or a PhD and everyone's had a, has experience writing and in many cases publishing and continuing to publish in journals, so it's not a hot topic in that sense*" (p. 7), referring to not having the need to educate or discuss the policy at School meetings: "*It's not something that comes up in our strategic planning process. It's not. It's not*" (p. 7). The School C context was one of workplace preparation more than academic transfer, so teaching citation practices was not prioritized as much as it was in School A and in School B courses.

4.8 Conclusion

Answering **the first research question** about the ranking of life-guiding values, the key findings from part one of the survey were that there were no statistically significant differences between Schools except for one: School B respondents ranked Power and Achievement significantly higher than respondents from either School A or School C. Overall, however, the high esteem in which academic integrity is held by members of each of the three Schools and their Chairs was without question and supported by both the quantitative and qualitative data collected. Academic integrity was a strongly held value for all.

Answering **the second research question** about the reporting context for each School, the key findings from part two of the survey as well as from the interviews with School Chairs showed that School A's reporting context was one in which individual faculty members rarely, if ever, discussed cases with each other, and felt expected to handle cases on their own, either by remediation or redirection for remediation and/or deducting some or all marks for any plagiarized work they received without reporting except for cases of academic fraud which were expected to

be forwarded to the School Chair. School B's reporting context was one in which aligning values and actions was encouraged, facilitated, and supported by the School Chair, but partly because senior managers expected reporting as part of one's regular workload, more effort went into prevention rather than reporting. School C's reporting context was one in which faculty members regularly communicated with each other about students in their cohorts and hence felt the need to report formally only after consultation with peers and the Chair. Despite the differences between School reporting contexts, a key finding from part two of the survey was that there was no statistically significant difference between faculty members overall in their behavioural intention to report student plagiarism. The difference was in *how* it would be reported.

One statistically significant difference in attitude between academic units and two subjective norms influencing behavioural intention to report were found in the analysis of part two of the survey and reinforced by interview data from the Chairs. First, the School with the highest number of reported cases (School B) expressed a differing attitude towards reporting student plagiarism as strengthening a campus culture of academic integrity, believing that it, in fact, did *not*; however, this was not reflected in some of the interviews with peripatetic faculty who perceived the opposite. Second, the key finding from the survey was that reporting behaviour is significantly impacted by two of the four subjective norms: SN2) perceiving peer support (injunctive norm), and SN3) perceiving peer reporting behaviour (descriptive norm).

Answering **the third research question** about the peripatetic faculty's perception of the reporting context of each School and impact on reporting intention and behaviour, the key findings from the interviews with peripatetic faculty were that School A's reporting context was perceived as modelled after those experienced in universities, as more individualistic, and as without the

expectations of reporting each infraction formally to a School Chair but to remediate and adjust marks instead.

School B's reporting context was perceived as having strong expectations and support from the Chair and peers to report cases formally to align values with praxis; however, as indicated in the interviews, after experiencing a high volume of cases, which caused a perceived faculty burnout of high reporters, these School peers were investing more in prevention strategies and tools, such as modified assignments and assessments as well as piloting Turnitin. After teaching in School B, peripatetic faculty members had a reinforced behavioural intention to report, but they also adopted mitigation and detection strategies in their other courses to minimize the potential number of cases overall.

School C's reporting context was perceived as needing to be informal at first, to handle the few cases they had as a team, either to remediate any student mistake or to exit students not demonstrating professionalism in documenting sources. Peripatetic faculty teaching in School C adjusted their response to minor types of student plagiarism and learned to be more consultative with peers as a team led by the School Chair who supported and encouraged the expectation for academic integrity as a form of student professionalism.

Supporting a key finding from part two of the survey, the key finding from the interviews of peripatetic faculty was that the subjective norms of feeling supported by School colleagues to report student plagiarism, as well as of observing how and if School peers reporting it, were found to impact the behavioural intention to report, either reinforcing the response or as adjusting it to fit a School's reporting context. The next chapter discusses these findings in direct relation to the three posed research questions and the related literature.

CHAPTER FIVE: Discussion

5.1 Overview

The perception of inconsistent reporting of student plagiarism between Schools at the same institution, even though each School is governed by the same College policy, was this study's specific research problem. Its aim was to understand the complexity behind faculty decision-making when confronted with student plagiarism in different reporting contexts. Using the TPB heuristically, this mixed-methods study's first and second research questions were posed to help describe each School's prioritizing of values and reporting context so that the third question about peripatetic faculty's experiences of each School's subjective norms could be compared and contrasted within each School's reporting context. In other words, the results of the two-part survey and School Chair interviews were combined to provide a description from the insider perspective of School members and Chairs, thereby answering the first two research questions; the interviews of peripatetic faculty members were analysed to isolate the impact of subjective norms in different School contexts since presumably their values, attitudes, and perceived behavioural control would likely remain the same, thereby answering the third research question about how subjective norms, both descriptive and injunctive, within each School's reporting context impacted peripatetic faculty members' reporting behaviours. In order to achieve this study's objective to inform policymakers, Deans, and School Chairs of the complexity behind operationalization of its current policy to manage student plagiarism at the procedural point of the faculty response, this chapter interprets and explains the impact of a School's reporting context, particularly subjective norms, in shaping that response. This chapter discusses the findings in relation to these three research questions:

RQ1: Are there any significant differences in the ranking of values between the three Schools?

RQ2: From the perspective of each School's members as an academic unit and their Chair, what is the reporting context in terms of their attitudes, subjective norms, and perceived behavioral control for formally reporting student plagiarism?

RQ3: From peripatetic faculty members' perspectives, do the subjective norms of each School's reporting context reinforce, change, or have no significant impact at all on their reporting behavior?

To respond to these three questions, the first section overviews the key findings, and the second section interprets the findings in conjunction with the related literature. Each question is answered separately, moving towards the conclusion.

5.2 Overview of Key Findings

There were several key findings that answered this study's three research questions. First, only one significant difference was found in how participants from each academic unit ranked life-guiding values: School B respondents ranked the Self-Enhancement values of Power and Achievement significantly higher than those in either School A or School C. Second, as indicated by each School's Chair and survey respondents grouped by School, reporting contexts were similar, for example, in that each academic group valued academic integrity highly, but significantly differed in the belief that reporting upheld it. Third, in alignment with the findings in part two of the survey, peripatetic faculty members also seemed to have been impacted by two subjective norms (perception of peers reporting and peers supporting their reporting, too) in different School contexts. Because their home School is School A, peripatetic faculty members were accustomed to a highly individualized, low formal reporting context, but when in a non-home

School, observations of peer reporting behaviour as well as perceived peer and School Chair support for reporting were somewhat different and either reinforced or impacted their decision to adapt their own reporting behaviour to fit each context.

Answering the first two research questions, quantitative and qualitative data were used to describe, within the theoretical framework of the TPB, the reporting context of each School from the insiders' perspectives (School members and their Chair.) Answering the third research question, qualitative data was collected from the outsiders' perspectives (peripatetic faculty from School A) to provide their experiences within each School's reporting context to highlight the influence of subjective norms upon their own reporting behaviour. It was found that two subjective norms -- that peers support reporting and do so themselves -- impacted peripatetic faculty's reporting behaviour in different School contexts as well as prompted preventative measures being taken, such as redesigning assignments and implementing text-matching software for detection and improved pedagogical outcomes.

5.3 Interpretation of Findings

There were far more similarities than differences between all survey respondents, Chairs, and peripatetic faculty. Organized by each research question, this section notes these similarities but focuses more on areas of significant difference to suggest the overall impact of subjective norms on the faculty behavioural intention to report student plagiarism in different School contexts.

5.3.1 Research Question #1: Are there any significant differences in the ranking of values between the three Schools?

It was not surprising to see such similarities between how each School's faculty members ranked their life-guiding values. After all, survey respondents also belong to the larger group of employees of the same college located in the same region of the world. In fact, Schwartz (2011)

concluded, with astonishment, how much even nations have in common in the ranking of these ten values:

> An astonishing finding of the cross-cultural research is the high level of consensus regarding the relative importance of the ten values across societies. In the vast majority of nations studied, benevolence, universalism, and self-direction values appear at the top of the hierarchy and power, tradition, and stimulation values appear at the bottom. This implies that the aspects of human nature and of social functioning that shape individual value priorities are widely shared across cultures. (p. 17)

Consequently, it was surprising to find even one statistically significant difference in the ranking of values between Schools. School B prioritized the normally lower ranked Self-Enhancement values of Power and Achievement more highly not only than either School A or School C survey respondents, but also higher than that of the global trend as found by Schwartz (2011). This difference in values could help account for the tenacious reporting behaviour of some School B faculty which lead to some peripatetic faculty to observe their burnout, as reporting high number of cases had depleted those School B faculty members' energy, time, and resources. Because of the higher placement of Power and Achievement, operationalizing a policy by reporting all cases of student plagiarism, was more likely to occur, and did, until it became untenable. Then prevention strategies became more desirable, productive, and realistic to manage this aspect of academic integrity. Such a preemptive response would also lessen the likely conflict experienced between the values of Self-Enhancement and the highly ranked values of Self-Transcendence (Benevolence and Universalism), which likely played a part in drawing these respondents to the profession of teaching in the first place.

Across the three surveyed Schools and interviewed School Chairs and peripatetic faculty, academic integrity was held as a strong foundational value, something Coalter, Lim, and Wanorie (2007) found in their survey of faculty at a mid-sized American state university as well, that faculty valued honesty highly and believed in prevention strategies aimed at promoting honest student behaviour. Amigud and Pell (2020) also found in their multinational survey of teaching, research, administrative, and support staff regarding implementing their institution's academic integrity policy; for example, over 90% of their survey respondents evaluated academic integrity as very important (p. 7). They also found that exceptions to formal reporting were based on a sense of fairness in that the policy itself was viewed to be either unfair or too rigid, and that first-time offenders and/or international students would benefit more from flexibility rather than a blanket application of policy without context and empathy for honest mistakes, for example, or procedural unfairness, cultural differences, and/or first-time offenses (p. 8). However, no study investigated the impact of surges of potential cases upon reporting; filling this gap and providing an original contribution to this growing sphere of interest, this study was able to do so.

It was found that any customized, ideal approach to responding to a single case quickly became unmanageable after the number of cases surged past the point of capacity as experienced by School B faculty. As the number of simultaneous cases soared, mass reporting ensued but at the cost of not only demoralized students, but also exhausted and then disillusioned -- if not burned-out -- faculty members, as suggested by the resounding and unanimous rejection by School B survey respondents of the belief that reporting supports a campus culture of academic integrity. Reporting alone was viewed as an unsustainable response to potential surges in student plagiarism, so preventing surges tempered an original belief in the need for reporting as a way to contribute to a campus culture of academic integrity. Two ways were suggested to do so: adapt assignments and

sometimes even course curricula (School B) and/or create a new position for someone to manage the bureaucratic workload predictably produced (School A). Future research could be in the area of better screening and student placement methods to uphold academic integrity standards as well.

In their multinational study of the faculty commitment to uphold academic integrity, Amigud and Pell (2021) surveyed academic staff to analyze how respondents reacted to seven moral dilemmas regarding various academic integrity infractions and resulting situations. They found that faculty tended to address each scenario in context-specific but also inconsistent ways, depending upon the overlap between the individual's professional and personal values, describing responses as being based upon a mixture of "virtue, utility, and improvisation" (Amigud & Pell, 2021). They neglected, however, to address social pressures to respond in certain ways in alignment with a program's goals. It was found that peripatetic faculty adjusted or reinforced their response to student plagiarism in different School contexts not as a difference in values, but as a supportive way to uphold integrity and program goals, which may appear as inconsistent reporting practices across an institution.

Gottaradello and Karabag (2020) explored further the perceived misalignment between values expressed in policies and those manifested in actual faculty praxis, something observed earlier by Christie et al. (2013) in their study of policy and its implementation. The disconnect in both studies was found to be a lack of curricular inclusion of the expected skill set to uphold academic integrity standards. However, Gottaradello and Karabag (2020) also suggested that reporting inconsistencies may be "due in part to a lack of common values, and confusion around the concept of ethics and integrity itself" (p. 526). In contrast to that extraordinary possibility, this study found that faculty from each surveyed School, as well as interviewed School Chairs and peripatetic faculty, all held and were guided by not only a clear understanding of the concepts of

ethics and integrity in their learning environment, but also by strong overlapping personal and professional values with those of the College's espoused values, mission, and vision. It was further found that, despite what may appear as a "faculty paradox" (Macleod & Eaton, 2020) of upholding the values of academic integrity while also not consistently complying with policy, there was no statistically significant difference in surveyed faculty members' intention to report and actual reporting behaviour. When all other factors remained constant, the tipping point was not only reaching one's capacity to report a surge of cases, but also learning from social contexts how to manifest academic integrity values differently; in other words, mitigation and prevention strategies through curricula change, rather than relying solely upon reporting, became a value-rich response to previously unmet student needs. This response will likely need to continue to evolve and intensify as new ways to plagiarize from artificial chatbots proliferate online.

5.3.2 Research Question #2*: From the perspective of each School's members as an academic unit and their Chair, what is the reporting context in terms of their attitudes, subjective norms, and perceived behavioral control for formally reporting student plagiarism?*

Macfarlane, Zhang, and Pun (2014) argued that the faculty response to student plagiarism is predicated upon a synthesis of individual, cultural, institutional, and student concerns to uphold academic integrity values. Within the theoretical framework of the TPB, these concerns can be interpreted as forms of subjective norms. When intermingled with values, beliefs and attitudes, and perceived behavioural control, a behavioural intention is formed. The second research question addresses the reporting context of each studied School within this theoretical framework.

From merging the results of the quantitative survey with those from qualitative interviews with School Chairs, a resulting description of each School's reporting context was formed as the insider perspective. As Rupprecht (2016) found in their phenomenological research study of ten

faculty members at a private college within an American research university, formal reports of student plagiarism were likely to occur not only when 1) faculty members felt supported, 2) when they had taken preventative measures, 3) when they considered a student's response to their allegation, and if 4) their values aligned with those of the institution, but also 5) because of "faculty peer influence" (p. 57). This next section discusses such influence within the larger reporting context of each School.

5.3.2.1 Reporting context of School A.

The reporting context of School A was one of independence in terms of professional judgement about student intention and about the time and energy required to process cases potentially through to the appeal phase. If the number of cases remained low, a typical faculty response to cases that presented a teachable moment was to respond independently, without consulting or reporting to the School Chair, as well as to inform such students about additional student support services, such as the Writing Centre or peer tutoring. However, since the number of cases began to increase, this response was perceived as no longer sustainable. Clearly, the reporting context of responding to student plagiarism was one of remediation first at the instructor-student level without consultation with the Chair but only if the number of cases did not become overwhelming. The common expectation was that students would already understand the basic documentation skills because theoretically their transcripts would have shown the related pre-requisites in order to be admitted to the College and a specific program. However, once more instances of student plagiarism were becoming noticed, the usual independent reaction became consultative in School meetings which prompted faculty-driven discussions about the perceived need for improved admissions screening and validation of pre-requisites to help reduce the potential

number of cases to previous, and more manageable, levels. Actual reported incidents had tended to be only the most egregious cases, but even these numbered almost no reported cases at all up until 2016-17.

According to the School A Chair, student plagiarism "*rarely happened ten years ago*" but within the last year with a surge in international student enrolments in School A's courses, now "*we're struggling with it very much*" (p. 6). Consequently, the perceptions of student plagiarism within this School had since become associated less with student immaturity needing gentle but serious correction and more with international student unpreparedness and potentially misaligned international articulation of pre-requisite courses in the current absence of a pan-articulation system. Similarly, Brabazon (2007) argued that even though student plagiarism "has always been a part of scholarship" (p. 139), with the Internet only facilitating access to the means through which to do so, because predictable pockets of student demographics have become apparent, improved monitoring and assessment strategies for such pockets students are needed:

> Matthew Wilson, managing director of Essaywriter.co.uk, stated that the prices for his 'services' vary from £128 for a 2,000-word history essay to £4,674 for a Masters dissertation. He also confirmed than the bulk of his 'business' is derived from overseas students (Wilson in Bowcott and Johnson 2005:9). Therefore, the logical response to his admission would be to monitor the entry level expectations and assessment standards of international students. In a 'business university' there can be no mention that actually the plagiarism 'problem' is not widespread through the student body, but targeted to a particular population, one that is integral to the financial survival of the institutions. (p. 139)

Similarly, the School A Chair added that accurate student placement mechanisms needed to be implemented so that students with a previously untaught skill-set deficit would not be placed in courses that required it, and that if no such changes were made, then a Faculty Advisor would need to be hired to handle the predictable bureaucratic workload to uphold the current academic integrity policy.

The School A Chair also noted that administrators expected culturally responsive pedagogy is simply not enough to remedy the problems resulting from missing skillsets. Similarly, Sleeter (2018) argued that such pedagogy can be reduced to either celebrating, trivializing, stereotyping, and/or overshadowing the need for analysis of gaps in skillsets. The reporting context of School A was for each faculty member to determine their own workload capacity to do so.

5.3.2.2 Reporting context of School B.

The reporting context of School B was one in which the School Chair viewed their "*cheating and plagiarism process as a continuous improvement as we seek to understand our students better and to educate them more effectively*" (p. 6). Because values of the policy aligned with those of School B's faculty, policy compliance was initially supported to strengthen the campus culture of academic integrity. The social and professional pressure to comply was also strongly felt, and the obstacle of needing more time and resources to report student plagiarism was mitigated by the piloting of Turnitin and convenient Moodle access to the policy and report template. School B also had the largest sudden influx of under-prepared international students from India and quickly thereafter, also the highest number of reported cases of student plagiarism. Rather than "implicit bias, if not outright racism" (Eaton, 2021, p. 154) of the reporting faculty members against this

demographic, course management decisions had to be made quickly as course integrity and fairness to all students became jeopardized, and reporting every case was the initial, expected, and supported response. However, no recognition of the additional workload as an assigned duty was achieved. This was merely just extra work, so the incentive to report diminished out of self-preservation while prevention methods were implemented instead.

Although cultural differences were expected by administrators to be respected, the School B reporting culture quickly became aware that cultural responsive pedagogy (CRP) was simply not enough and that the teaching of missing skillsets needed to be included in their programming despite being required as a pre-requisite for admission. In their study of the intersection between EAL higher education students in Canada and academic integrity, Eaton and Burns (2018) similarly concluded that although important, CRP is not enough to remedy the actual skillset deficit:

> Being willing to engage students in dialogue and explicit learning about plagiarism using culturally responsive pedagogical approaches may not guarantee a decrease in the incidences of academic misconduct, and it would be foolhardy to suggest so. However, using CRP as an approach to teach academic integrity may help students to cultivate their awareness, knowledge, and skills so they can actively make choices to avoid plagiarism and build their citing and referencing skills. (p. 353).

Not only building these writing skills before errors, whether intentional or not, could be made, but also reducing the number of writing assignments and reviewing course curricula became the preventative response in the reporting context of School B. In other words, because of the rapid evolution of the faculty response that was shaped by a sharp increase

in the number of potential cases, the reporting context of School B was to prevent it first and if it still occurred, then to consult with and report to the Chair next.

5.3.2.3 Reporting context of School C.

The reporting context of School C was one in which academic integrity in general was highly regarded as evidenced by the Chair's informal conversations with their faculty, but the Chair added that "*I don't know if we've had to have a policy discussion on it*" (p. 4). Although the commitment to the reporting of student plagiarism every time it happens each semester was high, the actual number of cases reported each year in School C was comparatively low (fewer than two cases each year.) The Chair's attitude was that most students were unofficially "*tuned up*" or "*exited from the program*" (p. 4) so these cases did not need reporting nor tracking. The School C Chair further expressed their observation that their faculty's attitude towards the target action of responding to student plagiarism by consulting with the Chair was that it would be necessary not only if the plagiarism were deemed intentional, but also if the overall skill set demonstrated was too weak for success in the program. The School C Chair stressed the School's deep understanding of the need for student work to be authentic and that their smaller class sizes and cohort nature of the program enabled them to approach any unintentional forms of student plagiarism as individual teachable moments and intentional forms as perhaps indicators of an inadequate skill set incompatible with the needs of the program and related occupations and professions. In the words of the School C Chair, "*Typically what we find is the people who are committing plagiarism are also the students at risk*" (p. 4). These students are then exited from the program, but none, the Chair noted, had ever been exited specifically

because of serial plagiarism. The reporting context of School C was consultative and team-oriented with few formal reports each year.

5.3.3 ***Research Question #3****: From peripatetic faculty members' perspectives, do the subjective norms of each School's reporting context reinforce, change, or have no significant impact at all on their reporting behavior?*

Peripatetic faculty members perceived subjective norms in each School's reporting context as different from those of their home School (School A) as indicated in this next section.

5.3.3.1 Subjective Norms of School A.

School A's subjective norms around reporting student plagiarism were rooted in valuing academic integrity highly. Responses were private and atomistic with few to no reports being observed by peers, except for one online course in which several cases were being addressed and assumed reported. Once the number of cases started to increase, faculty-driven discussion arose at School meetings to discuss not a reluctance with policy compliance in the form of reporting, but the increased workload in case management that this response would create and who then would be able to give each case the time and attention it would need. The School A Chair was advocating for a new position to manage this workload in the form of an Academic Advisor for the School, whereas faculty supported the Dean being allocated it. The descriptive norms seemed to be that nobody knew what their School A peers were doing but assumed that they were handling it on their own. The injunctive norms were strong in the belief that student plagiarism needed to be addressed but also that it must be up to the faculty member to determine whether they agreed when to apply the institutional policy or not. If reported the expectation was to be supported in the process by the School Chair. Although this reporting context assumed that

faculty members would be fair-minded and judicious in handling infractions on their own rather than reporting them to the Chair as the policy indicates, Amigud and Pell (2020) noted in their multinational survey of faculty making exceptions to policy operationalisation that “the misalignment between staff actions and institutional policies can deliver the much needed, informal justice that the policy is lacking, [but] it can equally inflict unfairness when academic staff are motivated by the pursuit of their own interests and are vested with discretionary powers” (p. 11). The latter, however, was not supported as only well-supported cases were perceived as being brought forward to the School Chair with likely no student appeals of punitive measures undertaken by a faculty member, such as a reduction in marks on an assignment containing plagiarism.

5.3.3.2 Subjective Norms of School B.

School B’s subjective norms were significantly different because of their collective experience of having to manage a sudden surge of student plagiarism cases in the preceding two academic years, thereby affecting this academic unit’s subjective norms for reporting cases. The School B reporting context also valued academic integrity highly, and they did expect all faculty to be reporting cases to the Chair so that they could be tracked and the policy accurately enforced, something openly discussed at School meetings. Although the School B Chair also encouraged finding the teachable moment first, student cases were also to be recorded and tracked so that the same student defense of not knowing could not be used more than once across courses. Consequently, the peripatetic faculty reported and tracked more cases in this context, and with the piloting of Turnitin, they felt empowered to provide complete evidence to support and hence report their cases in compliance with the College policy. That providing text-matching software to faculty can potentially reduce

the number of cases by being used pedagogically as well as punitively was also found in Curtis and Vardanega's (2018) study of plagiarism management. They concurred that faculty members using text-matching software formatively can not only reduce the number of student plagiarism cases (Barrett & Malcom, 2006; Rolfe, 201), but also facilitate faculty members' timely ability to detect and respond accordingly to student plagiarism, thereby serving both pedagogical as well as accountability and policy needs. Curtis and Vardanega (2018) concluded that for certain types of student plagiarism, such as poor paraphrasing and unacknowledged quotations, using Turnitin® contributed to a decrease in student plagiarism at their research site (p. 21).

Piloting Turnitin, School B faculty were perceived to be using and encouraging each other to use Turnitin. The descriptive norms seemed to be that their School B peers were reporting and that the School B Chair was tracking cases in strict alignment with the College policy. The injunctive norms were strong in the belief to maintain academic integrity standards within their programming and that this was a uniformly shared ideal within the School B faculty. Reporting was being observed and reporting was perceived as encouraged and supported by peers and the Chair. The impact of these subjective norms on peripatetic faculty was to reinforce their shared values but also to modify their responses to conform with the School context in which they occurred.

5.3.3.3 Subjective Norms of School C.

Although School C's context valued academic integrity highly, they did not expect formal reporting of all cases to be received and managed by the Chair. Instead, the normative beliefs of this much smaller School were that students and the cohort program itself were better served when any student who plagiarized was remediated rather than

failed outright. Only in egregious cases was reporting expected because that was potentially equated with being unfit for the program and profession. A peripatetic faculty member in School C rarely had to report cases formally because the reporting context was to consult informally but confidentially with their School C peers and Chair first because of their cohort programming and management needs. However, as experienced by one peripatetic faculty member, not consulting with the School C Chair and peers before responding with no marks for an assignment containing plagiarism was met with strong student, peer, and Chair opposition.

5.4 Conclusion

Whereas School A's reporting context was experienced as highly individualistic and private, School C's was very team oriented with cases openly discussed in confidential team meetings on an *ad hoc* basis in which remediation was favoured over reporting, which was reserved for egregious cases that suggested an inadequate fit with future employment within the related occupational and professional fields. School B's reporting context, however, was the product of a rapid evolution, moving from somewhat individualistic but still team-oriented responses to a united front for not just reporting cases, but preventing cases in the first place via mitigation strategies, such as, but not limited to, piloting Turnitin and revamping assignments and evaluation strategies as well as unsuccessfully requesting senior administrators to recognize the additional workload of reporting all cases of student plagiarism as assigned duties, as explained by the School C Chair and witnessed by peripatetic faculty teaching in School B. Changes in reporting behaviour were seen in either heightened awareness and reinforced commitment to usual reporting behaviour or as modified responses to fit what important referents either facilitated, supported, or expected within each School context.

CHAPTER SIX: Conclusion

A faculty member's decision whether to report college student plagiarism is shaped by many considerations that can be categorized into the three main psychosocial categories of Ajzen's theory of planned behaviour: personal attitudes and beliefs, subjective norms, and perceived behavioural control about performing the target behaviour. This research study sought to explore the impact of subjective norms on reporting student plagiarism in different School contexts within the same institution by first describing the reporting context of each School in terms of its members' values (a background factor), attitudes, subjective norms, perceived behavioural control, and reporting praxis, and then by focusing on peripatetic faculty members' perceptions of each School's subjective norms and reporting behaviour within each. Because these faculty members' values, attitudes, and perceived behavioural control would remain the same, their experience within School contexts could highlight the impact of subjective norms in each. Consequently, an advanced embedded convergent mixed-methods approach was used. This study's purpose was to contribute to the understanding of the complexity of student plagiarism management and its related policy operationalisation. This chapter concludes the study by relating the key findings to the research aim, objective, and the three research questions:

RQ1: Are there any significant differences in the ranking of values between the three Schools?

RQ2: From the perspective of each School's members as an academic unit and their Chair, what is the reporting context in terms of their attitudes, subjective norms, and perceived behavioral control for formally reporting student plagiarism?

RQ3: From peripatetic faculty members' perspectives, do the subjective norms of each School's reporting context reinforce, change, or have no significant impact at all on their reporting behavior?

It discusses the value of the study as well as articulates its original contribution to knowledge within the growing field of academic integrity research. It also reviews the study's limitations, presents my own personal and professional reflection, and proposes opportunities for future related research.

Using Ajzen's TPB qualitatively, the third research question for this study asked how one specific theoretical aspect of a School, its subjective norms, impacted peripatetic faculty members in their reporting of student plagiarism within their non-home School to a School Chair. To answer this third research question, two preliminary queries needed to be answered. First, how will each School rank its life-guiding values, and second, what are each School's attitudes, subjective norms, and perceived behavioural control over formally reporting student plagiarism? In other words, this study aimed to describe each School's reporting context within the key psychosocial factors of the TPB and then explore the peripatetic faculty experience of reporting student plagiarism within different School contexts of the same single institution. The objective of this study was to help inform College leadership about the complex psychosocial experience of faculty members when confronted with potential student plagiarism cases in their courses across Schools. This may lead to improving the policy and its application across Schools so that its operationalisation can become more consistent, transparent, and equitable within the institution. This helps to address the research problem of perceived inconsistent reporting of student plagiarism within a single institution by recognizing an actionable variable (subjective norms) that can influence faculty's reporting behaviour. This matters because if faculty are not reporting cases consistently, then potentially students can acquire multiple violations across their courses without any acknowledgement and remediation and still graduate with the same credential, but not the same skill set, as those who did not plagiarise. This matters also because if it is perceived that inconsistencies are prevalent, then

it risks the perception of the integrity and reputation of the institution within the community, the workplace, and receiving institutions.

This study's original contribution to knowledge is that its results indicated that the faculty response to student plagiarism can indeed be shaped by social and professional expectations. It was found that one School context was markedly more individualistic than the other two Schools which were distinctly more team oriented, yet each held primarily the same prioritization of values as shown in part one of the survey administered to each of the three Schools under study. It was also found that one School context reported student plagiarism cases significantly more than the other two Schools, yet attitudes and perceived behavioural control towards reporting remained similar as well. The remaining psychosocial category of a faculty member's subjective norms about reporting cases, could be seen in how peripatetic faculty from the School that was more atomistic experienced reporting student plagiarism in the more program-oriented School contexts, especially those with cohorts. If a School's faculty members observed their colleagues and Chair openly and formally discussing a policy, sharing ideas about best practices and related research, being coached on how to operationalize policy, being supported with the tools to do so efficiently, and being encouraged and supported by their School Chair to distinguish between teachable but also *reportable* moments and why, then the likelihood of contextualized policy compliance increases significantly as indicated in the results of part 2 of the survey and the thematic analysis of the interviews with each School Chair and the peripatetic faculty. These faculty either at least clarified, or even radically modified, their response to student plagiarism in different School contexts within the same institution, suggesting that improved policy compliance is possible through leadership that clarifies professional expectations and supports, facilitates, and encourages a specific course of action within an academic unit. However, if case numbers become high and

beyond the capacity to report all, greater supports to prevent cases in the first place are needed than relying upon reporting alone.

6.1 Limitations of the Study

There are four important limitations of this study to note. The first is the mixed-methods approach to data collection and sample sizes. Part 1 of the online survey was the Schwartz Short Values Survey (SSVS), so the questions and metrics pre-existed, were tested with favourable results, and were therefore applied in this study to generate a baseline of values for each School. However, the TPB lists more individual and social background factors than just values, in fact 19 more, such as age, gender, religion, economy, geography, etc. (see Figure 2.2). If this study had taken just a quantitative approach, all background factors could have been measured. However, the rationale for measuring values only was solely based on the copious amount of research literature that focused on student plagiarism as primarily an ethical and moral issue. Further, although the Part 2 survey questions were generated heuristically from Ajzen's TPB, no pre-survey nor preliminary interviews were conducted to elicit the referents; instead, these were determined by what had already been included in previous research on academic integrity that also used the TPB as a theoretical framework. Also, more survey participation would have increased the sample size, strengthening the reliability estimates of the regression coefficients. It is important to remember, too, that regression models can establish only associations between variables and only suggest causality as other excluded or unknown factors not included in the model could be influencing the dependent variable as well. Lastly, because the free use of Survey Monkey allows only ten questions per survey, only ten questions were posed on Part 2 of the survey even though more could potentially have been posed without risking respondents experiencing a waning attention span which could have skewed the data.

The second limitation is the TPB itself. Because it does not factor in actual behavioural control into its model's equation, it may risk minimizing the impact of external motivation in workplace behaviour. For example, if a Chair required a certain reporting behaviour in their School but it was not followed, then it could be construed as a form of insubordination, and few instructors, if any, would risk their livelihoods by behaving otherwise. If an institution's goal is simply to increase faculty reporting of student plagiarism, then administrators can require it as a condition of employment, but then management risks becoming perceived as more authoritarian and faculty and students would likely become more bound by a crime-and-punishment teaching and learning environment, thereby straining the instructor-student relationship, and perhaps inhibiting the viability of the institution. Further, several medical researchers have criticized the TPB model. For example, Sniehotta, Presseau, and Araújo-Soares (2014) argue that the TPB is unsuitable for predicting and changing health-related behaviour, specifically interventions for self-management of chronic illnesses, because of its static and reductionist nature, its lack of guidance on intervention design, its failure to address the complexity of human behavior, and its limited predictive validity and practical utility for self-management of chronic illnesses. Sheeran, Gollwitzer, and Bargh (2013) argued against the TPB's exclusive focus on rational reasoning, neglecting unconscious influences and automatic processes, and Conner, Gaston, Sheeran, and Germain (2013) further challenged the TPB for overlooking the role of emotions in behavior, emphasizing that emotions can also directly or indirectly influence behavior. Most importantly, Bilic (2005) questioned the TPB's ability to justify variances in behavior and intentions, suggesting the need for additional variables, such as moderating factors and socio-cultural influences. Consequently, if socio-cultural influences and resulting emotions are not included in beliefs or background factors within the existing TPB model, then the theme of covert or overt "othering" of

international students would have been missed if just a quantitative approach had been taken. However, because the TPB was also used qualitatively, socio-cultural influences and resulting emotions were able to emerge as a theme in the semi-structured interviews of both School Chairs and peripatetic faculty. Medical researchers may be able to remedy the aforementioned shortcomings of the TPB if they use it both quantitatively as well as qualitatively. The third limitation is the researcher's positionality as a long-time peripatetic faculty member who also experienced working in all three (and more) Schools and served as the School A Chair from 2010-2013. Being aware of any potential confirmation bias is the first step to help mitigate its effects upon practitioner-research. Although it was also my own professional experience to have my reporting behaviour changed by the leadership provided in one of these Schools, which did carry over into my reporting behaviour in my home School, I did not share this information with my interviewees as one way to remain objective in generating and analyzing their responses.

Lastly, this study was interrupted significantly by a series of unforeseen personal and global circumstances (e.g., death in the family, divorce, homeschooling my teenaged daughter through grades 8-12 while also teaching full-time, devastating and massive local and international forest fires, the Covid-19 pandemic, and the resulting quick pivot to online teaching) that prevented an earlier thesis completion date. Consequently, although the data collection was completed in the summer of 2018, it was not fully analyzed until much later than originally planned. The impact of this limitation upon the conclusions of this study affected the researcher much more than the research itself, however.

6.2 Recommendations for Policy and Practice

The goals of the study were to recommend to stakeholders, such as policymakers and School Chairs, how to achieve a more collaborative, sustainable, and equitable reform of student

plagiarism management across the disciplines and Schools, thereby strengthening a more transparent campus culture of academic integrity. Responding to surges in student plagiarism in only certain Schools of the same institution will challenge policy makers and those implementing them to do so consistently and fairly throughout the College. As contexts change, so too must the policy's ability to allow faculty members and Chairs to track cases and respond within a spectrum of gradated responses that best reinforce the values not only of the individual institution and program, but also that of the student's future Canadian workplace and/or future work in academia.

If a policy distinguishes between intentional and unintentional plagiarism ideally upon a spectrum, as illustrated by the Turnitin spectrum (2022) and has the need for tracking cases so that the policy can be accurately, fairly, and consistently applied and the resulting institutional data analyzed, then faculty members are more likely to report in the desired way but consistently so only if School Chairs actively lead on the issue. School discussions of what student plagiarism is, and is not, and ways to mitigate and to respond to it also help to improve self-efficacy to shape a desired response. If descriptive and injunctive norms support the target behaviour, then even the more atomistic faculty members will likely feel their impact. In this context, the human need to belong to a social group can be a more powerful motivator of behaviour than attitudes and perceived behavioural control alone.

Because subjective norms can impact, if not sometimes guide, how peripatetic faculty respond to student plagiarism in all of the courses they teach, perhaps by minimizing misperceptions around reporting it, School Chairs may be able to improve the policy's consistent and transparent operationalisation within and across Schools. Recommendations stemming from this study's findings include framing student plagiarism management as a leadership issue. Consequently, to promote a sense of belonging and teamwork for programs with peripatetic

faculty, here are this study's recommendations for coordinated leadership within and across Schools at the research site:

1. **Everyone**: Refer to courses taught by peripatetic faculty not as "service courses" but just "courses." Chairs especially should role model saying and writing "courses" rather than "service courses" as maintaining the former distinction does not promote unity.
2. **Chairs**: Initiate peripatetic faculty to be part of their team to achieve program goals *before* the semester begins, particularly on writing and documentation expectations within the program and share with them what needs to be tracked and why, articulating clearly what are teachable but also reportable and hence trackable moments for the benefits of not only the College, but more importantly for students who may be struggling. Time spent onboarding new peripatetic faculty to the team promotes unity.
3. **Policymakers**: To ensure transparent consistency of policy operationalization across Schools, policymakers should craft a sliding scale of types of plagiarism, their levels of seriousness, and potential responses for each School. Including School faculty in this process would help to inform this scale as well as to promote more consistent responses.
4. **IT/Administrators**: In addition to maintaining a college-wide Turnitin license and providing helpful faculty training to use it pedagogically, create a secure College-wide database for faculty members to upload case reports quickly and easily with attachments for Chairs to track and follow-up on any red flags, formal strikes, and remediation efforts. Although these recommendations would strongly support more accurate and consistent policy operationalisation, it may initially be cost prohibitive.

Currently, the subjective should be made more objective as there may be too much of an old-school 'pick it up as you go' mentality for peripatetic and any other new faculty, but if Chairs do not

articulate and continuously communicate their reporting expectations and rationale for their Schools, then the existing insular approach to managing student plagiarism will remain a potential source of conflict for all.

More generally, here is my emergent five-point plan for this and any other similarly structured higher education institution:

1. **Leadership Imperative**: In alignment with the values and goals of an institutional strategic plan, emphasize the importance of framing academic integrity as a leadership issue, stressing that upholding policies is not solely a faculty responsibility but a collective leadership and team commitment.
2. **Policy Renewal**: Advocate for a multi-School policy framework that allows individual Schools to specify typical infractions and their responses while adhering to an overarching College academic integrity policy. This approach ensures consistency across the institution while addressing unique challenges and required responses within each academic unit.
3. **Grassroots Participation**: Propose a collaborative approach to the aforementioned policy renewal by encouraging grassroots participation. Within each School, involve faculty in the articulation of typical infractions and their required responses. This inclusive approach allows not only for a level of precision not otherwise attainable, but also a sense of ownership over the policy, thereby supporting its desired operationalisation.
4. **Chair Leadership and Team Building within Schools**: Highlight the pivotal role of School Chairs (or equivalent) in operationalizing the institution's academic integrity policy consistently. Recommend leadership training for Chairs to communicate, enforce, and support the academic integrity policy effectively and evenly across Schools. Stress the significance of building a cohesive team within each School to address academic integrity

challenges collectively and transparently. Propose team-building initiatives, workshops, and/or forums that promote a shared understanding of the importance of academic integrity and the equitable enforcement of its institutional policy. Clarify which courses academic writing skills are taught and where and when they may be best reinforced within each School's programs.

5. **Technological Support**: Provide automatic access to and training on text-matching software, such as Turnitin, so that it can be used pedagogically. Create an easy to access database for faculty members to upload cases so that Chairs can track and follow up on each student's case to ensure that the missing skills have indeed been remediated. After all, an institution's primary goal must be to educate.

In summary, by integrating this comprehensive five-point plan, an institution's leadership can leverage the specific power of subjective norms to create a holistic and collaborative framework for championing academic integrity equitably across the institution.

6.3 Future Research Directions

Building on the findings of this study, future research directions could include examining how the TPB can distinguish between employment-related rather than just personal behavioural goals, which could then more confidently widen its application to include more managerial topics, such as this one. Doing so may help to understand workplace subjective norms that are less voluntary and more contractual. Also, further study of faculty reporting behaviour could include testing faculty knowledge of not only their institutional policy but also of the newer forms of plagiarism that have been emerging, such as contract cheating and open artificial intelligence chatbots to generate content, such as ChatGPT, which can quickly and clearly write, argue, and code new content and even create artwork and music; such technological advancements can be

easily used for writing assignments and exam questions and perhaps one day even supplant Google ("What is ChatGPT?", Dec. 2022). Turnitin cannot reliably detect it yet, but ChatGPT has already provided a link for educators to use to check if submitted text had been generated from it, and educators can advise students to cite ChatGPT as a machine rather than a directly human author. New challenges to promote critical thinking and authentic authorship certainly await.

6.4 Personal and Professional Learning

Exponential is the first word that comes to mind when reflecting upon my personal and professional learning achieved through this doctoral program and original research study. Because I come from a humanities background, studying higher education as a social science has been nothing short of personally fascinating and professionally enriching and insightful for me. I have a newfound respect not only for qualitative or quantitative approaches to forming and answering workplace research questions, but especially for those using mixed methods and its combination of statistical and thematic analyses. Originally, I had planned to rely solely on descriptive statistics, but after experimenting with the results of the surveys, I discovered that I would have missed some key findings that an inferential statistical analysis produced. Learning how to present, merge, and interpret qualitative and quantitative data has been a useful education for me as a practitioner researcher as well as a college instructor of academic writing and English literature. Developing expertise within the field of student plagiarism management in higher education enabled me to contribute not only as a member of my college's Academic Integrity Task Force, but also to co-write the mission statement for the newly formed British Columbia Academic Integrity Network in Canada.

6.5 Closing

Comparing the impact of subjective norms upon faculty members within a single institution may have helped to explain why faculty reporting between Schools initially appeared to be inconsistent. Because a rapid surge of student plagiarism events occurred suddenly and repeatedly in mostly one School, the spotlight was cast upon how those faculty members responded, making subjective norms more apparent. They responded initially with reporting, tracking, and strategizing but later with pedagogical adaptations to prevent faculty burnout, experiencing together a rapid evolution of a changing student environment that other Schools were either just beginning to experience or were not beginning at all. Hence, each academic unit had different strategic and pedagogic strategies based upon the ratio between the potential number of cases and capacity to maintain authentic student learning experiences. Although some peripatetic faculty adapted quickly in different reporting contexts, others had to endure the culture clash (i.e., learn the hard way about what are considered teachable and/or reportable and hence trackable moments in different programs.) What this study revealed was also that teaching courses for another School's programs and experiencing a potentially different reporting context can open the opportunity to evolve one's understanding of student plagiarism within different disciplines and professional fields, thereby making the phenomenon of student plagiarism in higher education a teachable moment for all.

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APPENDIX A: Ethics Approval form (University of Liverpool)

Dear Linda Harwood

I am pleased to inform you that the EdD. Virtual Programme Research Ethics Committee (VPREC) has approved your application for ethical approval for your study. Details and conditions of the approval can be found below.

Sub-Committee:	EdD. Virtual Programme Research Ethics Committee (VPREC)
Review type:	Expedited
PI:	Linda Harwood (Supervised by Anthony Edwards)
School:	Lifelong Learning
Title:	Values, Contexts, and Policy Compliance: Psychosocial Factors Influencing Faculty Intention to Report Student Plagiarism
First Reviewer:	Dr. Kalman Winston
Second Reviewer:	Dr. Morag Gray
Other members of the Committee	Dr. Lucilla Crosta, Dr. Julie Regan, Dr Janet Hanson
Date of Approval:	9th April, 2018

The application was APPROVED subject to the following conditions:

Conditions

1	Mandatory	M: All serious adverse events must be reported to the VPREC within 24 hours of their occurrence, via the EdD Thesis Primary Supervisor.

This approval applies for the duration of the research. If it is proposed to extend the duration of the study as specified in the application form, the Sub-Committee should be notified. If it is proposed to make an amendment to the research, you should notify the Sub-Committee by following the Notice of Amendment procedure outlined at http://www.liv.ac.uk/media/livacuk/researchethics/notice%20of%20amendment.doc.

Where your research includes elements that are not conducted in the UK, approval to proceed is further conditional upon a thorough risk assessment of the site and local permission to carry out the research, including, where such a body exists, local research ethics committee approval. No documentation of local permission is required (a) if the researcher will simply be asking organizations to distribute research invitations on the researcher's behalf, or (b) if the researcher is using only public means to identify/contact participants. When medical, educational, or business records are analysed or used to identify potential research participants, the site needs to explicitly approve access to data for research purposes (even if the researcher normally has access to that data to perform his or her job).

Please note that the approval to proceed depends also on research proposal approval.

Kind regards,

Kalman Winston,

Vice Chair, EdD. VPREC

Lucilla Crosta

Chair, EdD. VPREC

APPENDIX B: Ethics Approval Form (Selkirk College)

RESEARCH ETHICS COMMITTEE – HUMAN PARTICIPANTS

RESEARCH PROJECT APPROVAL

Project Title: **Values, Contexts, and Policy Compliance: Psychosocial Factors Influencing Faculty Intention to Report Student Plagiarism**

Project Number: **REC-HP 2018-003**

Principal Investigators: **Linda Harwood**

School/Centre: **School of University Arts and Sciences**

Co-investigator:

REC – HP, Approval Date: **March 14, 2018**

Project End Date: **February 19, 2019**

This certifies that the Selkirk College Research Ethics Committee – Human Participants has examined this research proposal and has concluded that it meets the appropriate standards as outlined by Policy 8700 *Research Involving Human Participants*.

Any significant changes in protocol or procedures must be submitted in a timely manner for Research Ethics Committee – Human Participants approval.

Any adverse incidents/complaints must be reported to the Research Ethics Committee – Human Participants within two weeks of the date the incident occurred or the complaint was received.

Paula Vaananen, Chair, Research Ethics Committee – Human Participants

APPENDIX C: Participant Information Sheet

Informed Consent for a Survey (March 15, 2018)

The aim of this research project is to explore how values and normative beliefs about student academic integrity may impact faculty intention and behavior within the context of reporting student plagiarism. My proposed practitioner research capitalizes upon the fact that the A (A) has several faculty who teach in more than one School, so the only major varying factor is normative beliefs between Schools. Therefore, if flexibility is found to exist within individual faculty members, then specific recommendations may be made on how to shape a School's normative beliefs as a way to strengthen the overall campus culture of academic integrity. The data collected will be used for determining, in terms of Ajzen Icek's Theory of Planned Behaviour, how faculty behavioral intention may be impacted by subjective School norms.

You are being invited to participate in this study because you are a teaching member within at least one of these three Schools being studied: A, C, and [School B]. If you agree to fill out the survey, it should take about **10-15 minutes**. Your participation is voluntary. You may withdraw at any time; however, because the survey is completely anonymous, it will not be possible to withdraw the information you will have already submitted. You may also skip a question if you do not wish to answer it. There are no known risks if you decide to participate in this survey as this survey is anonymous and confidential.

Survey Monkey is the online tool that will be used to collect survey responses. This online survey company is hosted by a websurvey company located in the USA and as such is subject to U.S. laws, such as the *US Patriot Act* which allows authorities access to the records of Internet service providers. This survey does not ask for personal identifiers. The websurvey company servers record incoming IP addresses of the computer that you use to access the survey, **but no connection is made between your data and your computer's IP address.**

If you choose to participate in the survey, you understand that your responses to the survey questions will be stored and accessed in the USA. The security and privacy policy for the websurvey company can be found at the following links:

- https://www.surveymonkey.com/mp/policy/security/
- https://www.surveymonkey.com/mp/policy/privacy-policy/
- https://www.surveymonkey.com/curiosity/patriot-act/

Your information as it is transmitted over the Internet will be protected by an enhanced security mechanism. Your data will be downloaded and deleted from the Survey Monkey password-protected account within two weeks of survey submission. Further participant protection information can be found here: https://www.surveymonkey.com/mp/policy/canadian-data-centre-overview/

Your participation in this two-part online survey will signify that you understand the study information included on this consent form, which describes:

- the procedures of the research,
- whether there are possible risks and benefits of this research study,
- that you have received an adequate opportunity to consider the information describing the study, and
- that you voluntarily agree to participate in the study.

…Further study information is contained on the next page.

Study Title: *Values, Contexts, and Policy Compliance: Psychosocial Factors Influencing Faculty Intention to Report Student Plagiarism*

Investigator(s) name(s): *Linda Harwood*

Investigator(s) School: *University of Liverpool, Professional Doctorate in Higher Education*

Research Site: *Selkirk College*

Purpose and goals of this study: The purpose of this study is to explore how individual values, subjective norms, and perceived behavioral control influence faculty intention to report student plagiarism as per College policy. The goals of the study are to inform existing policy so that recommendations can be made for achieving a more equitable, collaborative, and sustainable reform of student plagiarism management across the disciplines and Schools.

What the participants will be required to do: You are being asked to participate in this two-part online survey because you are currently a teaching member in one of the three selected Schools for this study (either the School of [School B], University Arts and Sciences, or Environment and Geomatics.) This two-part online survey takes about 10-15 minutes to complete thoughtfully. This study has been undertaken by me, Linda Harwood, in partial fulfillment of my doctorate in Higher Education at the University of Liverpool.

Risk to the participant or third parties: All survey data will be aggregated, so the risk to participants is very low.

Expenses and / or payments: No payment or reimbursement will be provided for taking part in this study.

Benefits of the study to the development of (new) knowledge: At each School level, promoting academic integrity in the learning process aligns with the College's values of respect (honesty, integrity, fairness), quality (best practices), and accountability (individual, collective, and institutional responsibilities.) Cultivating a culture of academic integrity maintains if not strengthens any higher education institution's reputation for facilitating high-quality academic education and professional skills training.

Statement of Confidentiality: All data will be held confidentially in two separate geographical places (my home password-protected computer and my office password-protected computer) for the required five years, and then I will delete and/or shred it all. Any paper files will be kept in my home office in a locked cabinet accessible only by me. Copies of the final thesis will be made publicly available through the College library.

Inclusion of names of participants in reports of the study: No names will be included in the study so that your identity will be completely preserved even if any quotations from the study will be included.

Contact of participants at a future time or use of the data in other studies:

- Participants will not be contacted at a future time;
- The data will be used for this study only; there will be no commercialization of the research findings;
- There are no apparent or potential conflicts of interest on the part of the researcher, her institution, or sponsors.

Plan for dissemination of data: This research study will be available to all interested College faculty and administrators. For larger distribution, the researcher will also submit a smaller version of the final study for publication in a related academic journal to be determined at a later date.

I understand that I may withdraw at any time without penalty, and that I will be given continuing and meaningful opportunities for deciding whether or not to continue in the study. I also understand that I may register any complaint using the contact details provided at the bottom of this document.

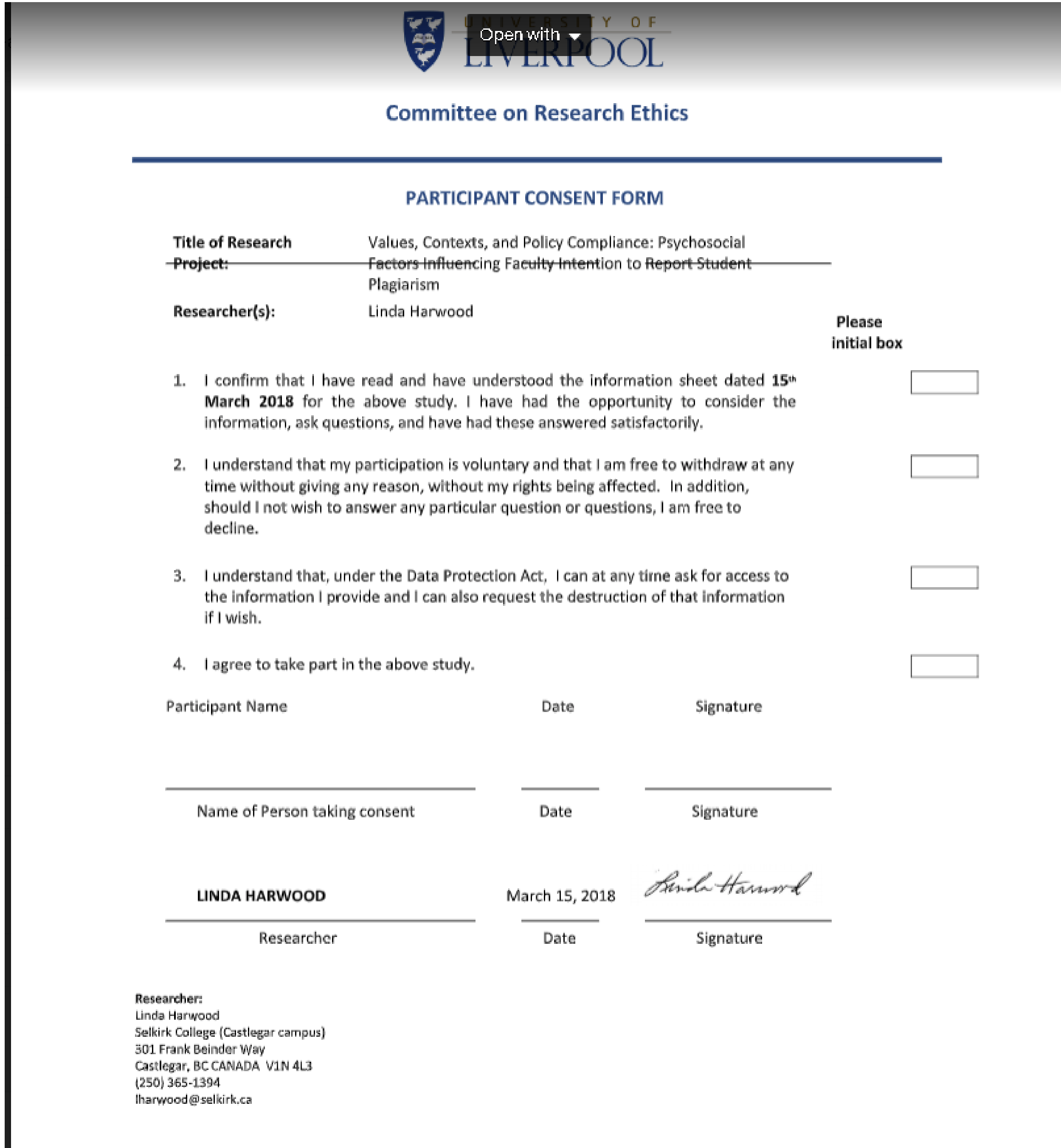
Having been invited to participate in the research study named above, I certify that I have read the study procedures which are described in this document. I understand the procedures to be used in this study and the personal risks to me in taking part in the study as described above.

I understand the risks and contributions of my participation in this study and agree to participate. I have read and I understand the above statements in this Informed Consent. I have had the opportunity to consider the information and to ask questions. If I did ask questions, they were answered satisfactorily. By continuing with this survey, I give my informed consent.

If you have any questions about this survey, please contact Dr. Anthony Edwards, Linda Harwood's research supervisor at Anthony.edwards@online.liverpool.ac.uk If you will not be satisfied you can also contact **Linda Harwood** at linda.harwood@online.liverpool.ac.uk or by phone at 250-365-1394.. Liverpool Online Research Ethics Committee Chair can also be contacted at liverpoolethics@liverpool-online.com

The Selkirk College *Research Ethics Committee* has approved this research study. If you have any ethical concerns, please contact **Paula Vaananen** at (250) 365-1430 or pvaananen@selkirk.ca.

APPENDIX D: Participant Consent Form



UNIVERSITY OF LIVERPOOL

Open with

Committee on Research Ethics

PARTICIPANT CONSENT FORM

Title of Research Project: Values, Contexts, and Policy Compliance: Psychosocial Factors Influencing Faculty Intention to Report Student Plagiarism

Researcher(s): Linda Harwood

Please initial box

1. I confirm that I have read and have understood the information sheet dated **15th March 2018** for the above study. I have had the opportunity to consider the information, ask questions, and have had these answered satisfactorily.
2. I understand that my participation is voluntary and that I am free to withdraw at any time without giving any reason, without my rights being affected. In addition, should I not wish to answer any particular question or questions, I am free to decline.
3. I understand that, under the Data Protection Act, I can at any time ask for access to the information I provide and I can also request the destruction of that information if I wish.
4. I agree to take part in the above study.

Participant Name	Date	Signature
Name of Person taking consent	Date	Signature
LINDA HARWOOD	March 15, 2018	Linda Harwood
Researcher	Date	Signature

Researcher:
Linda Harwood
Selkirk College (Castlegar campus)
301 Frank Beinder Way
Castlegar, BC CANADA V1N 4L3
(250) 365-1394
lharwood@selkirk.ca

APPENDIX E: Part 1 of the Survey (SSVS)

Copy of Business Part 1 Survey

Values, Beliefs, and Behaviours

Instructions: Please rate the importance of the following values as a life-guiding principle for you. Use the 9-star scale in which 1 indicates that you reject this as a founding value that helps to shape your life, 2 indicates that the value is not important to you, 5 indicates that the value is important, and 9 indicates that the value is of supreme importance for you.

1. **POWER** (social power, authority, wealth)

I reject this as a founding value	Not important			Important				Of supreme importance
★	★	★	★	★	★	★	★	★

2. **ACHIEVEMENT** (success, capability, ambition, influence on people and events)

I reject this as a founding value	Not important			Important				Of supreme importance
★	★	★	★	★	★	★	★	★

3. **HEDONISM** (gratification of desires, enjoyment in life, self-indulgence)

I reject this as a founding value	Not important			Important				Of supreme importance
★	★	★	★	★	★	★	★	★

4. **STIMULATION** (daring, a varied and challenging life, an exciting life)

I reject this as a founding value	Not important			Important				Of supreme importance
★	★	★	★	★	★	★	★	★

5. **SELF-DIRECTION** (creativity, freedom, curiosity, independence, choosing one's own goals)

I reject this as a founding value	Not important			Important				Of supreme importance
★	★	★	★	★	★	★	★	★

6. **UNIVERSALISM** (broad-mindedness, beauty of nature and arts, social justice, a world at peace, equality, wisdom, unity with nature, environmental protection)

I reject this as a founding value | Not important | Important | Of supreme importance

7. **BENEVOLENCE** (helpfulness, honesty, forgiveness, loyalty, responsibility)

I reject this as a founding value | Not important | Important | Of supreme importance

8. **TRADITION** (respect for tradition, humbleness, accepting one's portion in life, devotion, modesty)

I reject this as a founding value | Not important | Important | Of supreme importance

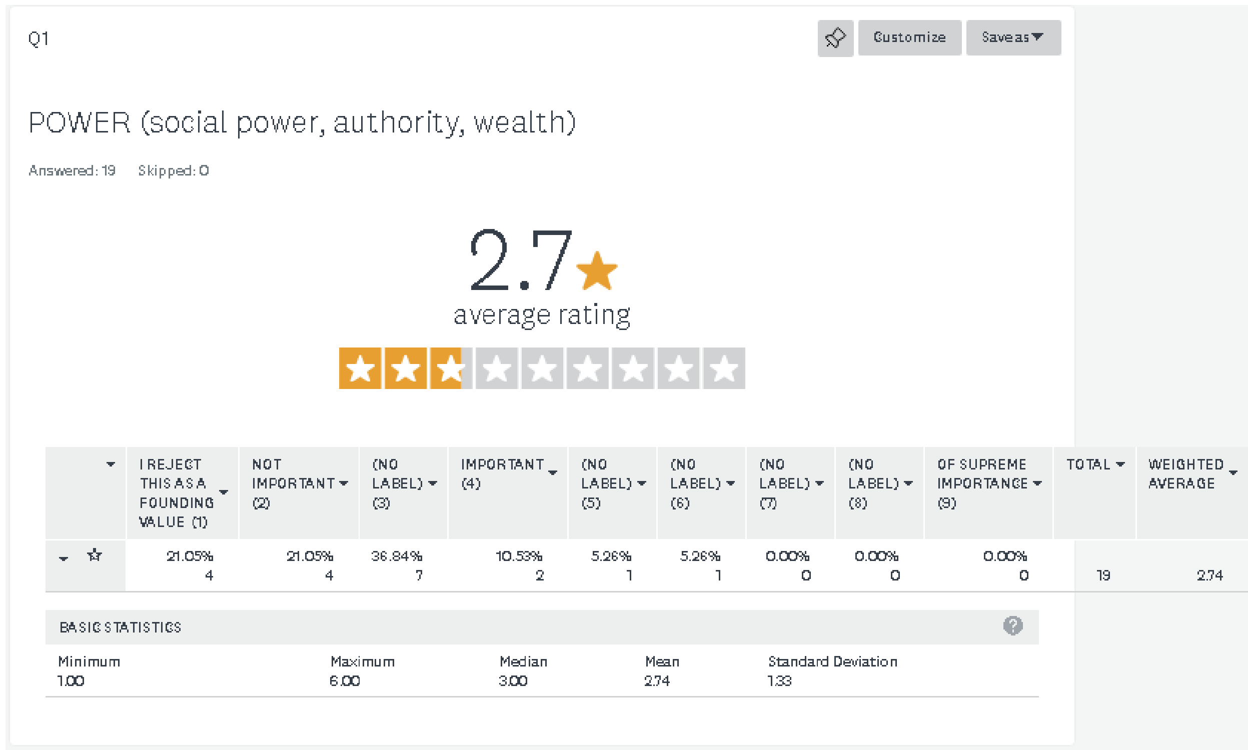
9. **CONFORMITY** (obedience, honoring parents and elders, self-discipline, politeness)

I reject this as a founding value | Not important | Important | Of supreme importance

10. **SECURITY** (national security, family security, social order, cleanliness, reciprocation of favors)

I reject this as a founding value | Not important | Important | Of supreme importance

APPENDIX F: Part 1 (SVSS) Results – School A



Q1

Customize Save as

POWER (social power, authority, wealth)

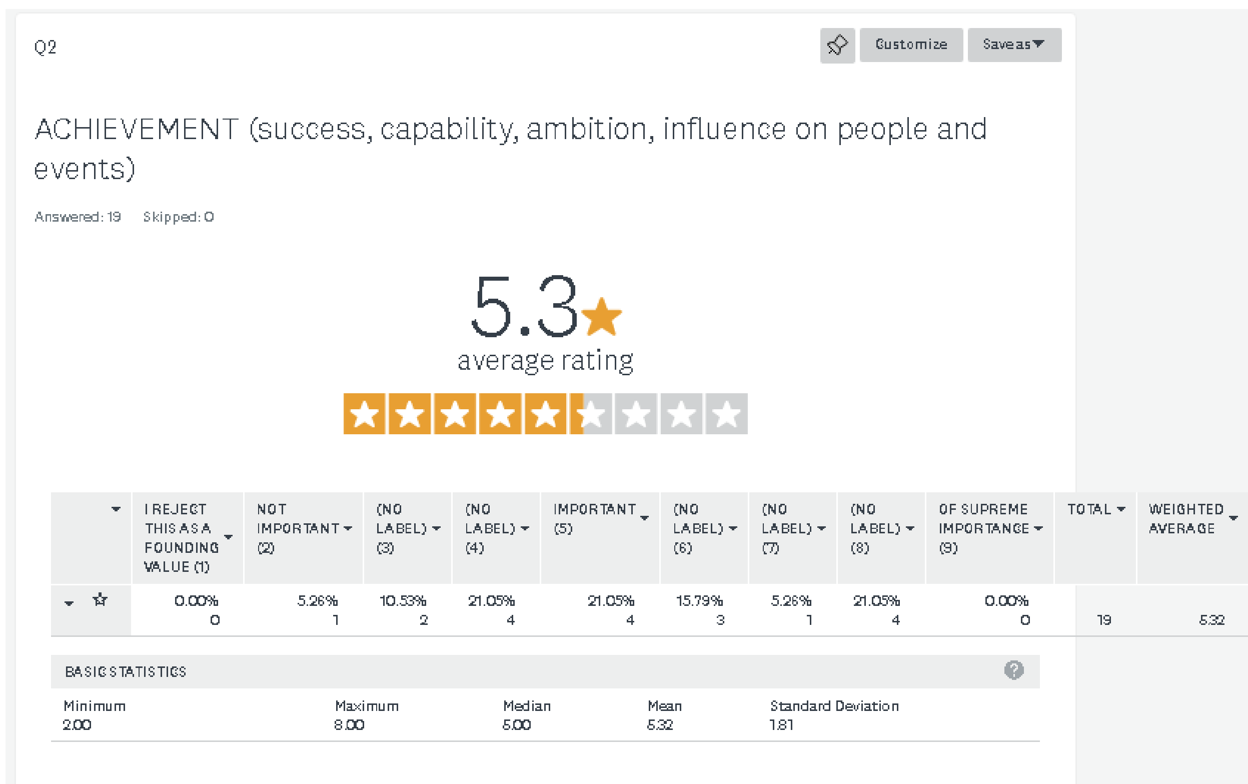
Answered: 19 Skipped: 0

2.7 average rating

	I REJECT THIS AS A FOUNDING VALUE (1)	NOT IMPORTANT (2)	(NO LABEL) (3)	IMPORTANT (4)	(NO LABEL) (5)	(NO LABEL) (6)	(NO LABEL) (7)	(NO LABEL) (8)	OF SUPREME IMPORTANCE (9)	TOTAL	WEIGHTED AVERAGE
☆	21.05% 4	21.05% 4	36.84% 7	10.53% 2	5.26% 1	5.26% 1	0.00% 0	0.00% 0	0.00% 0	19	2.74

BASIC STATISTICS

Minimum	Maximum	Median	Mean	Standard Deviation
1.00	6.00	3.00	2.74	1.33



Q2

Customize Save as

ACHIEVEMENT (success, capability, ambition, influence on people and events)

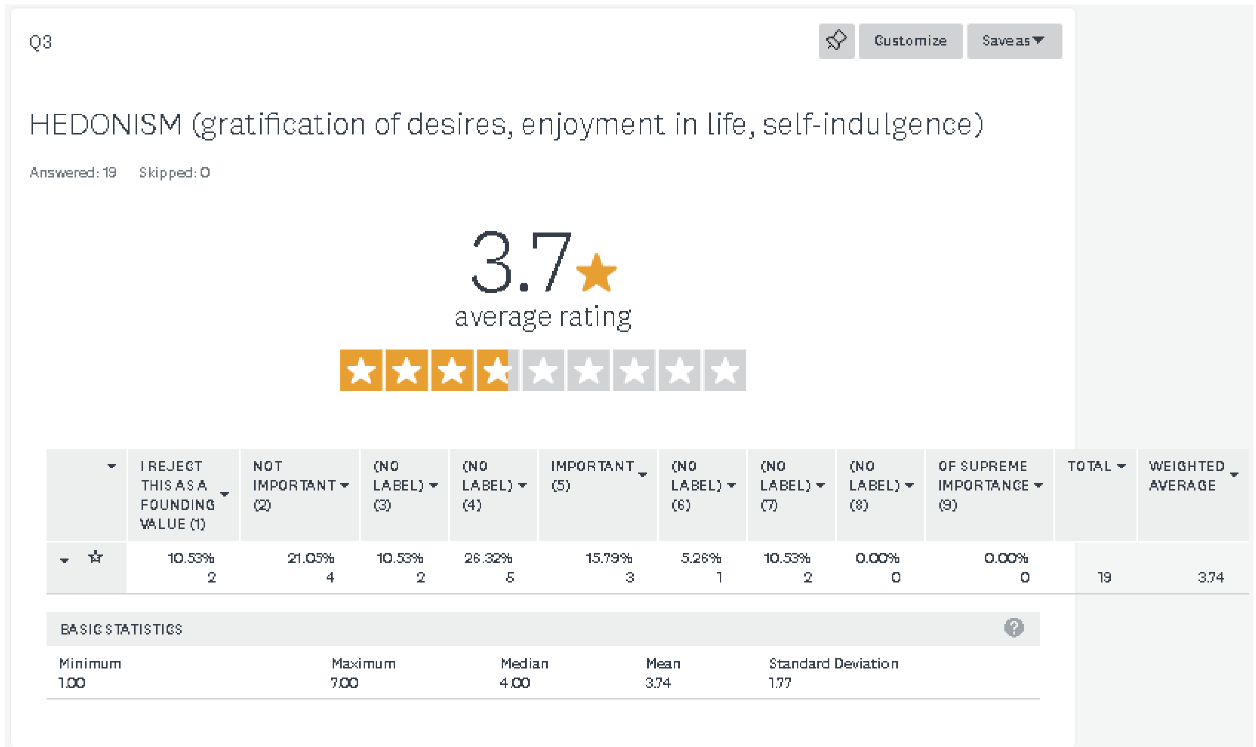
Answered: 19 Skipped: 0

5.3 average rating

	I REJECT THIS AS A FOUNDING VALUE (1)	NOT IMPORTANT (2)	(NO LABEL) (3)	(NO LABEL) (4)	IMPORTANT (5)	(NO LABEL) (6)	(NO LABEL) (7)	(NO LABEL) (8)	OF SUPREME IMPORTANCE (9)	TOTAL	WEIGHTED AVERAGE
☆	0.00% 0	5.26% 1	10.53% 2	21.05% 4	21.05% 4	15.79% 3	5.26% 1	21.05% 4	0.00% 0	19	5.32

BASIC STATISTICS

Minimum	Maximum	Median	Mean	Standard Deviation
2.00	8.00	5.00	5.32	1.81



Q3

HEDONISM (gratification of desires, enjoyment in life, self-indulgence)

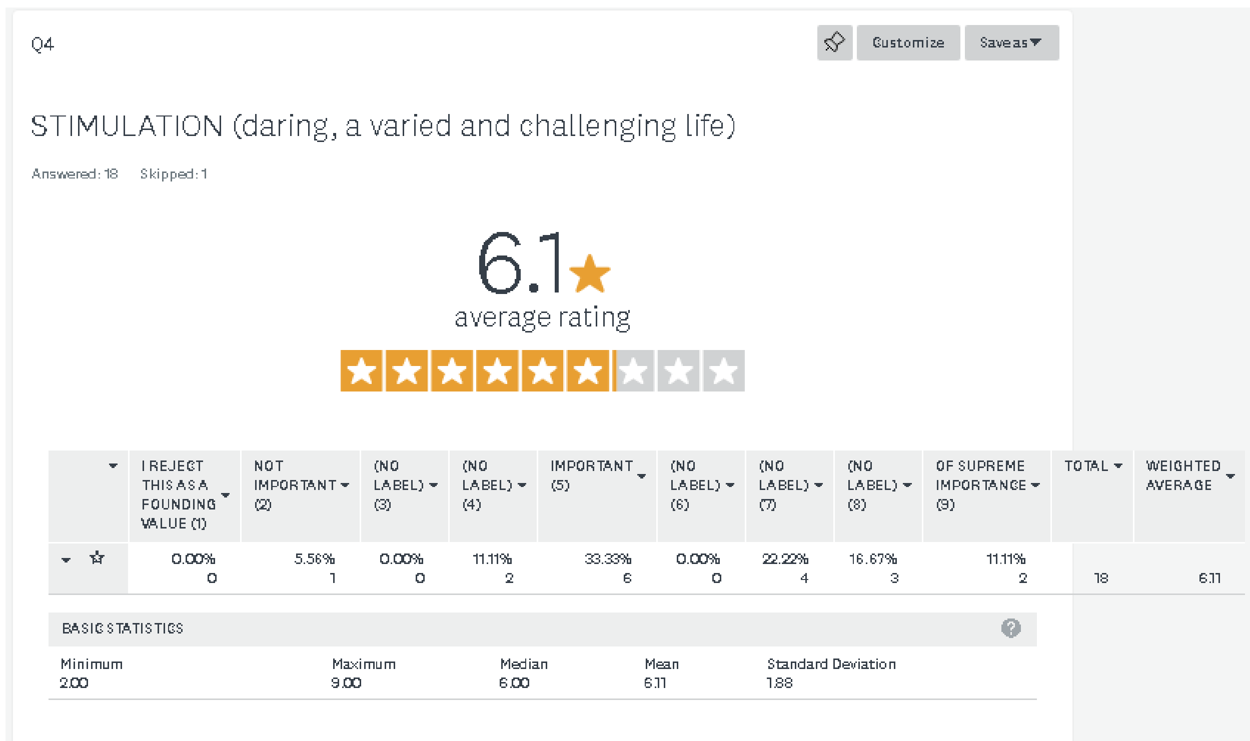
Answered: 19 Skipped: 0

3.7 average rating

	I REJECT THIS AS A FOUNDING VALUE (1)	NOT IMPORTANT (2)	(NO LABEL) (3)	(NO LABEL) (4)	IMPORTANT (5)	(NO LABEL) (6)	(NO LABEL) (7)	(NO LABEL) (8)	OF SUPREME IMPORTANCE (9)	TOTAL	WEIGHTED AVERAGE
☆	10.53% 2	21.05% 4	10.53% 2	26.32% 5	15.79% 3	5.26% 1	10.53% 2	0.00% 0	0.00% 0	19	3.74

BASIC STATISTICS

Minimum	Maximum	Median	Mean	Standard Deviation
1.00	7.00	4.00	3.74	1.77



Q4

STIMULATION (daring, a varied and challenging life)

Answered: 18 Skipped: 1

6.1 average rating

	I REJECT THIS AS A FOUNDING VALUE (1)	NOT IMPORTANT (2)	(NO LABEL) (3)	(NO LABEL) (4)	IMPORTANT (5)	(NO LABEL) (6)	(NO LABEL) (7)	(NO LABEL) (8)	OF SUPREME IMPORTANCE (9)	TOTAL	WEIGHTED AVERAGE
☆	0.00% 0	5.56% 1	0.00% 0	11.11% 2	33.33% 6	0.00% 0	22.22% 4	16.67% 3	11.11% 2	18	6.11

BASIC STATISTICS

Minimum	Maximum	Median	Mean	Standard Deviation
2.00	9.00	6.00	6.11	1.88

Q5

Customize Save as

SELF-DIRECTION (creativity, freedom, curiosity, independence, choosing one's own goals)

Answered: 18 Skipped: 1

7.7 ★

average rating

	I REJECT THIS AS A FOUNDING VALUE (1)	NOT IMPORTANT (2)	(NO LABEL) (3)	(NO LABEL) (4)	IMPORTANT (5)	(NO LABEL) (6)	(NO LABEL) (7)	(NO LABEL) (8)	OF SUPREME IMPORTANCE (9)	TOTAL	WEIGHTED AVERAGE
☆	0.00% 0	0.00% 0	0.00% 0	0.00% 0	11.11% 2	5.56% 1	22.22% 4	27.78% 5	33.33% 6	18	7.67

BASIC STATISTICS

Minimum	Maximum	Median	Mean	Standard Deviation
5.00	9.00	8.00	7.67	1.29

Q6

Customize Save as

UNIVERSALISM (broad-mindedness, beauty of nature and arts, social justice, a world at peace, equality, wisdom, unity with nature, environmental protection)

Answered: 19 Skipped: 0

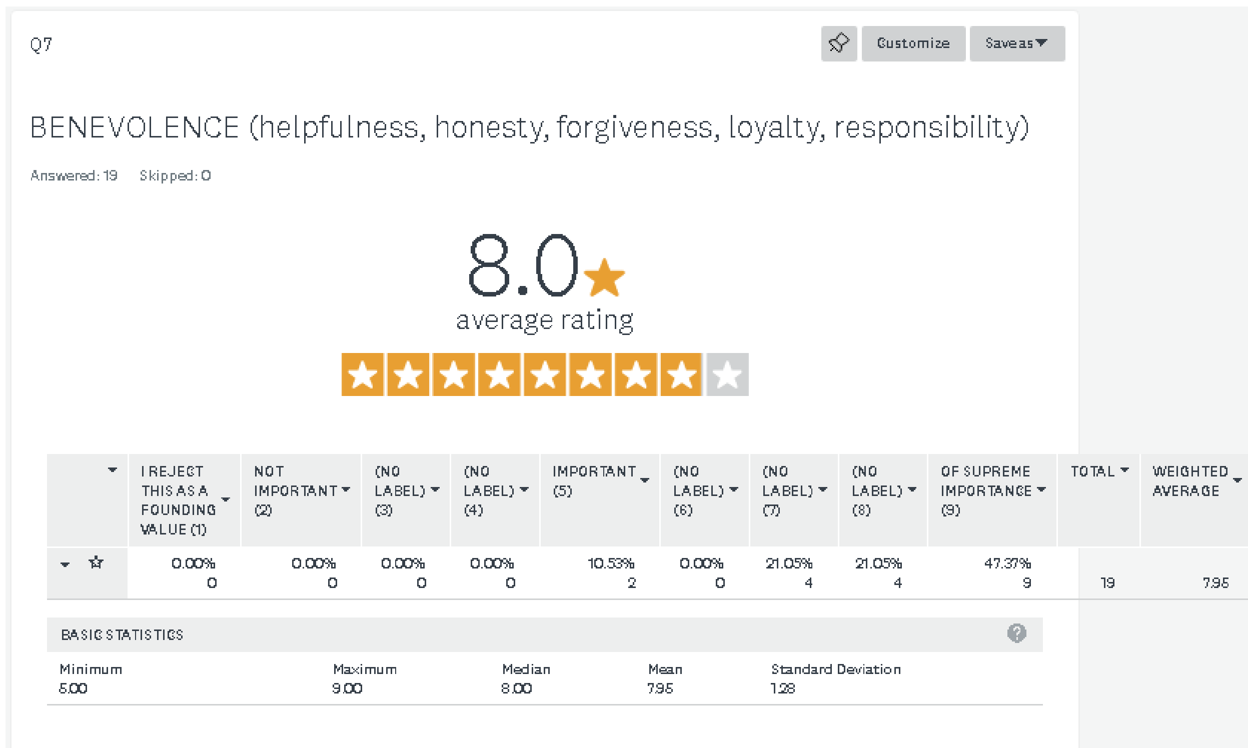
7.4 ★

average rating

	I REJECT THIS AS A FOUNDING VALUE (1)	NOT IMPORTANT (2)	(NO LABEL) (3)	(NO LABEL) (4)	IMPORTANT (5)	(NO LABEL) (6)	(NO LABEL) (7)	(NO LABEL) (8)	OF SUPREME IMPORTANCE (9)	TOTAL	WEIGHTED AVERAGE
☆	0.00% 0	0.00% 0	0.00% 0	10.53% 2	10.53% 2	0.00% 0	21.05% 4	21.05% 4	36.84% 7	19	7.42

BASIC STATISTICS

Minimum	Maximum	Median	Mean	Standard Deviation
4.00	9.00	8.00	7.42	1.70


Q7

Customize Save as

BENEVOLENCE (helpfulness, honesty, forgiveness, loyalty, responsibility)

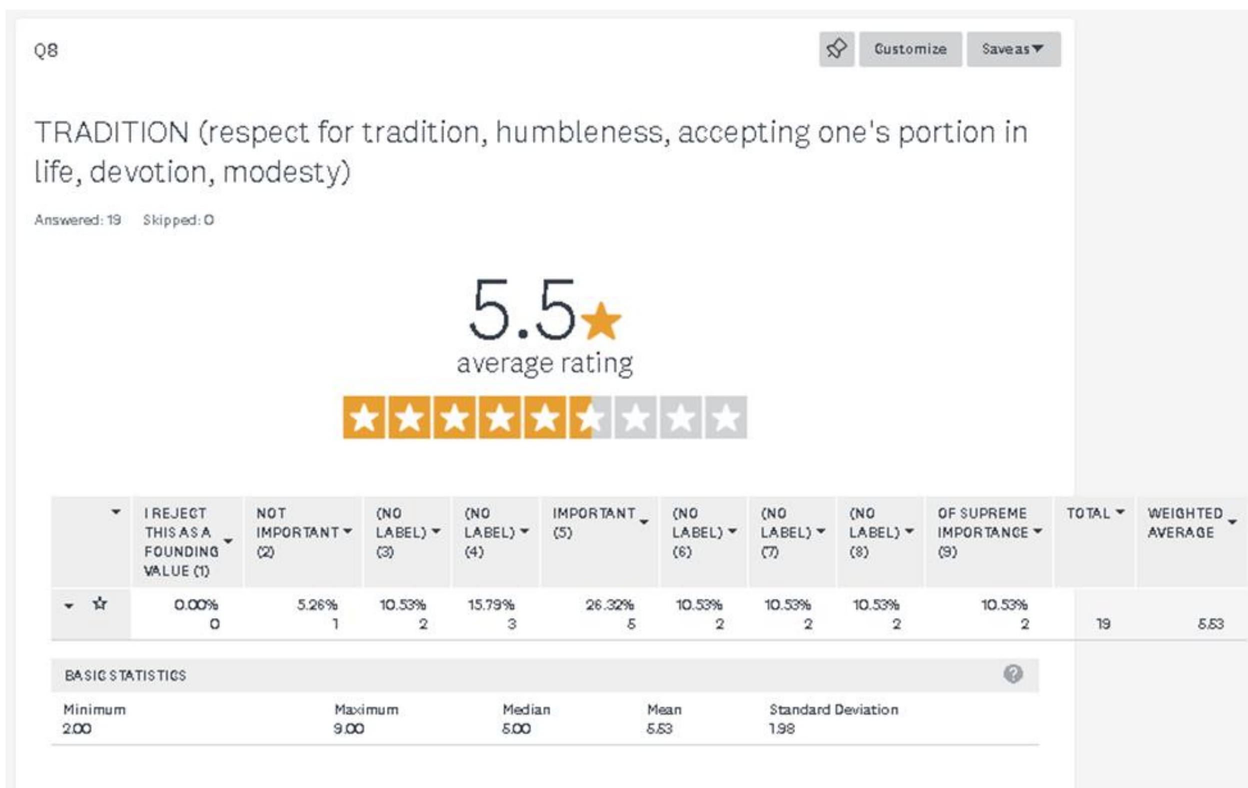
Answered: 19 Skipped: 0

8.0 average rating

	I REJECT THIS AS A FOUNDING VALUE (1)	NOT IMPORTANT (2)	(NO LABEL) (3)	(NO LABEL) (4)	IMPORTANT (5)	(NO LABEL) (6)	(NO LABEL) (7)	(NO LABEL) (8)	OF SUPREME IMPORTANCE (9)	TOTAL	WEIGHTED AVERAGE
☆	0.00% 0	0.00% 0	0.00% 0	0.00% 0	10.53% 2	0.00% 0	21.05% 4	21.05% 4	47.37% 9	19	7.95

BASIC STATISTICS

Minimum	Maximum	Median	Mean	Standard Deviation
5.00	9.00	8.00	7.95	1.28


Q8

Customize Save as

TRADITION (respect for tradition, humbleness, accepting one's portion in life, devotion, modesty)

Answered: 19 Skipped: 0

5.5 average rating

	I REJECT THIS AS A FOUNDING VALUE (1)	NOT IMPORTANT (2)	(NO LABEL) (3)	(NO LABEL) (4)	IMPORTANT (5)	(NO LABEL) (6)	(NO LABEL) (7)	(NO LABEL) (8)	OF SUPREME IMPORTANCE (9)	TOTAL	WEIGHTED AVERAGE
☆	0.00% 0	5.26% 1	10.53% 2	15.79% 3	26.32% 5	10.53% 2	10.53% 2	10.53% 2	10.53% 2	19	5.53

BASIC STATISTICS

Minimum	Maximum	Median	Mean	Standard Deviation
2.00	9.00	5.00	5.53	1.98

Q9

Customize Save as

CONFORMITY (obedience, honoring parents and elders, self-discipline, politeness)

Answered: 19 Skipped: 0

5.4
average rating

	I REJECT THIS AS A FOUNDING VALUE (1)	NOT IMPORTANT (2)	(NO LABEL) (3)	(NO LABEL) (4)	IMPORTANT (5)	(NO LABEL) (6)	(NO LABEL) (7)	(NO LABEL) (8)	OF SUPREME IMPORTANCE (9)	TOTAL	WEIGHTED AVERAGE
☆	0.00% 0	5.26% 1	15.79% 3	15.79% 3	21.05% 4	10.53% 2	15.79% 3	0.00% 0	15.79% 3	19	5.42

BASIC STATISTICS

Minimum	Maximum	Median	Mean	Standard Deviation
2.00	9.00	5.00	5.42	2.09

Q10

Customize Save as

SECURITY (national security, family security, social order, cleanliness, reciprocation of favors)

Answered: 19 Skipped: 0

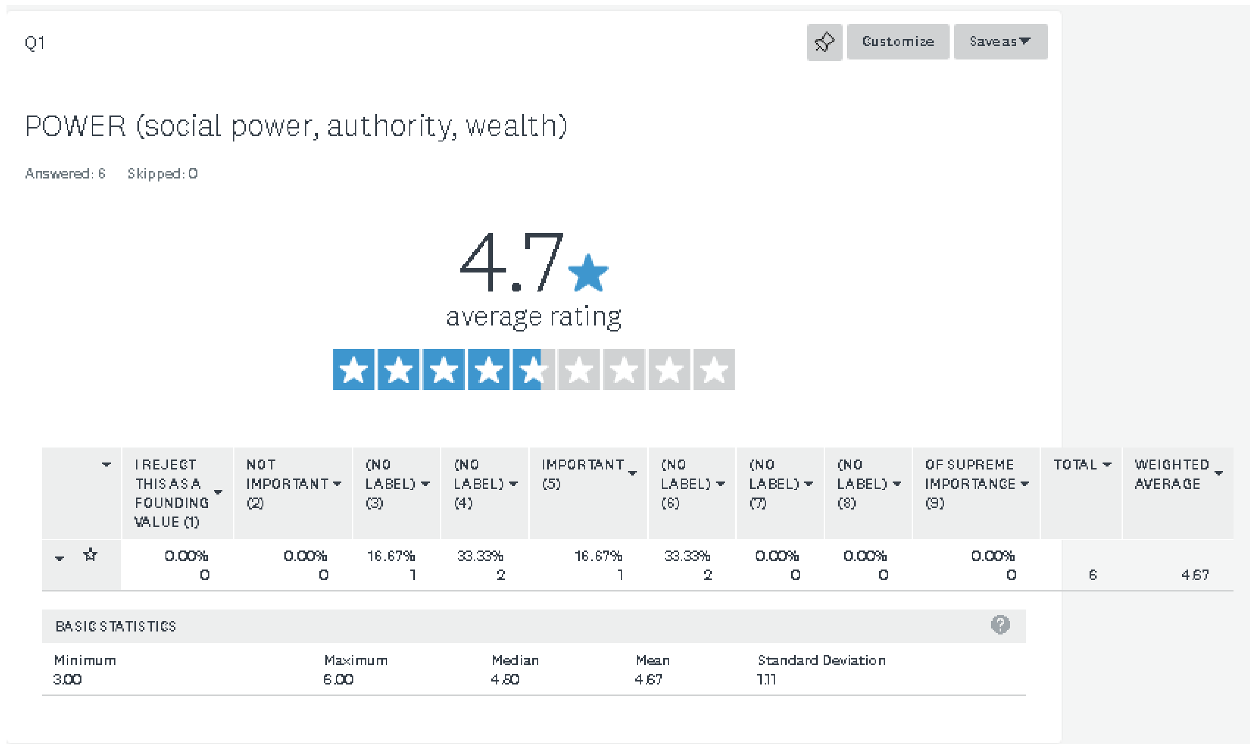
6.0
average rating

	I REJECT THIS AS A FOUNDING VALUE (1)	NOT IMPORTANT (2)	(NO LABEL) (3)	(NO LABEL) (4)	IMPORTANT (5)	(NO LABEL) (6)	(NO LABEL) (7)	(NO LABEL) (8)	OF SUPREME IMPORTANCE (9)	TOTAL	WEIGHTED AVERAGE
☆	0.00% 0	5.26% 1	10.53% 2	10.53% 2	21.05% 4	15.79% 3	5.26% 1	10.53% 2	21.05% 4	19	5.95

BASIC STATISTICS

Minimum	Maximum	Median	Mean	Standard Deviation
2.00	9.00	6.00	5.95	2.19

APPENDIX G: Part 1 (SVSS) Results – School B



Q1

POWER (social power, authority, wealth)

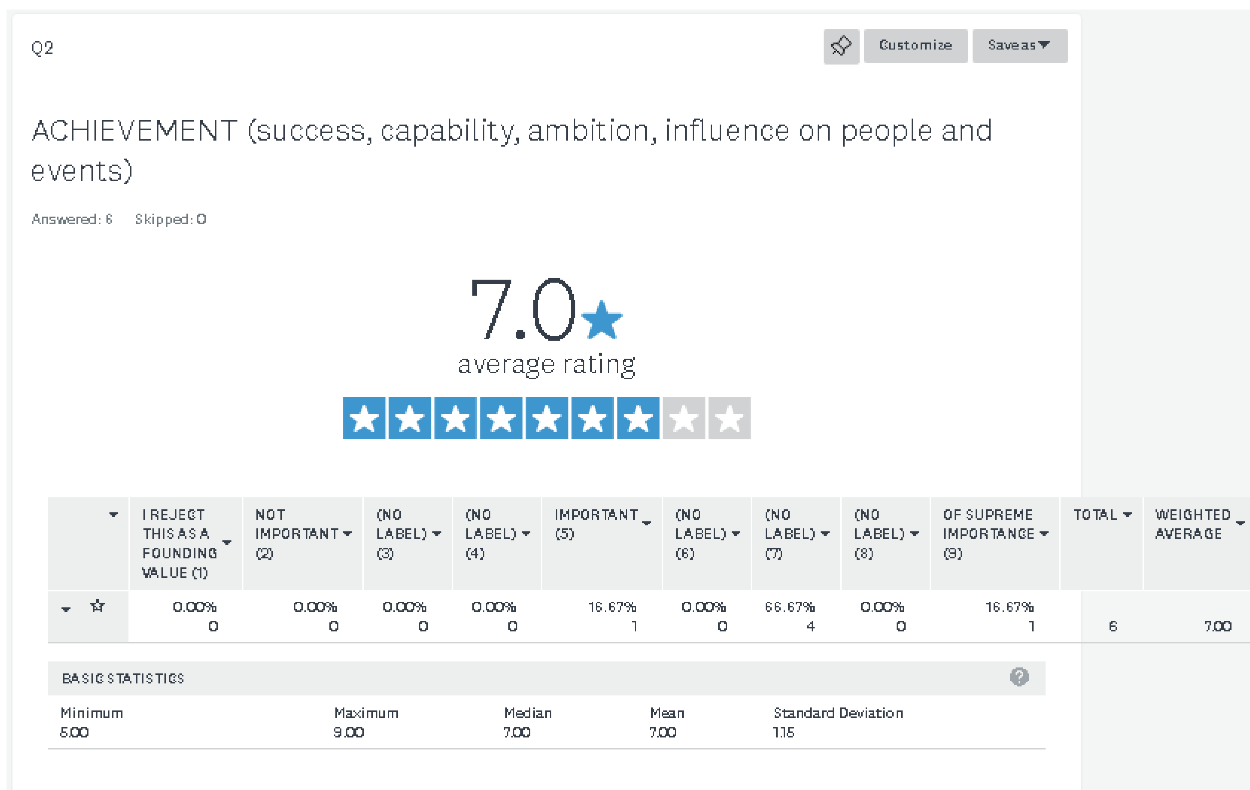
Answered: 6 Skipped: 0

4.7 average rating

	I REJECT THIS AS A FOUNDING VALUE (1)	NOT IMPORTANT (2)	(NO LABEL) (3)	(NO LABEL) (4)	IMPORTANT (5)	(NO LABEL) (6)	(NO LABEL) (7)	(NO LABEL) (8)	OF SUPREME IMPORTANCE (9)	TOTAL	WEIGHTED AVERAGE
☆	0.00% 0	0.00% 0	16.67% 1	33.33% 2	16.67% 1	33.33% 2	0.00% 0	0.00% 0	0.00% 0	6	4.67

BASIC STATISTICS

Minimum	Maximum	Median	Mean	Standard Deviation
3.00	6.00	4.50	4.67	1.11



Q2

ACHIEVEMENT (success, capability, ambition, influence on people and events)

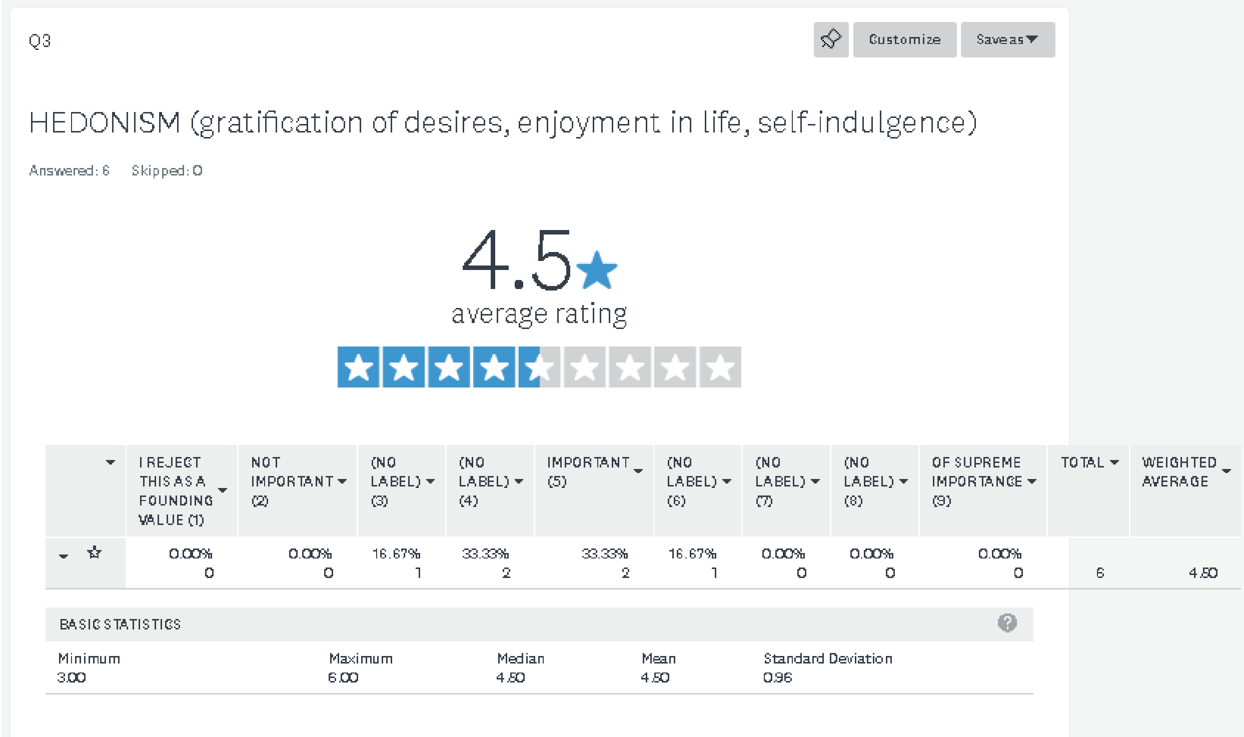
Answered: 6 Skipped: 0

7.0 average rating

	I REJECT THIS AS A FOUNDING VALUE (1)	NOT IMPORTANT (2)	(NO LABEL) (3)	(NO LABEL) (4)	IMPORTANT (5)	(NO LABEL) (6)	(NO LABEL) (7)	(NO LABEL) (8)	OF SUPREME IMPORTANCE (9)	TOTAL	WEIGHTED AVERAGE
☆	0.00% 0	0.00% 0	0.00% 0	0.00% 0	16.67% 1	0.00% 0	66.67% 4	0.00% 0	16.67% 1	6	7.00

BASIC STATISTICS

Minimum	Maximum	Median	Mean	Standard Deviation
5.00	9.00	7.00	7.00	1.15



Q3

Customize Save as

HEDONISM (gratification of desires, enjoyment in life, self-indulgence)

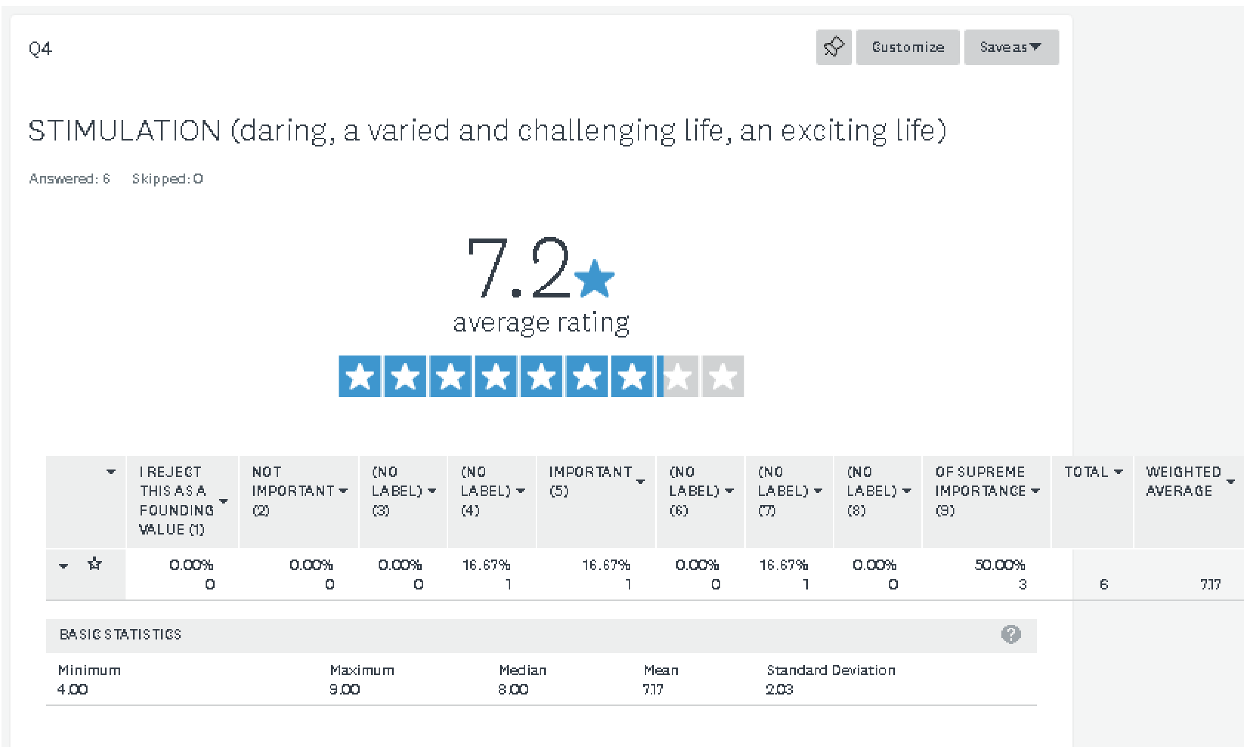
Answered: 6 Skipped: 0

4.5
average rating

	I REJECT THIS AS A FOUNDING VALUE (1)	NOT IMPORTANT (2)	(NO LABEL) (3)	(NO LABEL) (4)	IMPORTANT (5)	(NO LABEL) (6)	(NO LABEL) (7)	(NO LABEL) (8)	OF SUPREME IMPORTANCE (9)	TOTAL	WEIGHTED AVERAGE
☆	0.00% 0	0.00% 0	16.67% 1	33.33% 2	33.33% 2	16.67% 1	0.00% 0	0.00% 0	0.00% 0	6	4.50

BASIC STATISTICS

Minimum	Maximum	Median	Mean	Standard Deviation
3.00	6.00	4.50	4.50	0.96



Q4

Customize Save as

STIMULATION (daring, a varied and challenging life, an exciting life)

Answered: 6 Skipped: 0

7.2
average rating

	I REJECT THIS AS A FOUNDING VALUE (1)	NOT IMPORTANT (2)	(NO LABEL) (3)	(NO LABEL) (4)	IMPORTANT (5)	(NO LABEL) (6)	(NO LABEL) (7)	(NO LABEL) (8)	OF SUPREME IMPORTANCE (9)	TOTAL	WEIGHTED AVERAGE
☆	0.00% 0	0.00% 0	0.00% 0	16.67% 1	16.67% 1	0.00% 0	16.67% 1	0.00% 0	50.00% 3	6	7.17

BASIC STATISTICS

Minimum	Maximum	Median	Mean	Standard Deviation
4.00	9.00	8.00	7.17	2.03

Q6

Customize Save as

UNIVERSALISM (broad-mindedness, beauty of nature and arts, social justice, a world at peace, equality, wisdom, unity with nature, environmental protection)

Answered: 6 Skipped: 0

6.5 average rating

	I REJECT THIS AS A FOUNDING VALUE (1)	NOT IMPORTANT (2)	(NO LABEL) (3)	(NO LABEL) (4)	IMPORTANT (5)	(NO LABEL) (6)	(NO LABEL) (7)	(NO LABEL) (8)	OF SUPREME IMPORTANCE (9)	TOTAL	WEIGHTED AVERAGE
☆	0.00% 0	0.00% 0	16.67% 1	0.00% 0	0.00% 0	33.33% 2	16.67% 1	16.67% 1	16.67% 1	6	6.50

BASIC STATISTICS

Minimum	Maximum	Median	Mean	Standard Deviation
3.00	9.00	6.50	6.50	1.89

Q5

Customize Save as

SELF-DIRECTION (creativity, freedom, curiosity, independence, choosing one's own goals)

Answered: 6 Skipped: 0

8.0 average rating

	I REJECT THIS AS A FOUNDING VALUE (1)	NOT IMPORTANT (2)	(NO LABEL) (3)	(NO LABEL) (4)	IMPORTANT (5)	(NO LABEL) (6)	(NO LABEL) (7)	(NO LABEL) (8)	OF SUPREME IMPORTANCE (9)	TOTAL	WEIGHTED AVERAGE
☆	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	50.00% 3	0.00% 0	50.00% 3	6	8.00

BASIC STATISTICS

Minimum	Maximum	Median	Mean	Standard Deviation
7.00	9.00	8.00	8.00	1.00

Q7

Customize Save as

BENEVOLENCE (helpfulness, honesty, forgiveness, loyalty, responsibility)

Answered: 6 Skipped: 0

7.5

average rating

	I REJECT THIS AS A FOUNDING VALUE (1)	NOT IMPORTANT (2)	(NO LABEL) (3)	(NO LABEL) (4)	IMPORTANT (5)	(NO LABEL) (6)	(NO LABEL) (7)	(NO LABEL) (8)	OF SUPREME IMPORTANCE (9)	TOTAL	WEIGHTED AVERAGE
☆	0.00% 0	0.00% 0	0.00% 0	0.00% 0	16.67% 1	16.67% 1	0.00% 0	33.33% 2	33.33% 2	6	7.50

BASIC STATISTICS

Minimum	Maximum	Median	Mean	Standard Deviation
5.00	9.00	8.00	7.50	1.50

Q8

Customize Save as

TRADITION (respect for tradition, humbleness, accepting one's portion in life, devotion, modesty)

Answered: 6 Skipped: 0

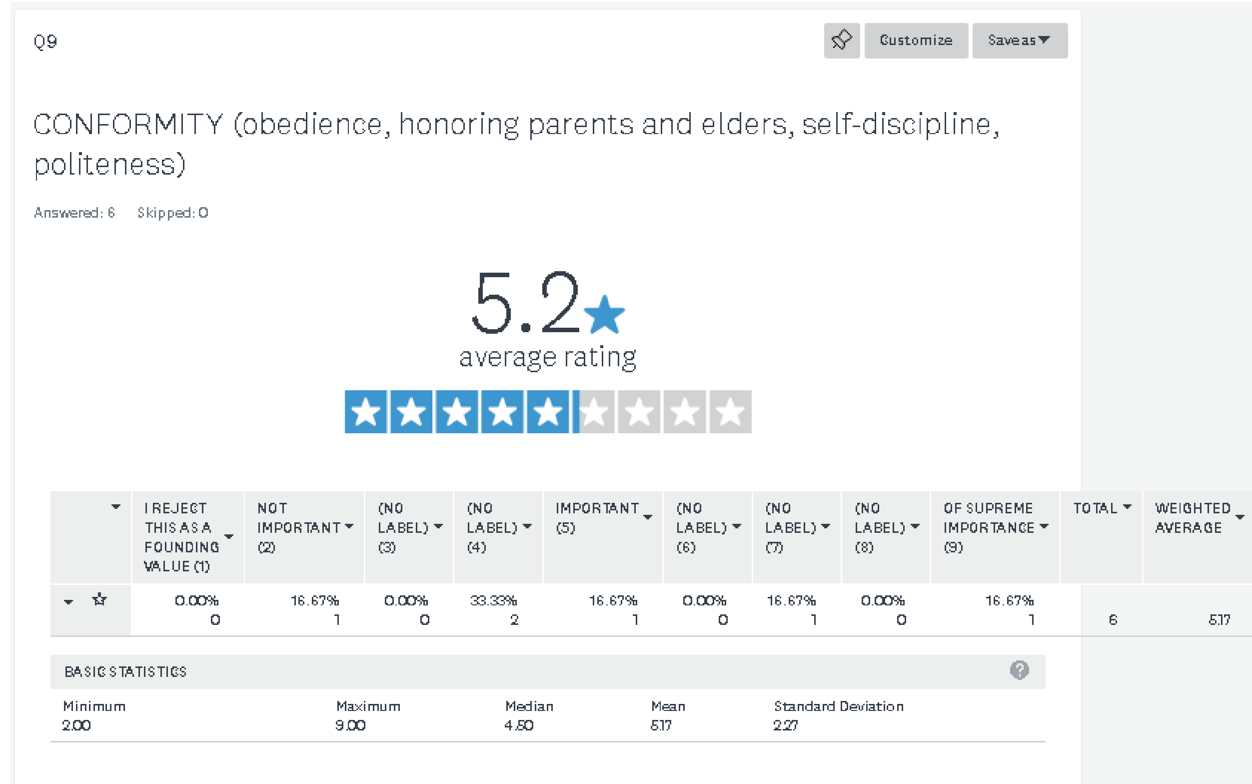
4.8

average rating

	I REJECT THIS AS A FOUNDING VALUE (1)	NOT IMPORTANT (2)	(NO LABEL) (3)	(NO LABEL) (4)	IMPORTANT (5)	(NO LABEL) (6)	(NO LABEL) (7)	(NO LABEL) (8)	OF SUPREME IMPORTANCE (9)	TOTAL	WEIGHTED AVERAGE
☆	0.00% 0	33.33% 2	16.67% 1	0.00% 0	0.00% 0	16.67% 1	16.67% 1	0.00% 0	16.67% 1	6	4.83

BASIC STATISTICS

Minimum	Maximum	Median	Mean	Standard Deviation
2.00	9.00	4.50	4.83	2.67



Q9

Customize Save as

CONFORMITY (obedience, honoring parents and elders, self-discipline, politeness)

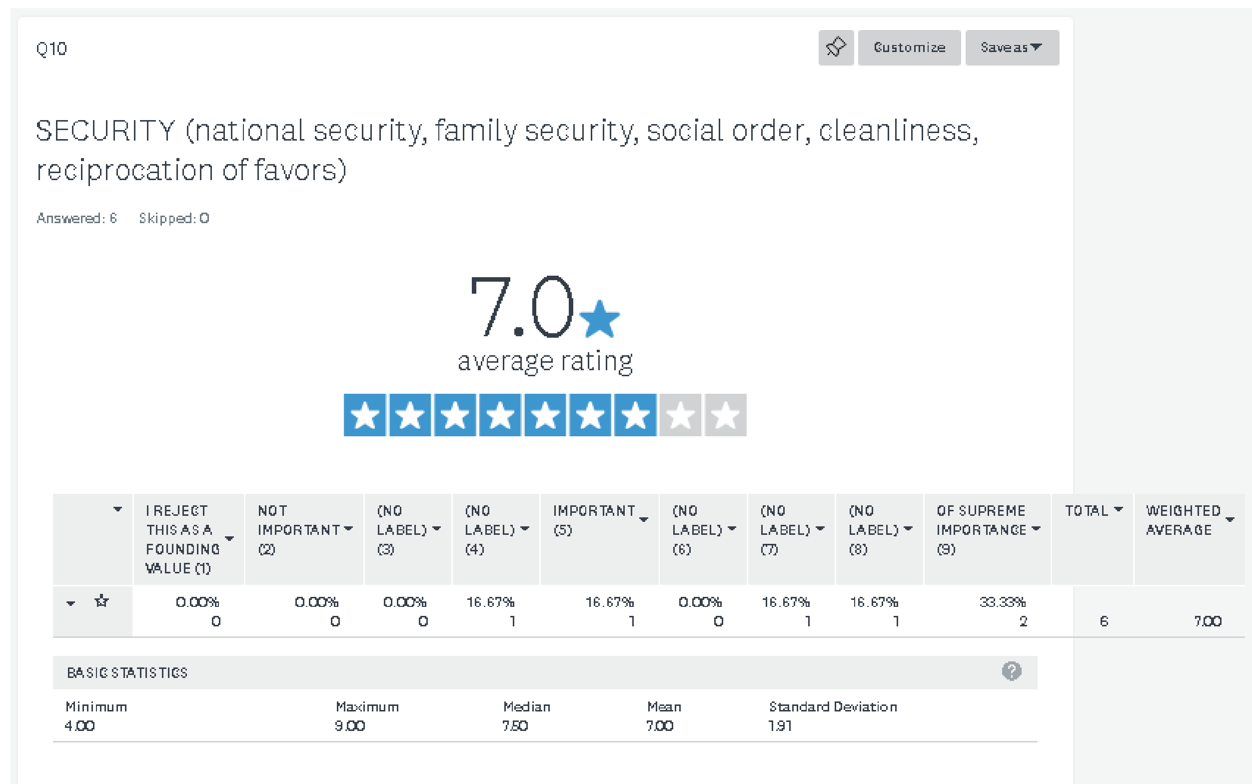
Answered: 6 Skipped: 0

5.2 average rating

	I REJECT THIS AS A FOUNDING VALUE (1)	NOT IMPORTANT (2)	(NO LABEL) (3)	(NO LABEL) (4)	IMPORTANT (5)	(NO LABEL) (6)	(NO LABEL) (7)	(NO LABEL) (8)	OF SUPREME IMPORTANCE (9)	TOTAL	WEIGHTED AVERAGE
☆	0.00% 0	16.67% 1	0.00% 0	33.33% 2	16.67% 1	0.00% 0	16.67% 1	0.00% 0	16.67% 1	6	5.17

BASIC STATISTICS

Minimum	Maximum	Median	Mean	Standard Deviation
2.00	9.00	4.50	5.17	2.27



Q10

Customize Save as

SECURITY (national security, family security, social order, cleanliness, reciprocation of favors)

Answered: 6 Skipped: 0

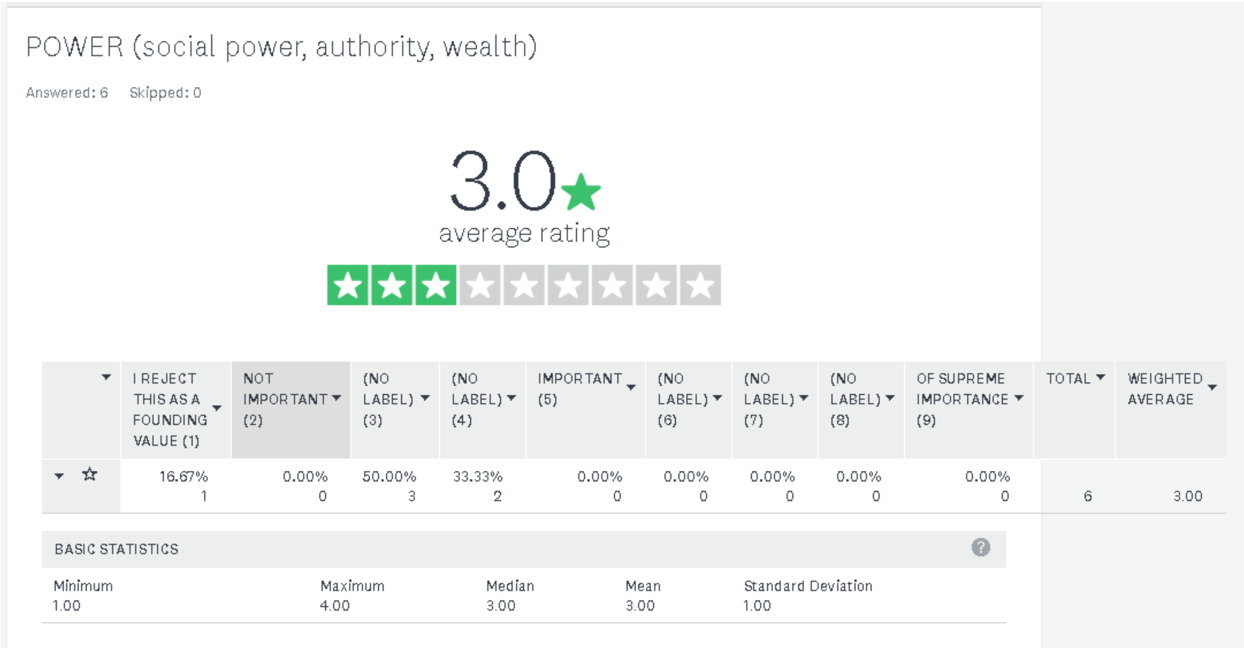
7.0 average rating

	I REJECT THIS AS A FOUNDING VALUE (1)	NOT IMPORTANT (2)	(NO LABEL) (3)	(NO LABEL) (4)	IMPORTANT (5)	(NO LABEL) (6)	(NO LABEL) (7)	(NO LABEL) (8)	OF SUPREME IMPORTANCE (9)	TOTAL	WEIGHTED AVERAGE
☆	0.00% 0	0.00% 0	0.00% 0	16.67% 1	16.67% 1	0.00% 0	16.67% 1	16.67% 1	33.33% 2	6	7.00

BASIC STATISTICS

Minimum	Maximum	Median	Mean	Standard Deviation
4.00	9.00	7.50	7.00	1.91

APPENDIX H: Part 1 (SVSS) Results – School C



POWER (social power, authority, wealth)

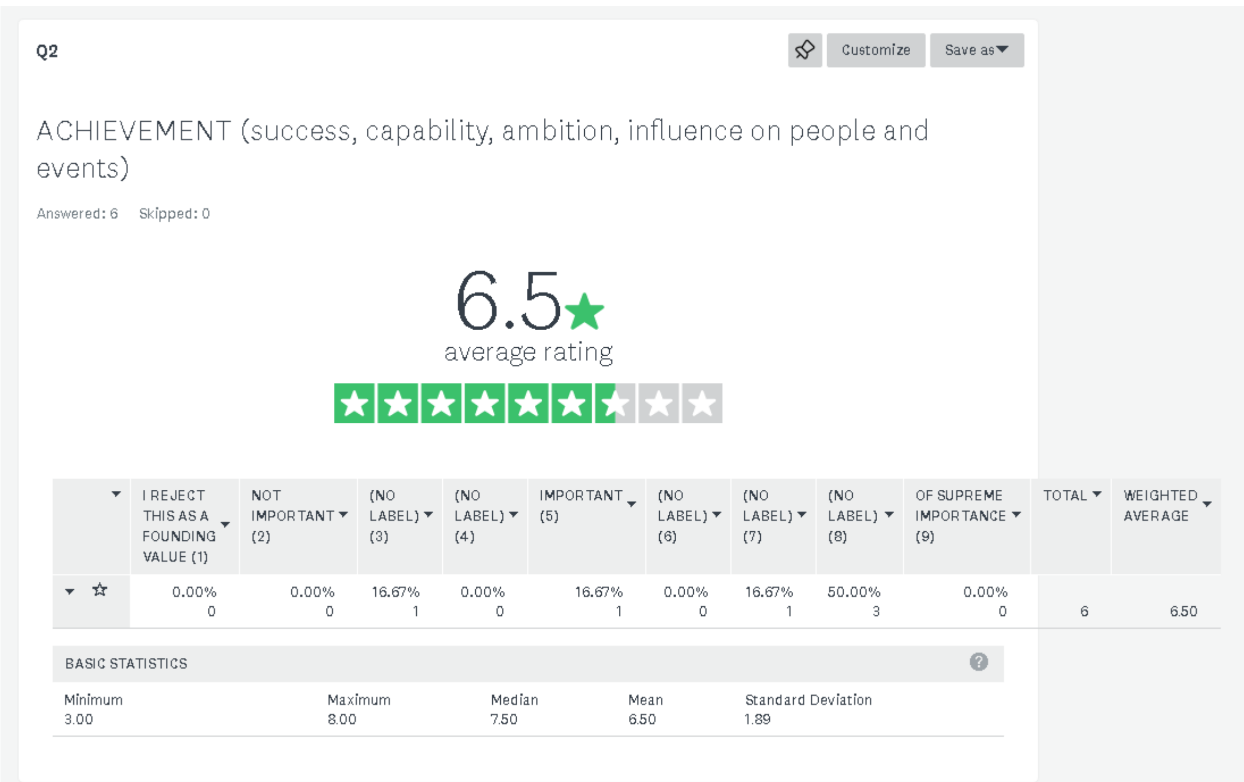
Answered: 6 Skipped: 0

3.0 average rating

	I REJECT THIS AS A FOUNDING VALUE (1)	NOT IMPORTANT (2)	(NO LABEL) (3)	(NO LABEL) (4)	IMPORTANT (5)	(NO LABEL) (6)	(NO LABEL) (7)	(NO LABEL) (8)	OF SUPREME IMPORTANCE (9)	TOTAL	WEIGHTED AVERAGE
☆	16.67% 1	0.00% 0	50.00% 3	33.33% 2	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	6	3.00

BASIC STATISTICS

Minimum	Maximum	Median	Mean	Standard Deviation
1.00	4.00	3.00	3.00	1.00



Q2

Customize Save as

ACHIEVEMENT (success, capability, ambition, influence on people and events)

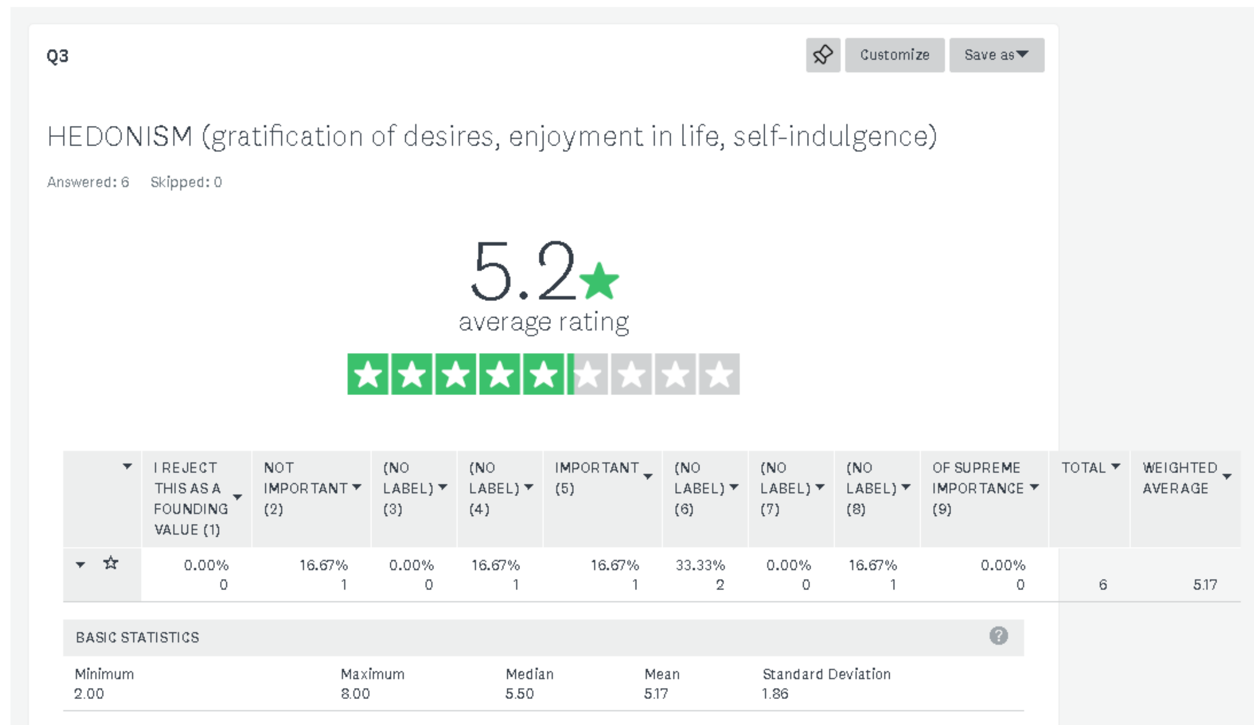
Answered: 6 Skipped: 0

6.5 average rating

	I REJECT THIS AS A FOUNDING VALUE (1)	NOT IMPORTANT (2)	(NO LABEL) (3)	(NO LABEL) (4)	IMPORTANT (5)	(NO LABEL) (6)	(NO LABEL) (7)	(NO LABEL) (8)	OF SUPREME IMPORTANCE (9)	TOTAL	WEIGHTED AVERAGE
☆	0.00% 0	0.00% 0	16.67% 1	0.00% 0	16.67% 1	0.00% 0	16.67% 1	50.00% 3	0.00% 0	6	6.50

BASIC STATISTICS

Minimum	Maximum	Median	Mean	Standard Deviation
3.00	8.00	7.50	6.50	1.89



Q3

HEDONISM (gratification of desires, enjoyment in life, self-indulgence)

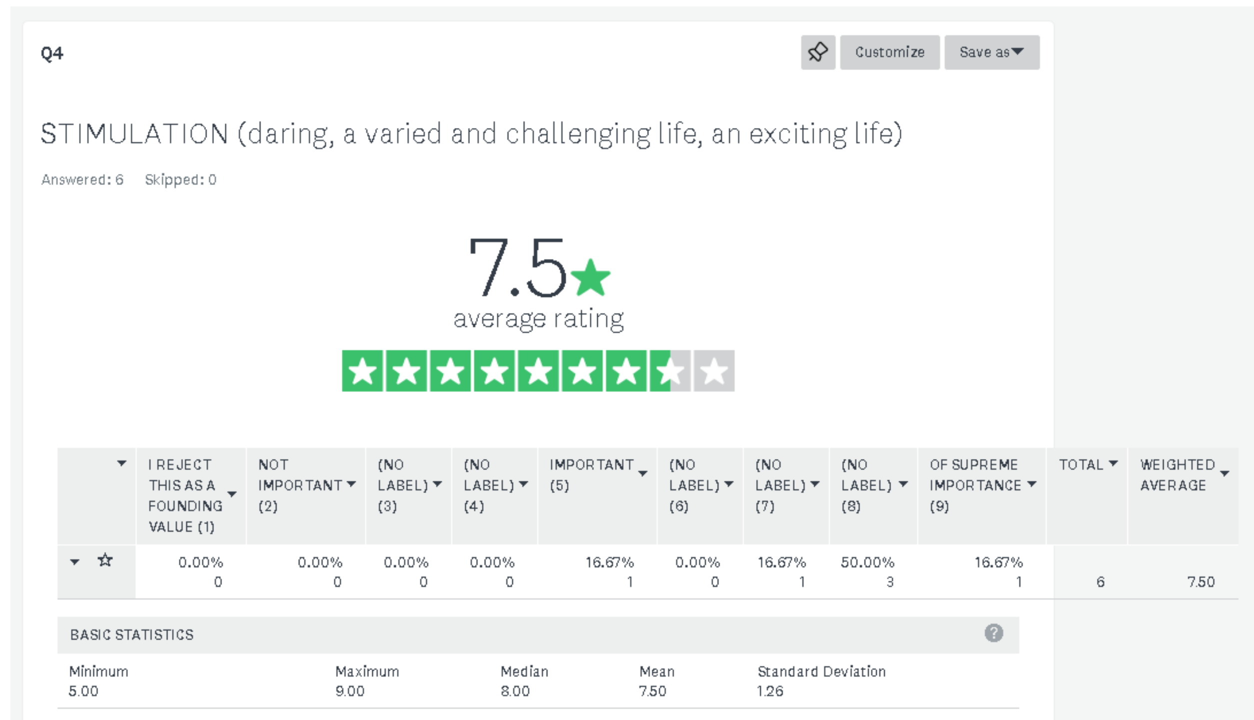
Answered: 6 Skipped: 0

5.2 average rating

	I REJECT THIS AS A FOUNDING VALUE (1)	NOT IMPORTANT (2)	(NO LABEL) (3)	(NO LABEL) (4)	IMPORTANT (5)	(NO LABEL) (6)	(NO LABEL) (7)	(NO LABEL) (8)	OF SUPREME IMPORTANCE (9)	TOTAL	WEIGHTED AVERAGE
☆	0.00% 0	16.67% 1	0.00% 0	16.67% 1	16.67% 1	33.33% 2	0.00% 0	16.67% 1	0.00% 0	6	5.17

BASIC STATISTICS

Minimum	Maximum	Median	Mean	Standard Deviation
2.00	8.00	5.50	5.17	1.86



Q4

STIMULATION (daring, a varied and challenging life, an exciting life)

Answered: 6 Skipped: 0

7.5 average rating

	I REJECT THIS AS A FOUNDING VALUE (1)	NOT IMPORTANT (2)	(NO LABEL) (3)	(NO LABEL) (4)	IMPORTANT (5)	(NO LABEL) (6)	(NO LABEL) (7)	(NO LABEL) (8)	OF SUPREME IMPORTANCE (9)	TOTAL	WEIGHTED AVERAGE
☆	0.00% 0	0.00% 0	0.00% 0	0.00% 0	16.67% 1	0.00% 0	16.67% 1	50.00% 3	16.67% 1	6	7.50

BASIC STATISTICS

Minimum	Maximum	Median	Mean	Standard Deviation
5.00	9.00	8.00	7.50	1.26

Q5

Customize Save as

SELF-DIRECTION (creativity, freedom, curiosity, independence, choosing one's own goals)

Answered: 6 Skipped: 0

8.2
average rating

	I REJECT THIS AS A FOUNDING VALUE (1)	NOT IMPORTANT (2)	(NO LABEL) (3)	(NO LABEL) (4)	IMPORTANT (5)	(NO LABEL) (6)	(NO LABEL) (7)	(NO LABEL) (8)	OF SUPREME IMPORTANCE (9)	TOTAL	WEIGHTED AVERAGE
☆	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	33.33% 2	16.67% 1	50.00% 3	6	8.17

BASIC STATISTICS

Minimum	Maximum	Median	Mean	Standard Deviation
7.00	9.00	8.50	8.17	0.90

Q6

Customize Save as

UNIVERSALISM (broad-mindedness, beauty of nature and arts, social justice, a world at peace, equality, wisdom, unity with nature, environmental protection)

Answered: 5 Skipped: 1

8.2
average rating

	I REJECT THIS AS A FOUNDING VALUE (1)	NOT IMPORTANT (2)	(NO LABEL) (3)	(NO LABEL) (4)	IMPORTANT (5)	(NO LABEL) (6)	(NO LABEL) (7)	(NO LABEL) (8)	OF SUPREME IMPORTANCE (9)	TOTAL	WEIGHTED AVERAGE
☆	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	80.00% 4	20.00% 1	5	8.20

BASIC STATISTICS

Minimum	Maximum	Median	Mean	Standard Deviation
8.00	9.00	8.00	8.20	0.40

Q7

Customize Save as

BENEVOLENCE (helpfulness, honesty, forgiveness, loyalty, responsibility)

Answered: 6 Skipped: 0

7.3

average rating

	I REJECT THIS AS A FOUNDING VALUE (1)	NOT IMPORTANT (2)	(NO LABEL) (3)	(NO LABEL) (4)	IMPORTANT (5)	(NO LABEL) (6)	(NO LABEL) (7)	(NO LABEL) (8)	OF SUPREME IMPORTANCE (9)	TOTAL	WEIGHTED AVERAGE
☆	0.00% 0	0.00% 0	0.00% 0	0.00% 0	16.67% 1	0.00% 0	16.67% 1	66.67% 4	0.00% 0	6	7.33

BASIC STATISTICS

Minimum	Maximum	Median	Mean	Standard Deviation
5.00	8.00	8.00	7.33	1.11

Q8

Customize Save as

TRADITION (respect for tradition, humbleness, accepting one's portion in life, devotion, modesty)

Answered: 6 Skipped: 0

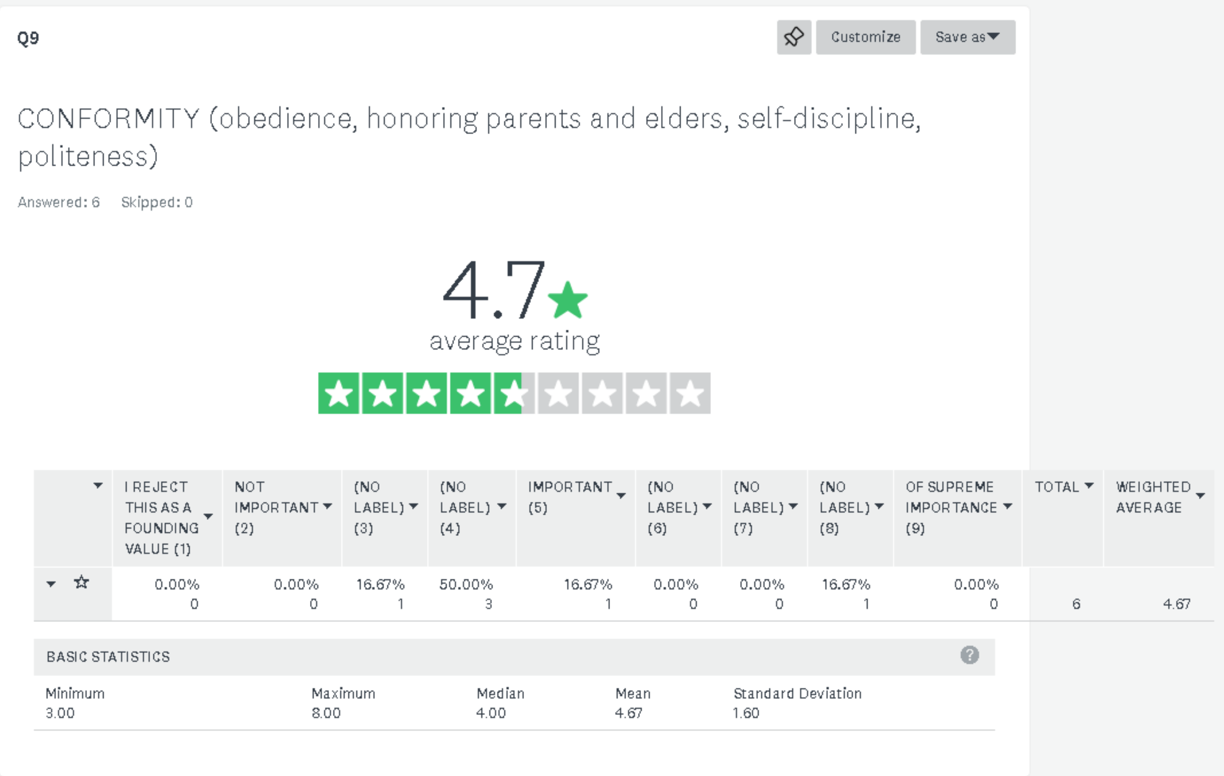
5.2

average rating

	I REJECT THIS AS A FOUNDING VALUE (1)	NOT IMPORTANT (2)	(NO LABEL) (3)	(NO LABEL) (4)	IMPORTANT (5)	(NO LABEL) (6)	(NO LABEL) (7)	(NO LABEL) (8)	OF SUPREME IMPORTANCE (9)	TOTAL	WEIGHTED AVERAGE
☆	0.00% 0	16.67% 1	0.00% 0	16.67% 1	16.67% 1	33.33% 2	0.00% 0	16.67% 1	0.00% 0	6	5.17

BASIC STATISTICS

Minimum	Maximum	Median	Mean	Standard Deviation
2.00	8.00	5.50	5.17	1.86



Q9

CONFORMITY (obedience, honoring parents and elders, self-discipline, politeness)

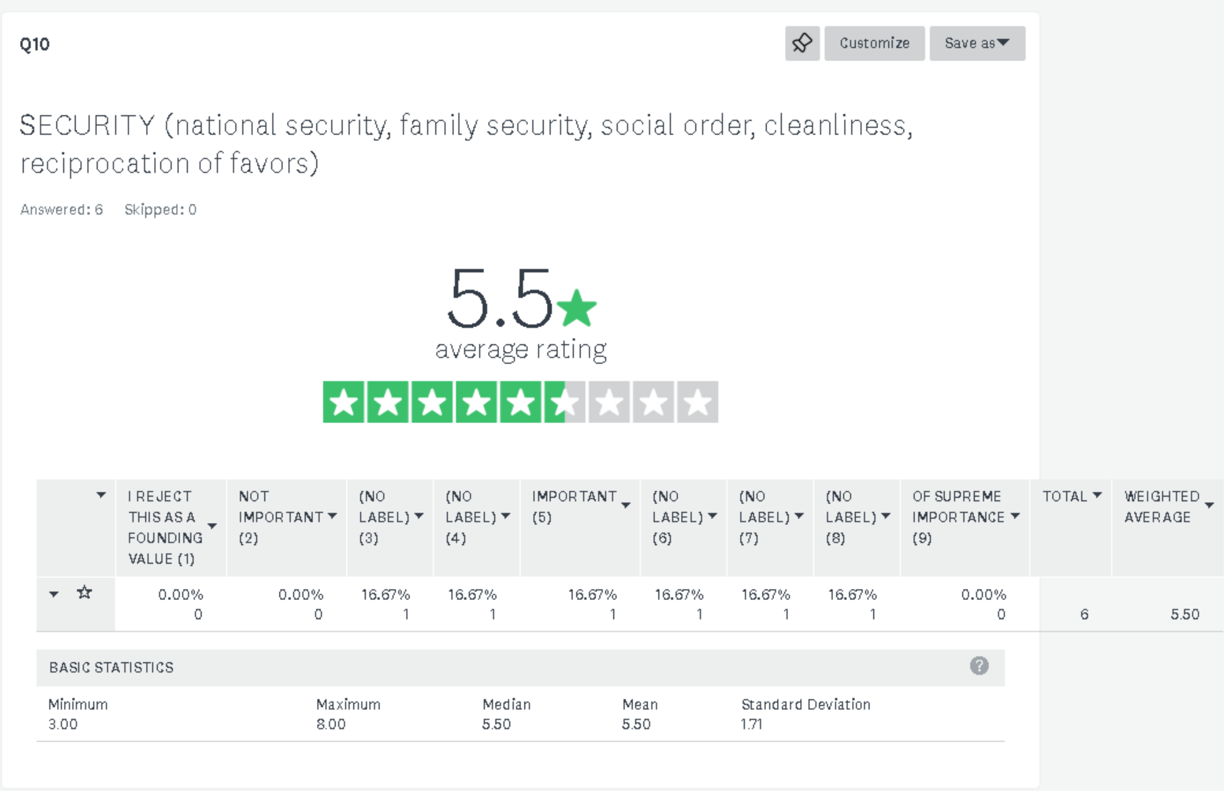
Answered: 6 Skipped: 0

4.7
average rating

	I REJECT THIS AS A FOUNDING VALUE (1)	NOT IMPORTANT (2)	(NO LABEL) (3)	(NO LABEL) (4)	IMPORTANT (5)	(NO LABEL) (6)	(NO LABEL) (7)	(NO LABEL) (8)	OF SUPREME IMPORTANCE (9)	TOTAL	WEIGHTED AVERAGE
☆	0.00% 0	0.00% 0	16.67% 1	50.00% 3	16.67% 1	0.00% 0	0.00% 0	16.67% 1	0.00% 0	6	4.67

BASIC STATISTICS

Minimum	Maximum	Median	Mean	Standard Deviation
3.00	8.00	4.00	4.67	1.60



Q10

SECURITY (national security, family security, social order, cleanliness, reciprocation of favors)

Answered: 6 Skipped: 0

5.5
average rating

	I REJECT THIS AS A FOUNDING VALUE (1)	NOT IMPORTANT (2)	(NO LABEL) (3)	(NO LABEL) (4)	IMPORTANT (5)	(NO LABEL) (6)	(NO LABEL) (7)	(NO LABEL) (8)	OF SUPREME IMPORTANCE (9)	TOTAL	WEIGHTED AVERAGE
☆	0.00% 0	0.00% 0	16.67% 1	16.67% 1	16.67% 1	16.67% 1	16.67% 1	16.67% 1	0.00% 0	6	5.50

BASIC STATISTICS

Minimum	Maximum	Median	Mean	Standard Deviation
3.00	8.00	5.50	5.50	1.71

APPENDIX I: Part 2 of the Survey

Copy of Part 2: Values, Contexts, and Beliefs (UAS)

INSTRUCTIONS: Please answer the following questions.

1. Reporting student plagiarism as per College policy #8618 (Cheating and Plagiarism) strengthens the campus culture of academic integrity.

unlikely — likely

2. In relationship to matters of academic integrity, how much do you want to be like your School colleagues?

not at all — very much

3. My commitment to the reporting of student plagiarism every time it happens in each semester would be ....

bad — good

4. My School colleagues approve of my reporting of student plagiarism.

unlikely — likely

5. My School colleagues report student plagiarism.

unlikely — likely

6. I am confident that I have the time to report each case of student plagiarism.

not at all — completely

7. The decision to report cases of student plagiarism is up to me.

disagree — agree

8. I intend to report every case of student plagiarism as it arises.

unlikely — likely

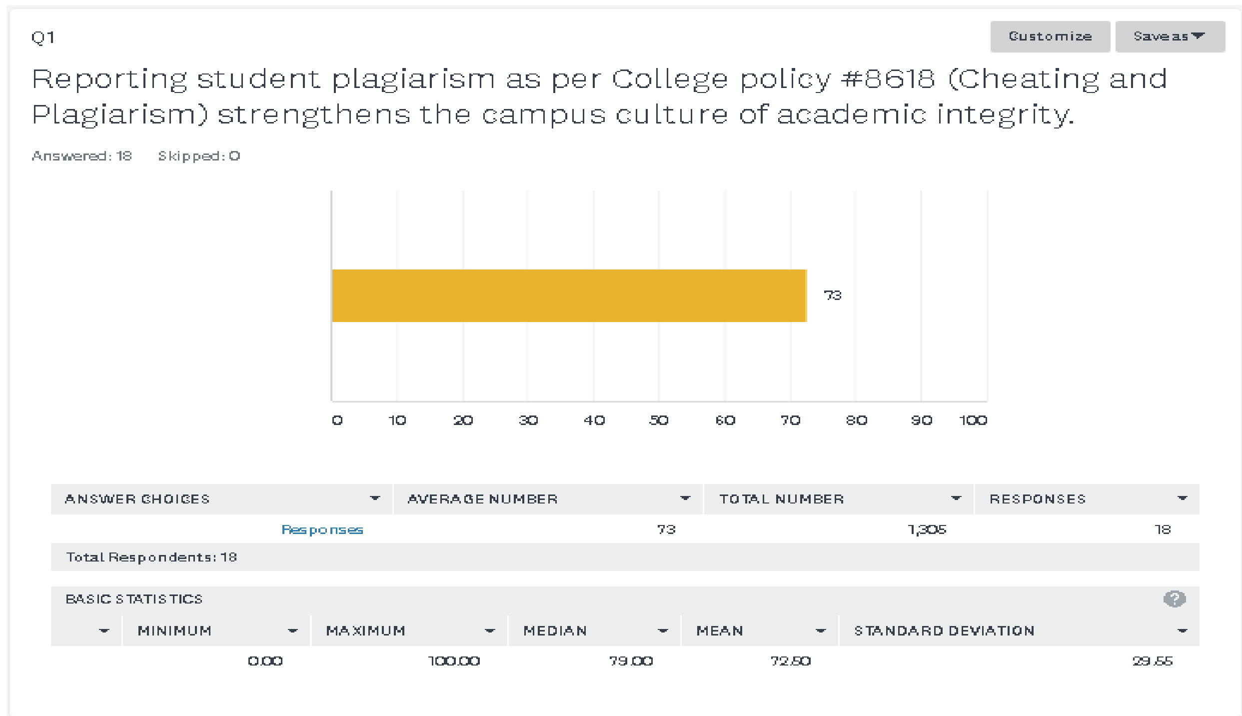
9. In the past academic year (2017-18), I have reported each case of student plagiarism.

- [ ] YES
- [ ] NO
- [ ] Prefer not to say

10. I expect to be supported by the College throughout the process of reporting each case of student plagiarism as it arises.

unlikely — likely

APPENDIX J: Part 2 Survey Results – School A


Q1

Customize Save as

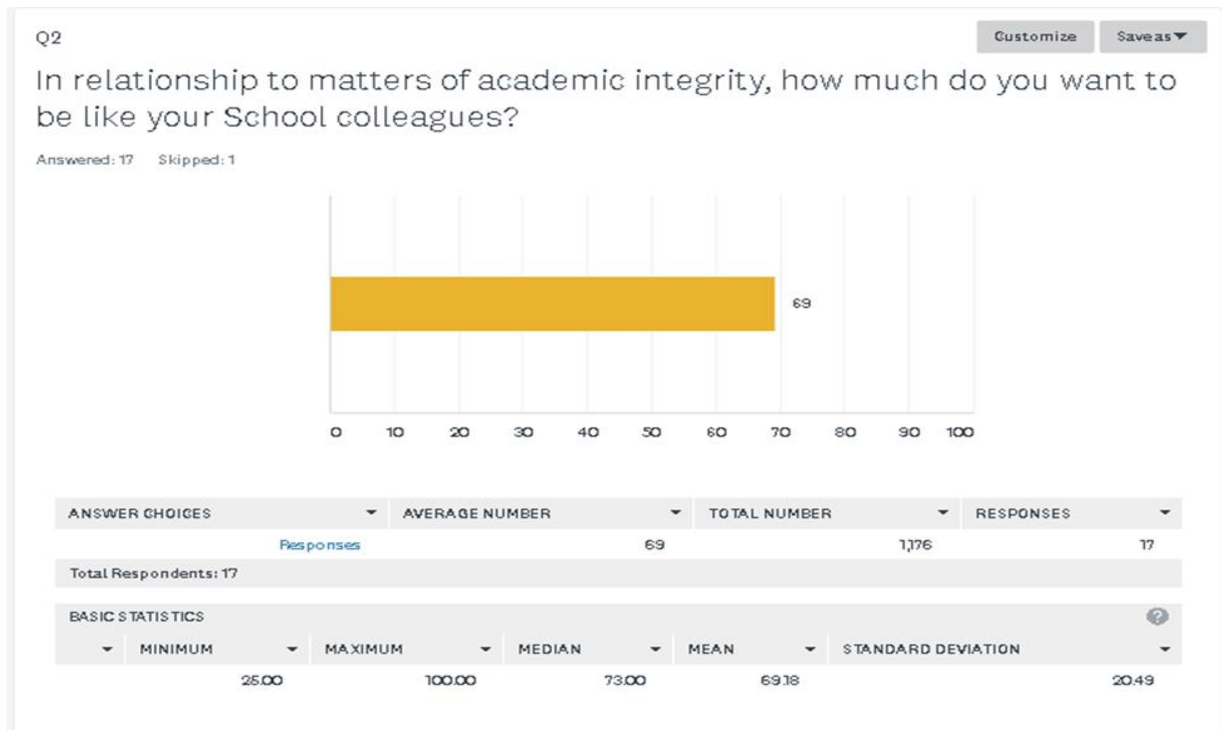
Reporting student plagiarism as per College policy #8618 (Cheating and Plagiarism) strengthens the campus culture of academic integrity.

Answered: 18 Skipped: 0

ANSWER CHOICES	AVERAGE NUMBER	TOTAL NUMBER	RESPONSES
Responses	73	1,305	18
Total Respondents: 18			

BASIC STATISTICS

	MINIMUM	MAXIMUM	MEDIAN	MEAN	STANDARD DEVIATION
	0.00	100.00	79.00	72.50	29.55


Q2

Customize Save as

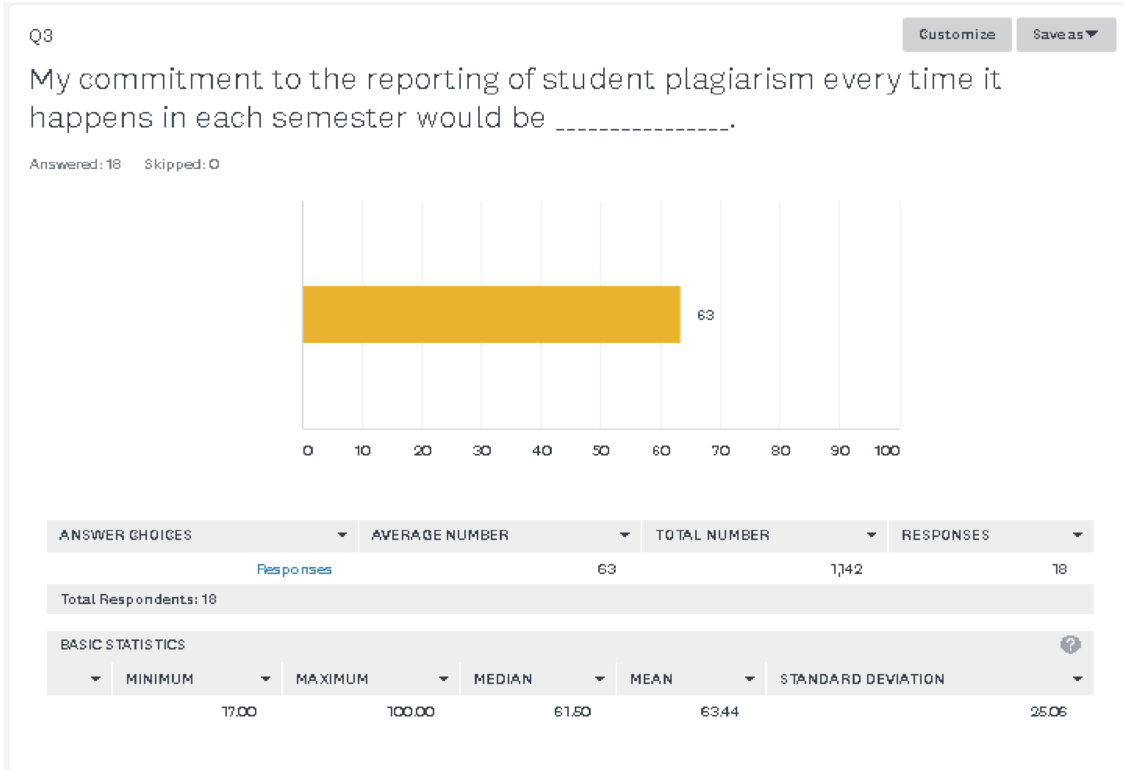
In relationship to matters of academic integrity, how much do you want to be like your School colleagues?

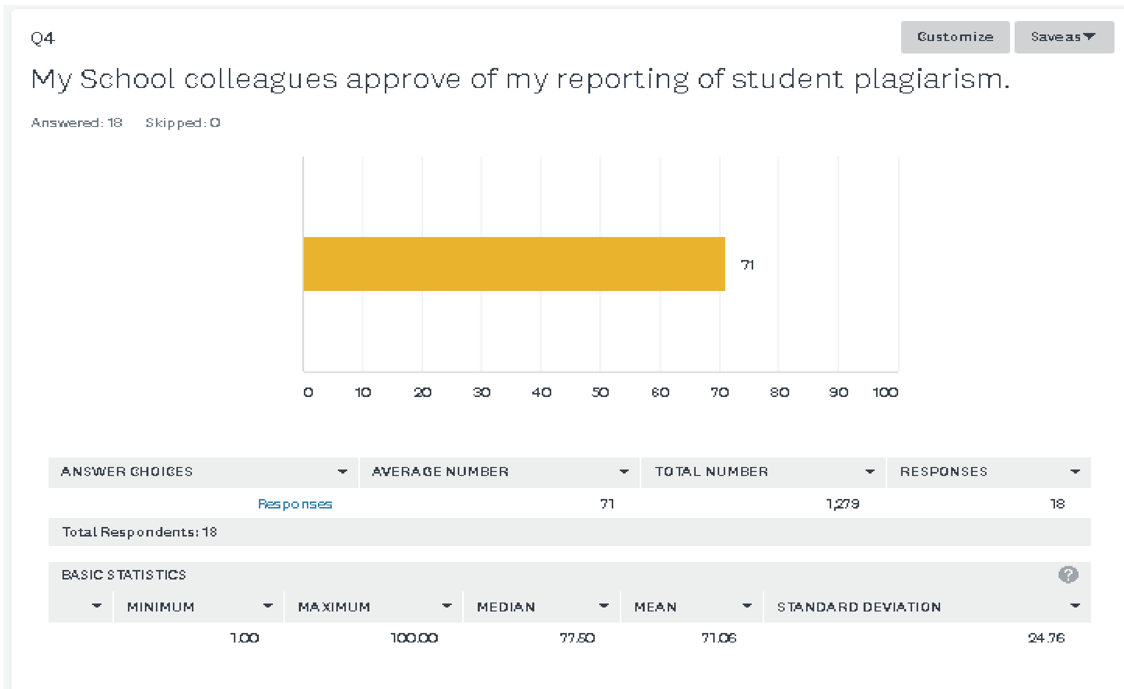
Answered: 17 Skipped: 1

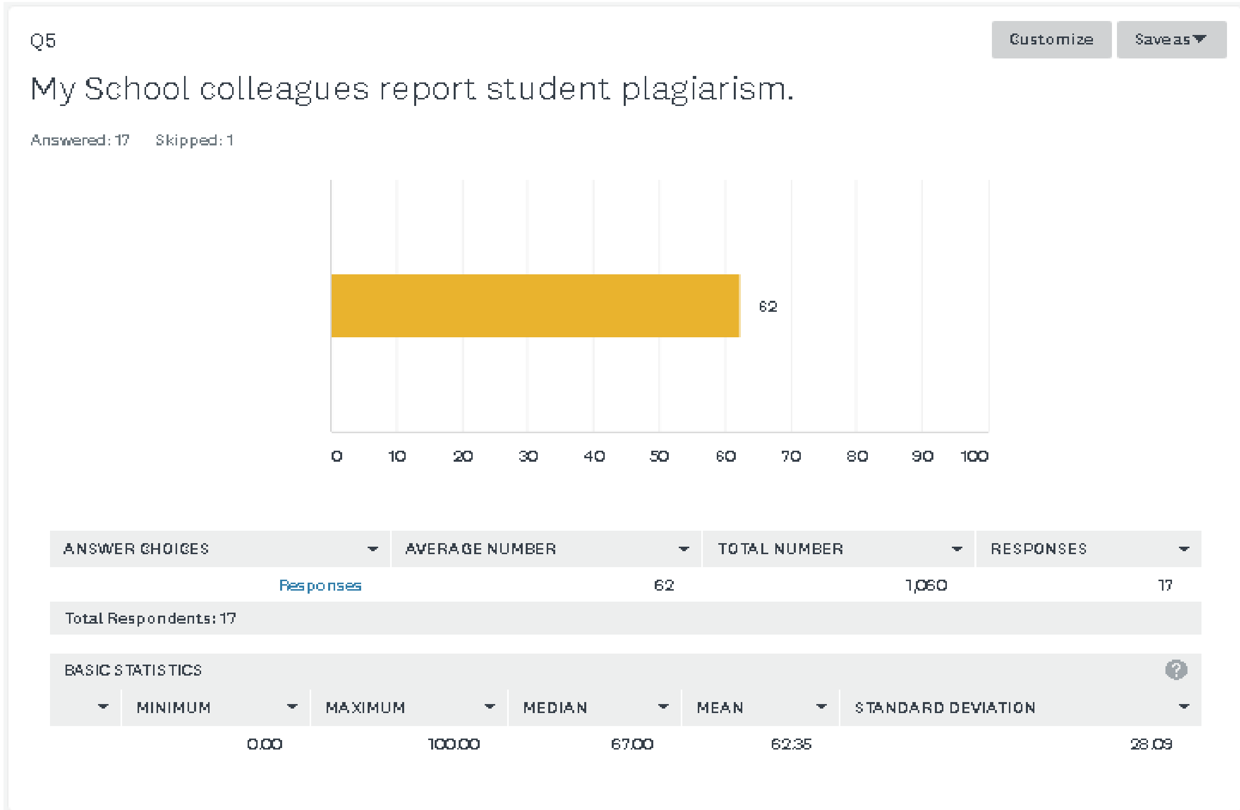
ANSWER CHOICES	AVERAGE NUMBER	TOTAL NUMBER	RESPONSES
Responses	69	1,176	17
Total Respondents: 17			

BASIC STATISTICS

	MINIMUM	MAXIMUM	MEDIAN	MEAN	STANDARD DEVIATION
	25.00	100.00	73.00	69.18	20.49


Q3
Customize
Save as
My commitment to the reporting of student plagiarism every time it happens in each semester would be _______________.
Answered: 18 Skipped: 0
63
0 10 20 30 40 50 60 70 80 90 100
ANSWER CHOICES
AVERAGE NUMBER
TOTAL NUMBER
RESPONSES
Responses 63 1,142 18
Total Respondents: 18
BASIC STATISTICS
MINIMUM MAXIMUM MEDIAN MEAN STANDARD DEVIATION
17.00 100.00 61.50 63.44 25.06


Q4
Customize
Save as
My School colleagues approve of my reporting of student plagiarism.
Answered: 18 Skipped: 0
71
0 10 20 30 40 50 60 70 80 90 100
ANSWER CHOICES
AVERAGE NUMBER
TOTAL NUMBER
RESPONSES
Responses 71 1,279 18
Total Respondents: 18
BASIC STATISTICS
MINIMUM MAXIMUM MEDIAN MEAN STANDARD DEVIATION
1.00 100.00 77.50 71.06 24.76


Q5

Customize Save as

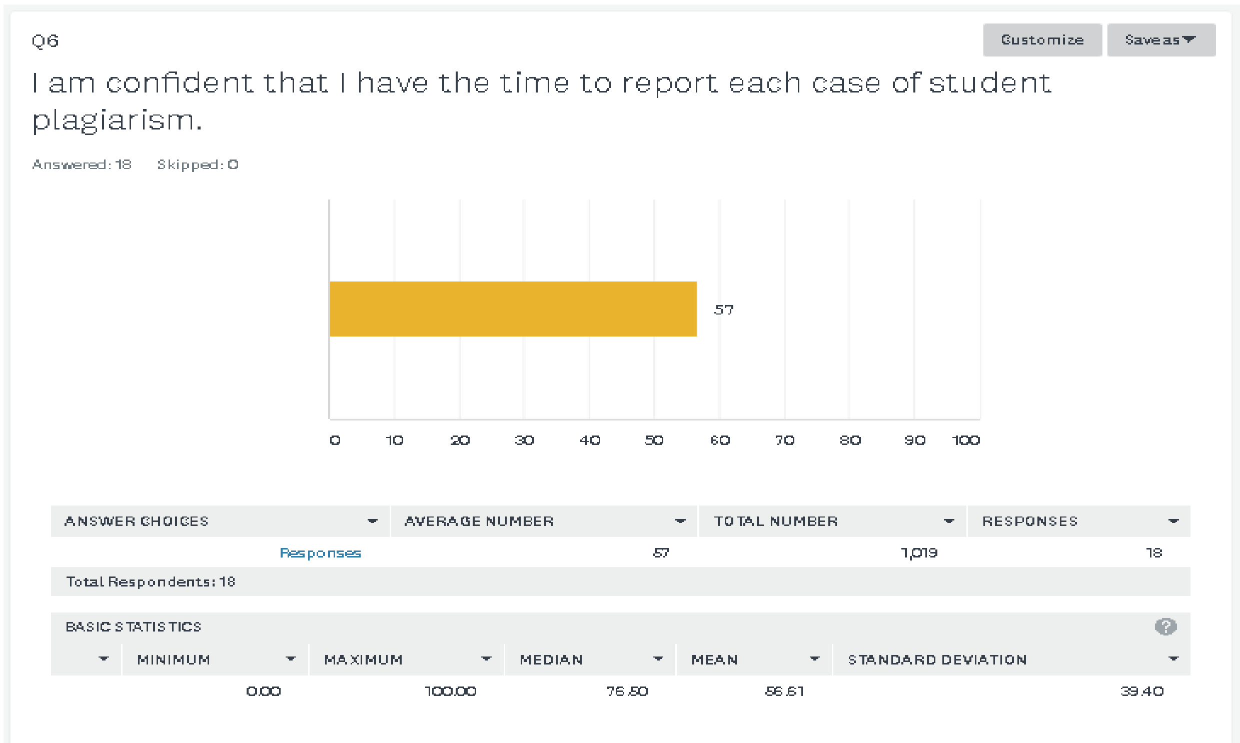
My School colleagues report student plagiarism.

Answered: 17 Skipped: 1

ANSWER CHOICES	AVERAGE NUMBER	TOTAL NUMBER	RESPONSES
Responses	62	1,060	17
Total Respondents: 17			

BASIC STATISTICS

	MINIMUM	MAXIMUM	MEDIAN	MEAN	STANDARD DEVIATION
	0.00	100.00	67.00	62.35	28.09


Q6

Customize Save as

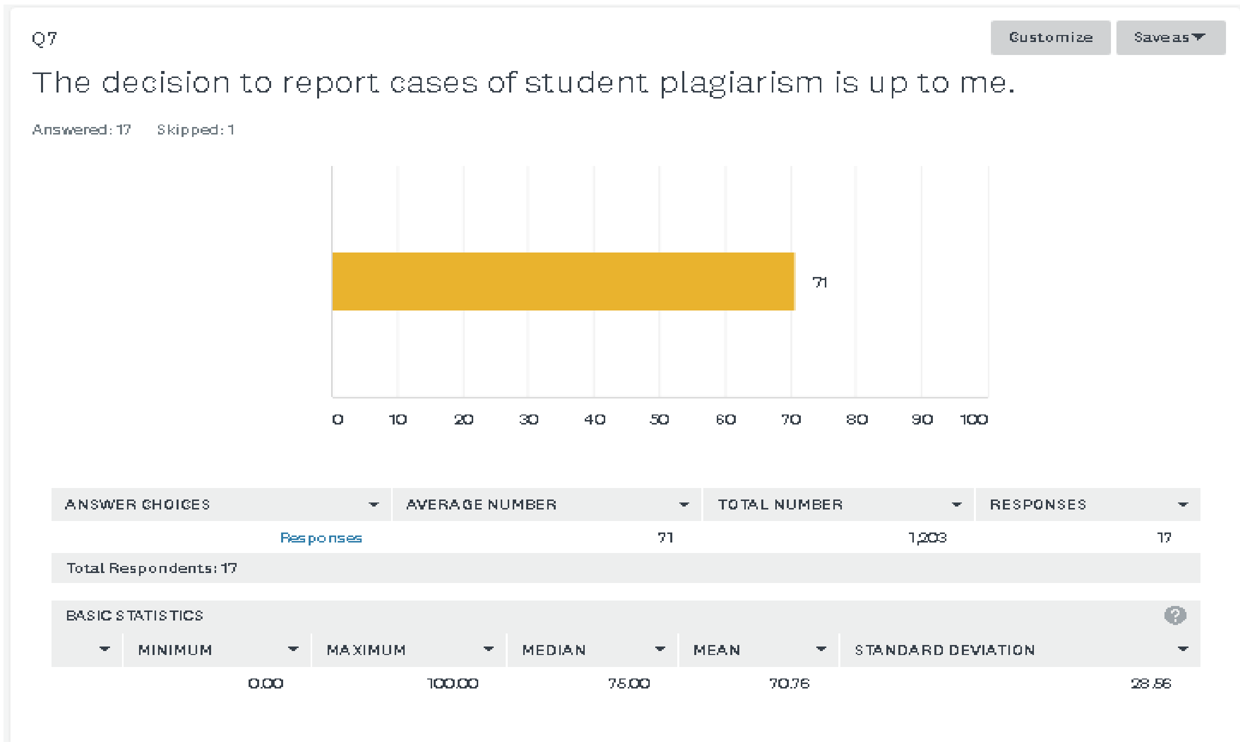
I am confident that I have the time to report each case of student plagiarism.

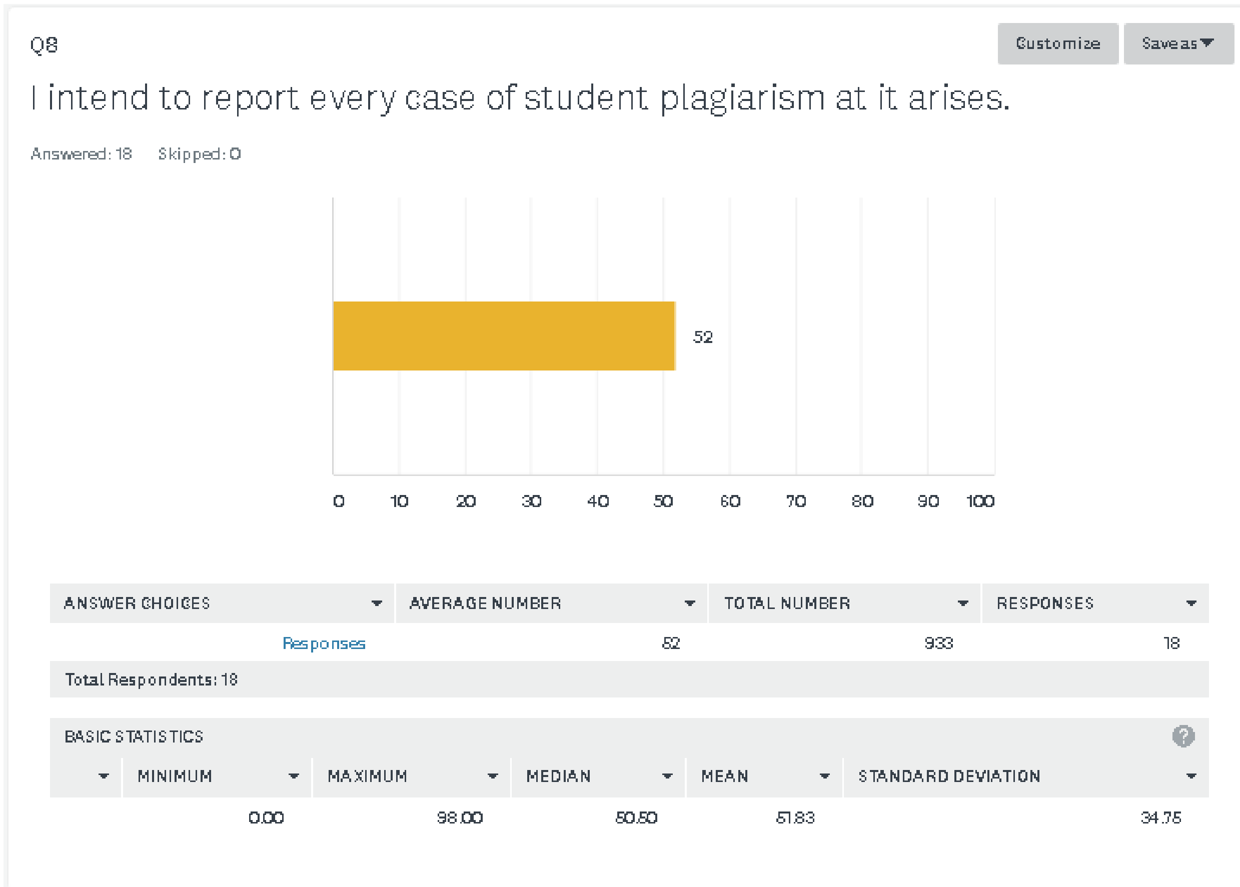
Answered: 18 Skipped: 0

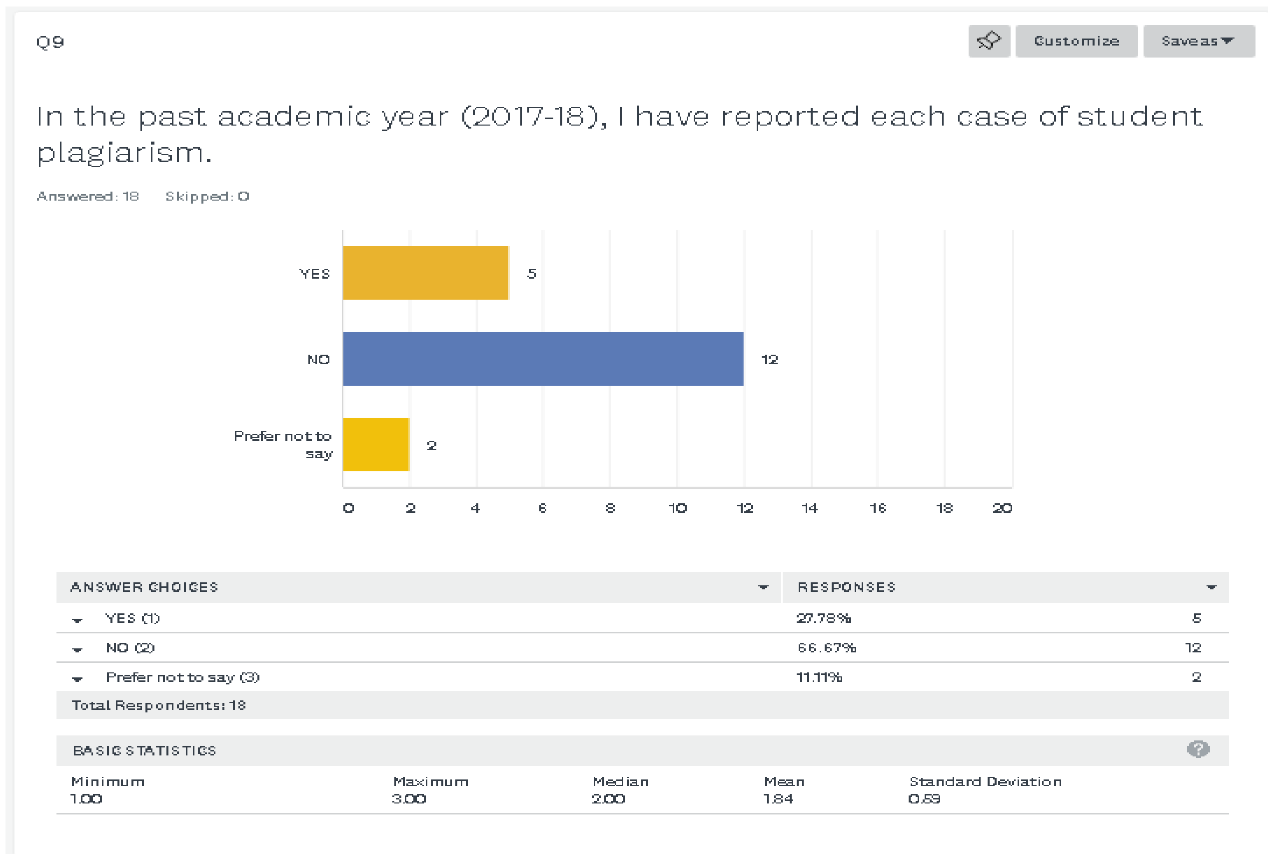
ANSWER CHOICES	AVERAGE NUMBER	TOTAL NUMBER	RESPONSES
Responses	57	1,019	18
Total Respondents: 18			

BASIC STATISTICS

	MINIMUM	MAXIMUM	MEDIAN	MEAN	STANDARD DEVIATION
	0.00	100.00	76.50	56.61	39.40


Q7
Customize
Save as
The decision to report cases of student plagiarism is up to me.
Answered: 17 Skipped: 1
71
0 10 20 30 40 50 60 70 80 90 100
ANSWER CHOICES
AVERAGE NUMBER
TOTAL NUMBER
RESPONSES
Responses 71 1,203 17
Total Respondents: 17
BASIC STATISTICS
MINIMUM MAXIMUM MEDIAN MEAN STANDARD DEVIATION
0.00 100.00 75.00 70.76 28.56


Q8
Customize
Save as
I intend to report every case of student plagiarism at it arises.
Answered: 18 Skipped: 0
52
0 10 20 30 40 50 60 70 80 90 100
ANSWER CHOICES
AVERAGE NUMBER
TOTAL NUMBER
RESPONSES
Responses 52 933 18
Total Respondents: 18
BASIC STATISTICS
MINIMUM MAXIMUM MEDIAN MEAN STANDARD DEVIATION
0.00 98.00 50.50 51.83 34.75


Q9

Customize Save as

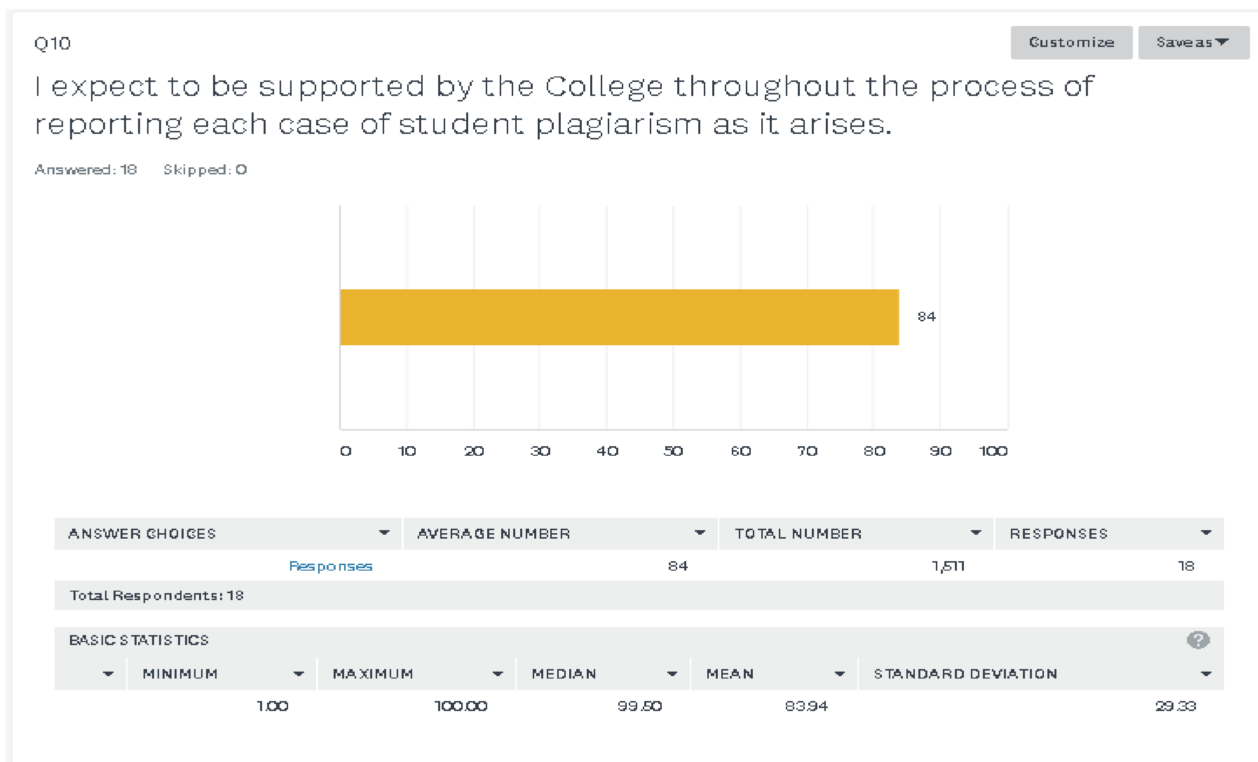
In the past academic year (2017-18), I have reported each case of student plagiarism.

Answered: 18 Skipped: 0

ANSWER CHOICES	RESPONSES	
YES (1)	27.78%	5
NO (2)	66.67%	12
Prefer not to say (3)	11.11%	2
Total Respondents: 18		

BASIC STATISTICS

Minimum	Maximum	Median	Mean	Standard Deviation
1.00	3.00	2.00	1.84	0.53


Q10

Customize Save as

I expect to be supported by the College throughout the process of reporting each case of student plagiarism as it arises.

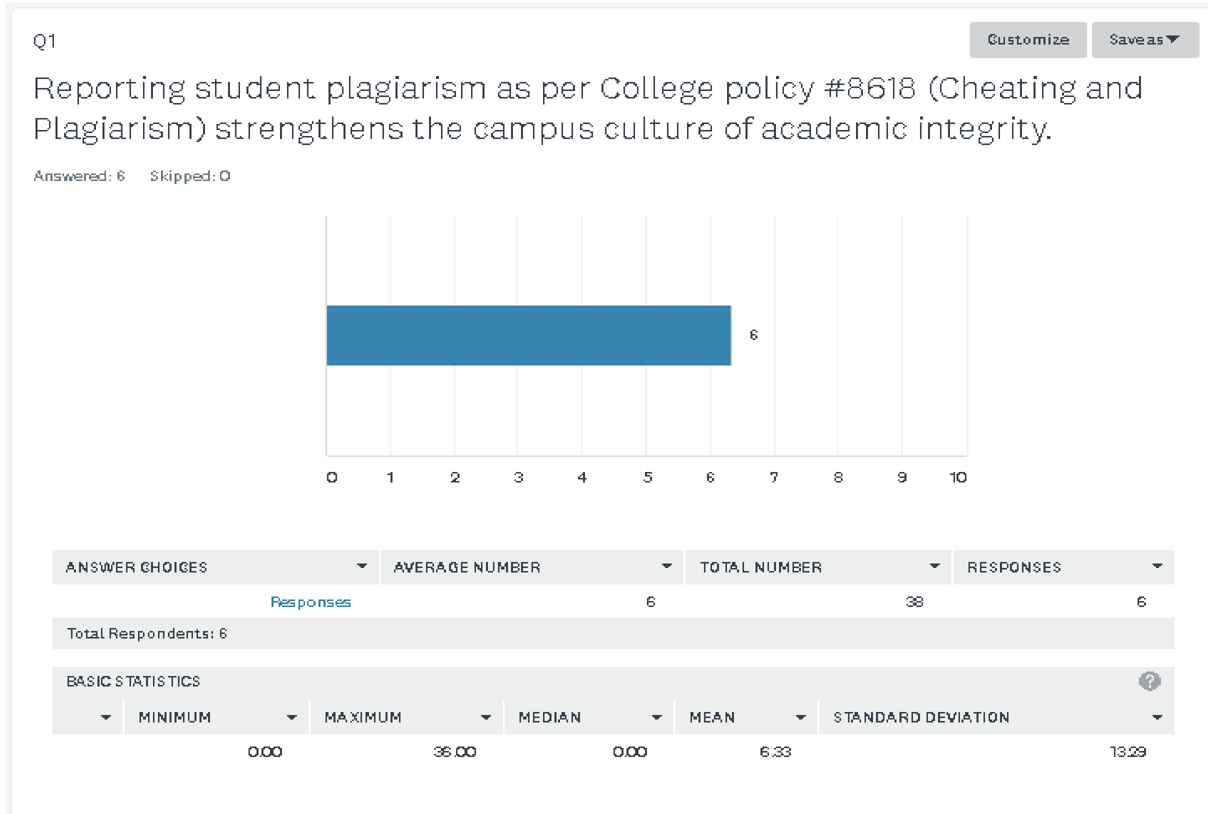
Answered: 18 Skipped: 0

ANSWER CHOICES	AVERAGE NUMBER	TOTAL NUMBER	RESPONSES
Responses	84	1,511	18
Total Respondents: 18			

BASIC STATISTICS

MINIMUM	MAXIMUM	MEDIAN	MEAN	STANDARD DEVIATION
1.00	100.00	99.50	83.94	29.33

APPENDIX K: Part 2 Survey Results – School B


Q1

Customize Save as

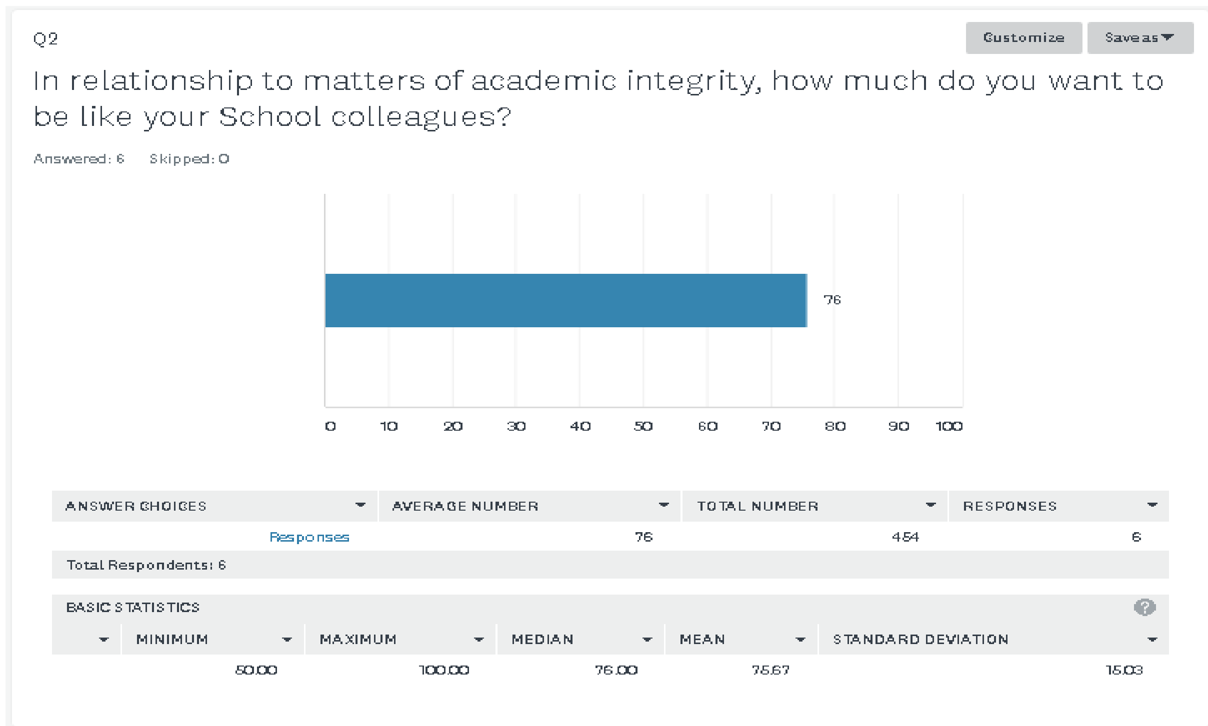
Reporting student plagiarism as per College policy #8618 (Cheating and Plagiarism) strengthens the campus culture of academic integrity.

Answered: 6 Skipped: 0

ANSWER CHOICES	AVERAGE NUMBER	TOTAL NUMBER	RESPONSES
Responses	6	38	6
Total Respondents: 6			

BASIC STATISTICS

	MINIMUM	MAXIMUM	MEDIAN	MEAN	STANDARD DEVIATION
	0.00	36.00	0.00	6.33	13.29


Q2

Customize Save as

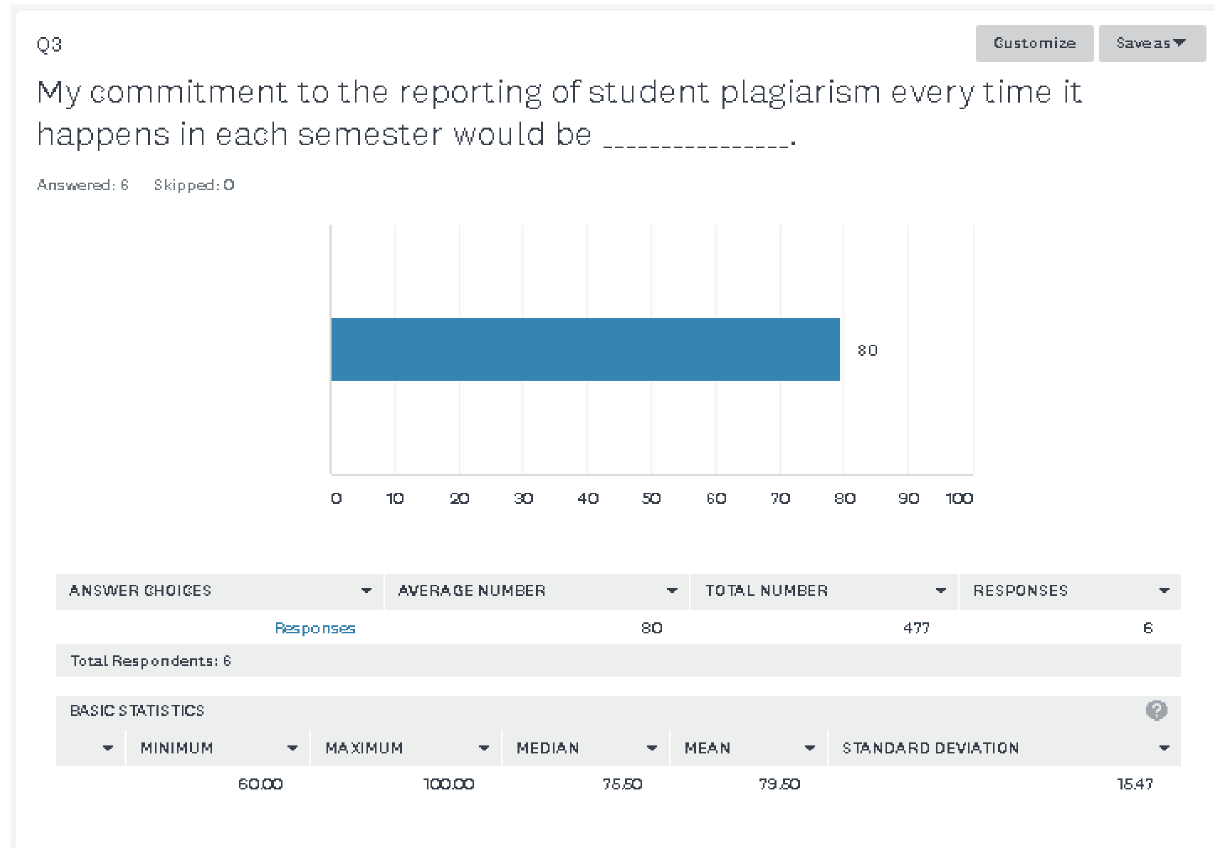
In relationship to matters of academic integrity, how much do you want to be like your School colleagues?

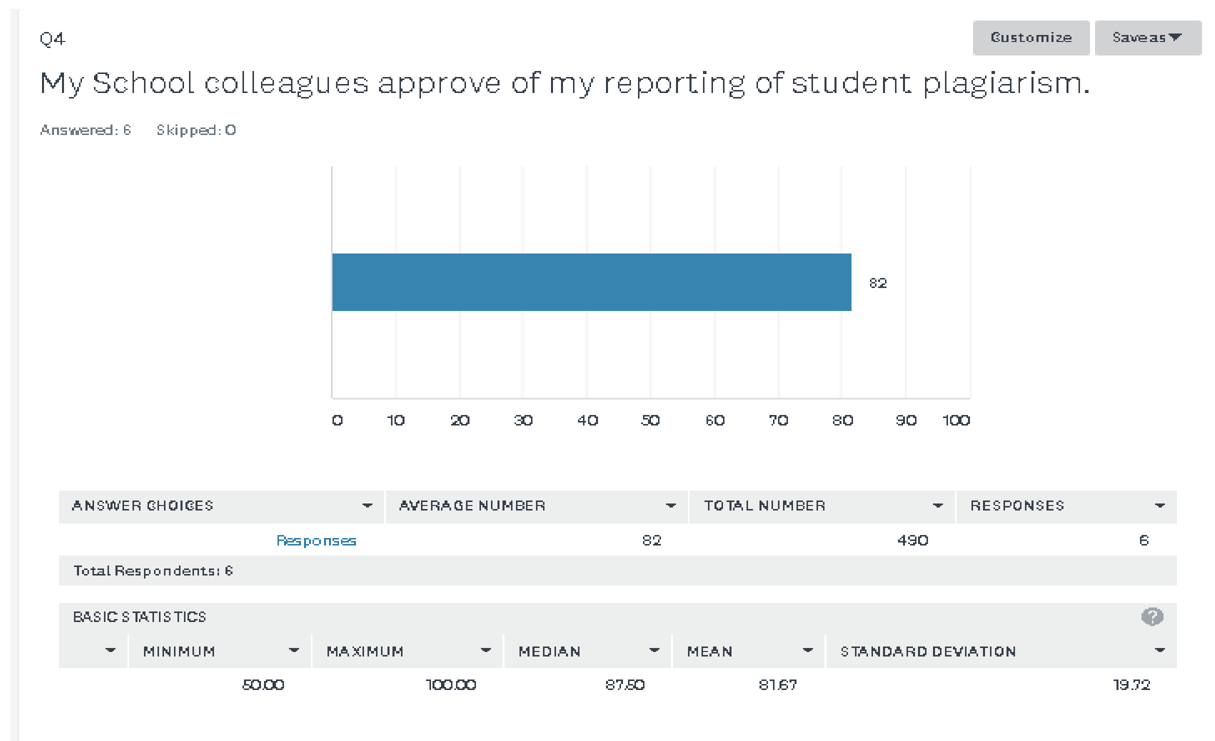
Answered: 6 Skipped: 0

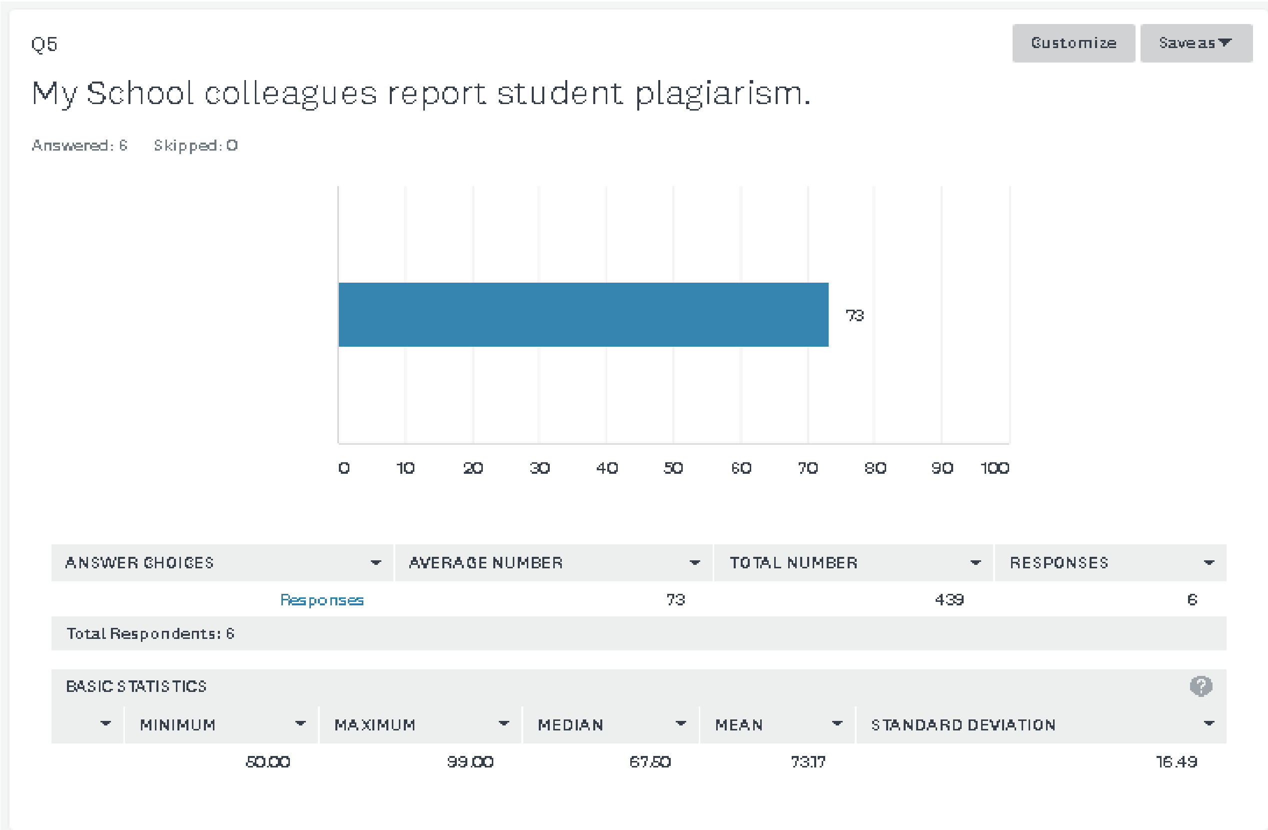
ANSWER CHOICES	AVERAGE NUMBER	TOTAL NUMBER	RESPONSES
Responses	76	454	6
Total Respondents: 6			

BASIC STATISTICS

	MINIMUM	MAXIMUM	MEDIAN	MEAN	STANDARD DEVIATION
	50.00	100.00	76.00	75.67	15.03


Q3
Customize
Save as
My commitment to the reporting of student plagiarism every time it happens in each semester would be _______________.
Answered: 6 Skipped: 0
80
0 10 20 30 40 50 60 70 80 90 100
ANSWER CHOICES AVERAGE NUMBER TOTAL NUMBER RESPONSES
Responses 80 477 6
Total Respondents: 6
BASIC STATISTICS
MINIMUM MAXIMUM MEDIAN MEAN STANDARD DEVIATION
60.00 100.00 75.50 79.50 15.47

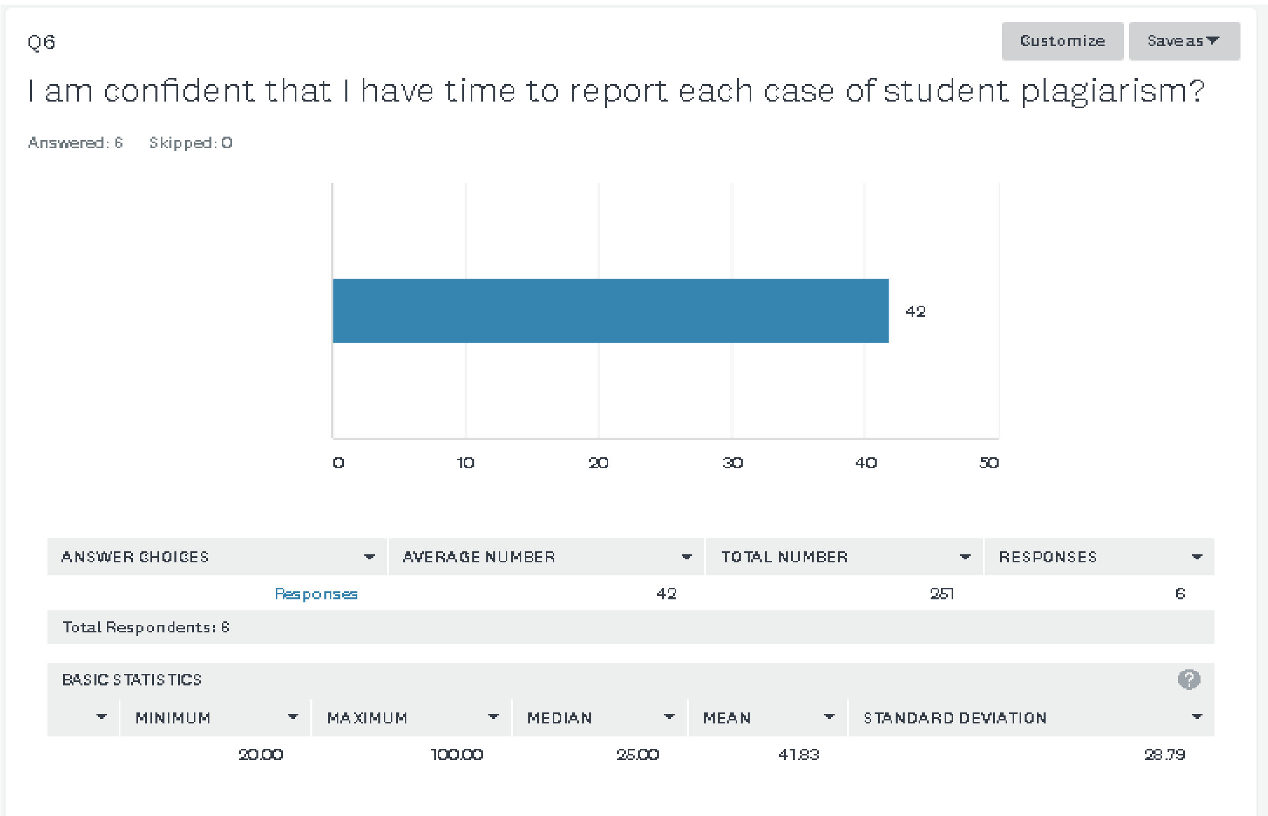

Q4
Customize
Save as
My School colleagues approve of my reporting of student plagiarism.
Answered: 6 Skipped: 0
82
0 10 20 30 40 50 60 70 80 90 100
ANSWER CHOICES AVERAGE NUMBER TOTAL NUMBER RESPONSES
Responses 82 490 6
Total Respondents: 6
BASIC STATISTICS
MINIMUM MAXIMUM MEDIAN MEAN STANDARD DEVIATION
50.00 100.00 87.50 81.67 19.72



ANSWER CHOICES	AVERAGE NUMBER	TOTAL NUMBER	RESPONSES
Responses	73	439	6
Total Respondents: 6			

BASIC STATISTICS

	MINIMUM	MAXIMUM	MEDIAN	MEAN	STANDARD DEVIATION
	50.00	99.00	67.50	73.17	16.49



ANSWER CHOICES	AVERAGE NUMBER	TOTAL NUMBER	RESPONSES
Responses	42	251	6
Total Respondents: 6			

BASIC STATISTICS

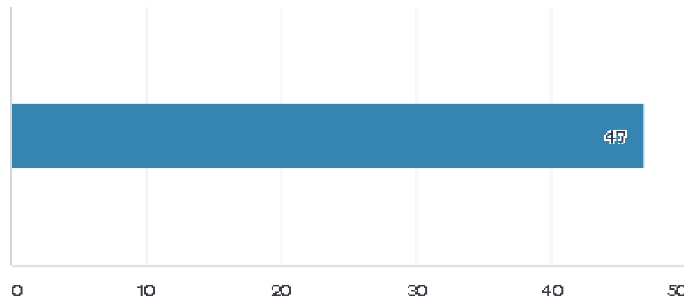
	MINIMUM	MAXIMUM	MEDIAN	MEAN	STANDARD DEVIATION
	20.00	100.00	25.00	41.83	28.79

Q7

Customize Save as

The decision to report cases of student plagiarism is up to me.

Answered: 6 Skipped: 0



ANSWER CHOICES	AVERAGE NUMBER	TOTAL NUMBER	RESPONSES
Responses	47	281	6
Total Respondents: 6			

BASIC STATISTICS

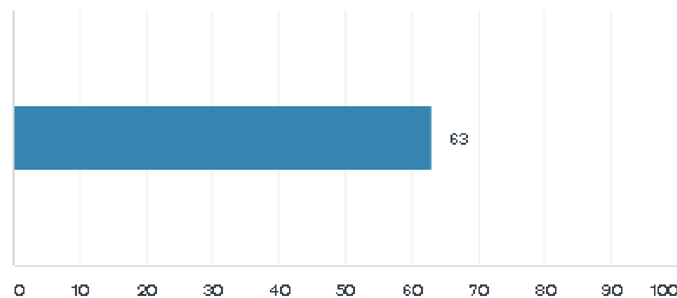
	MINIMUM	MAXIMUM	MEDIAN	MEAN	STANDARD DEVIATION
	0.00	85.00	60.50	46.83	34.72

Q8

Customize Save as

I intend to report every case of student plagiarism at it arises.

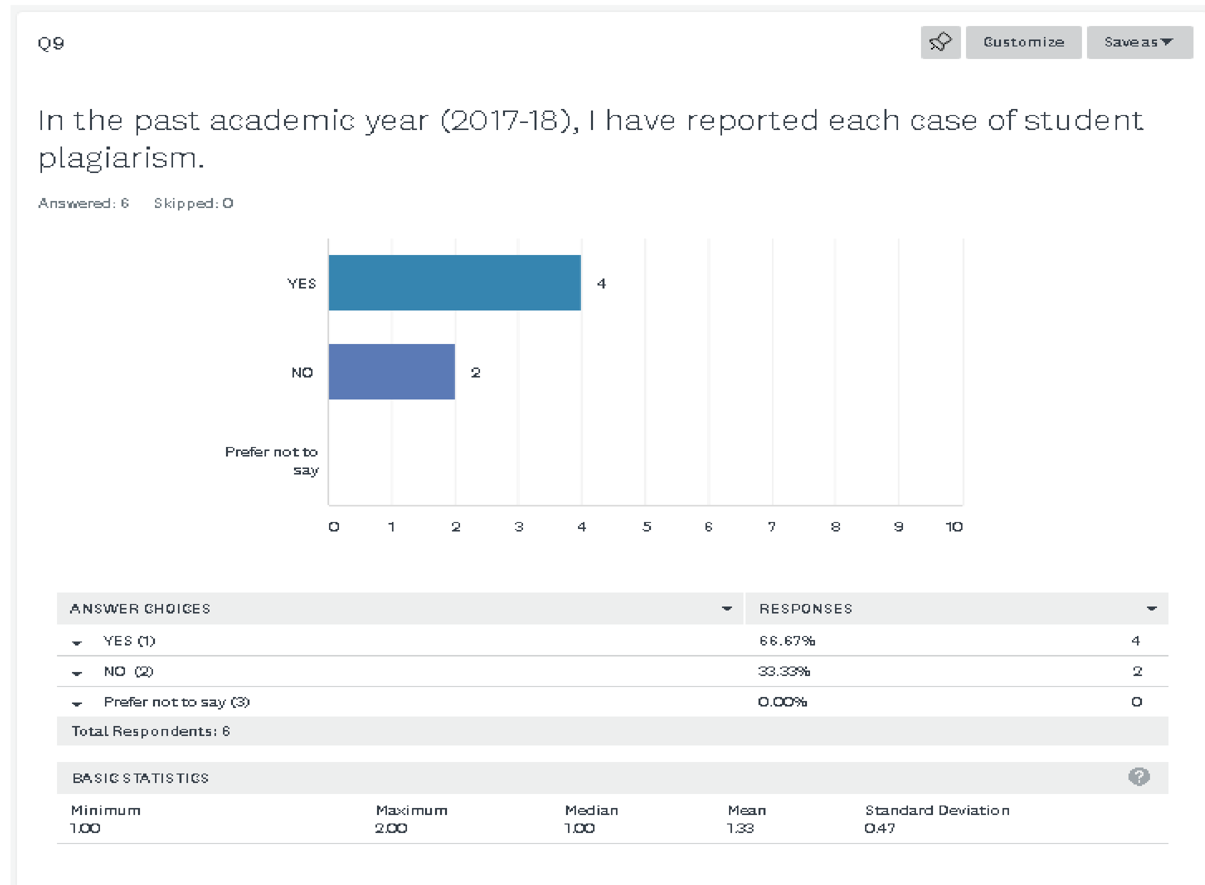
Answered: 6 Skipped: 0



ANSWER CHOICES	AVERAGE NUMBER	TOTAL NUMBER	RESPONSES
Responses	63	378	6
Total Respondents: 6			

BASIC STATISTICS

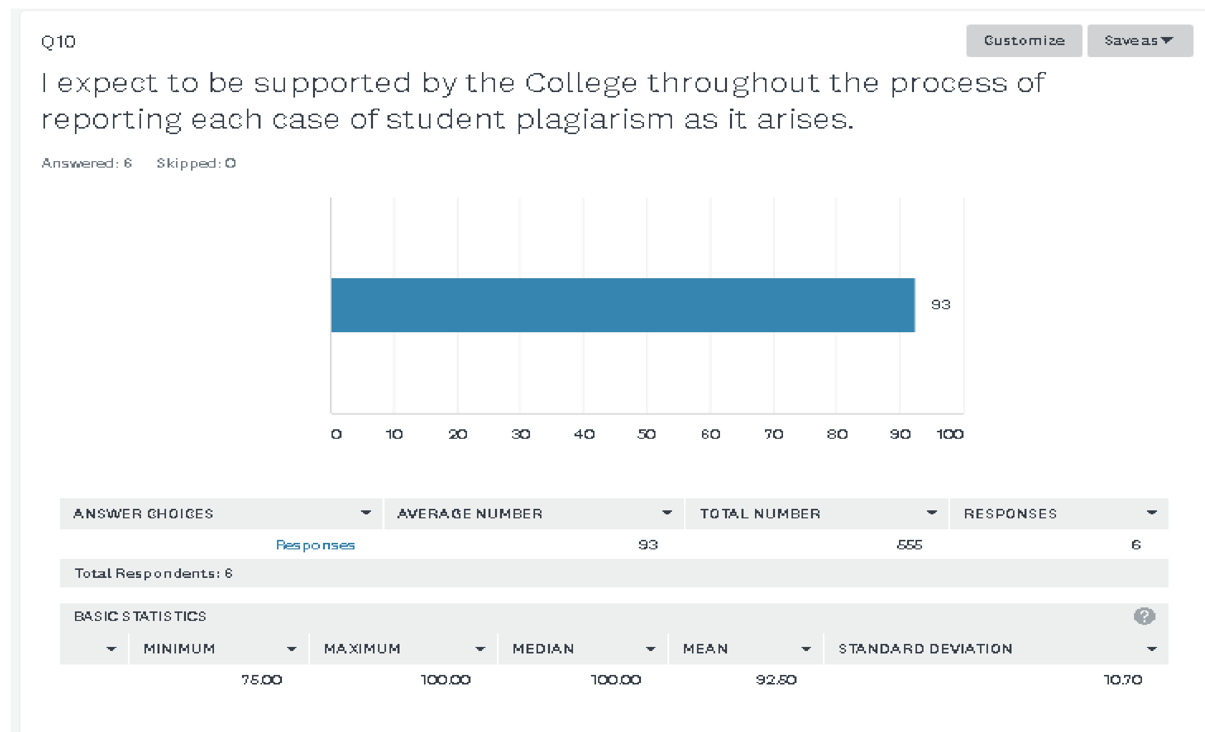
	MINIMUM	MAXIMUM	MEDIAN	MEAN	STANDARD DEVIATION
	0.00	100.00	77.50	63.00	36.56



ANSWER CHOICES	RESPONSES	
YES (1)	66.67%	4
NO (2)	33.33%	2
Prefer not to say (3)	0.00%	0
Total Respondents: 6		

BASIC STATISTICS

Minimum	Maximum	Median	Mean	Standard Deviation
1.00	2.00	1.00	1.33	0.47



ANSWER CHOICES	AVERAGE NUMBER	TOTAL NUMBER	RESPONSES
Responses	93	555	6
Total Respondents: 6			

BASIC STATISTICS

MINIMUM	MAXIMUM	MEDIAN	MEAN	STANDARD DEVIATION
75.00	100.00	100.00	92.50	10.70

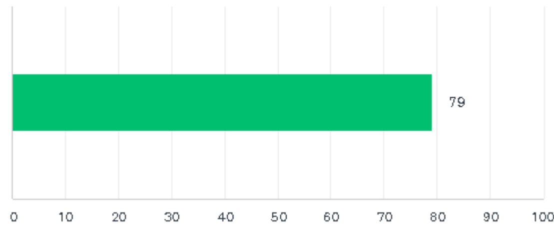
APPENDIX L: Part 2 Survey Results – School C

Q1

Customize Save as

Reporting student plagiarism as per College policy #8618 (Cheating and Plagiarism) strengthens the campus culture of academic integrity.

Answered: 5 Skipped: 0



ANSWER CHOICES	AVERAGE NUMBER	TOTAL NUMBER	RESPONSES
Responses	79	395	5
Total Respondents: 5			

BASIC STATISTICS

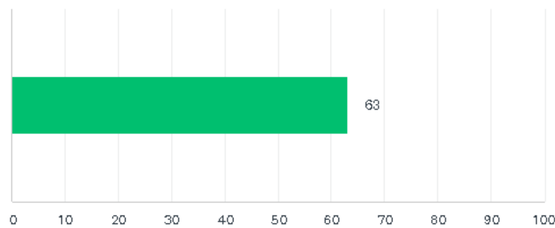
MINIMUM	MAXIMUM	MEDIAN	MEAN	STANDARD DEVIATION
27.00	100.00	90.00	79.00	26.94

Q2

Customize Save as

In relationship to matters of academic integrity, how much do you want to be like your School colleagues?

Answered: 5 Skipped: 0



ANSWER CHOICES	AVERAGE NUMBER	TOTAL NUMBER	RESPONSES
Responses	63	316	5
Total Respondents: 5			

BASIC STATISTICS

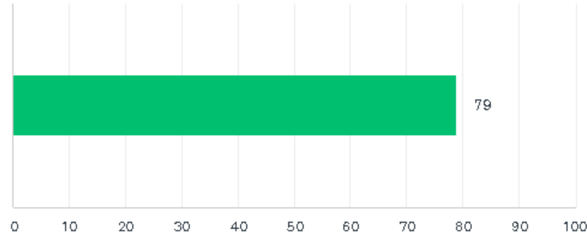
MINIMUM	MAXIMUM	MEDIAN	MEAN	STANDARD DEVIATION
50.00	75.00	70.00	63.20	10.91

Q3

Customize Save as

My commitment to the reporting of student plagiarism every time it happens in each semester would be _______________.

Answered: 5 Skipped: 0



ANSWER CHOICES	AVERAGE NUMBER	TOTAL NUMBER	RESPONSES
Responses	79	394	5
Total Respondents: 5			

BASIC STATISTICS

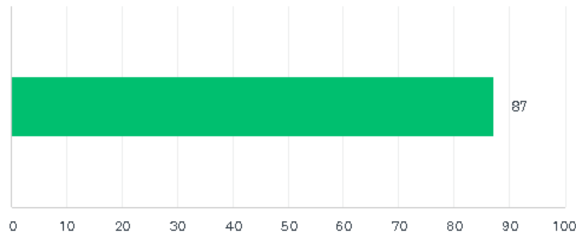
MINIMUM	MAXIMUM	MEDIAN	MEAN	STANDARD DEVIATION
11.00	100.00	95.00	78.80	34.07

Q4

Customize Save as

My School colleagues approve of my reporting of student plagiarism.

Answered: 5 Skipped: 0



ANSWER CHOICES	AVERAGE NUMBER	TOTAL NUMBER	RESPONSES
Responses	87	436	5
Total Respondents: 5			

BASIC STATISTICS

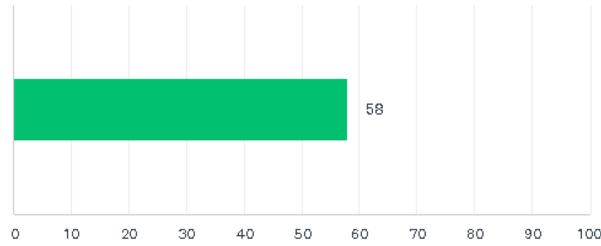
MINIMUM	MAXIMUM	MEDIAN	MEAN	STANDARD DEVIATION
73.00	98.00	90.00	87.20	8.80

Q5

Customize Save as

My School colleagues report student plagiarism.

Answered: 5 Skipped: 0



ANSWER CHOICES	AVERAGE NUMBER	TOTAL NUMBER	RESPONSES
Responses	58	290	5
Total Respondents: 5			

BASIC STATISTICS

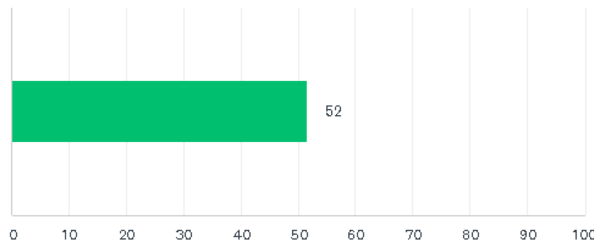
	MINIMUM	MAXIMUM	MEDIAN	MEAN	STANDARD DEVIATION
	16.00	75.00	65.00	58.00	21.87

Q6

Customize Save as

I am confident that I have time to report each case of student plagiarism.

Answered: 5 Skipped: 0



ANSWER CHOICES	AVERAGE NUMBER	TOTAL NUMBER	RESPONSES
Responses	52	258	5
Total Respondents: 5			

BASIC STATISTICS

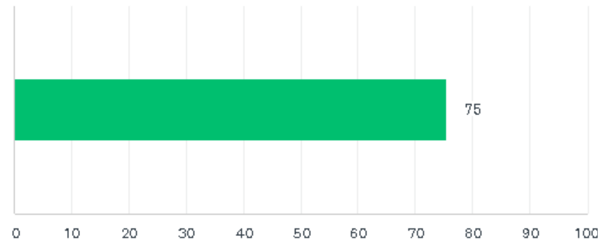
	MINIMUM	MAXIMUM	MEDIAN	MEAN	STANDARD DEVIATION
	13.00	99.00	50.00	51.60	27.47

Q7

Customize Save as

The decision to report cases of student plagiarism is up to me.

Answered: 5 Skipped: 0



ANSWER CHOICES	AVERAGE NUMBER	TOTAL NUMBER	RESPONSES
Responses	75	377	5
Total Respondents: 5			

BASIC STATISTICS

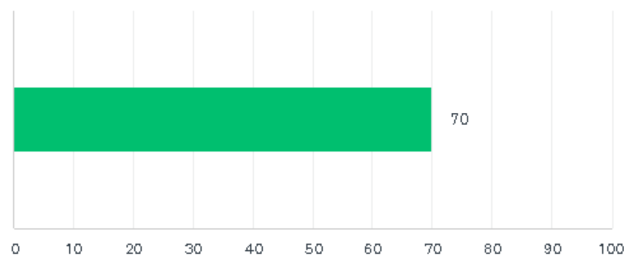
MINIMUM	MAXIMUM	MEDIAN	MEAN	STANDARD DEVIATION
30.00	100.00	90.00	75.40	26.00

Q8

Customize Save as

I intend to report every case of student plagiarism at it arises.

Answered: 5 Skipped: 0



ANSWER CHOICES	AVERAGE NUMBER	TOTAL NUMBER	RESPONSES
Responses	70	350	5
Total Respondents: 5			

BASIC STATISTICS

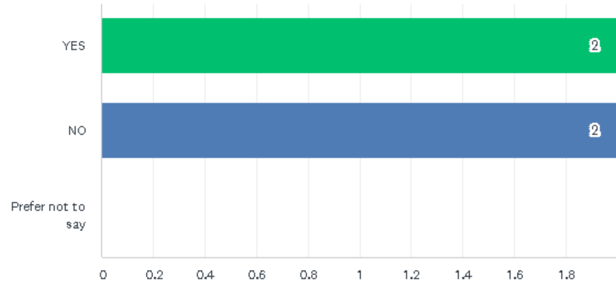
MINIMUM	MAXIMUM	MEDIAN	MEAN	STANDARD DEVIATION
6.00	95.00	80.00	70.00	32.56

Q9

Customize Save as

In the past academic year (2017-18), I have reported each case of student plagiarism.

Answered: 4 Skipped: 1



ANSWER CHOICES	RESPONSES	
YES (1)	50.00%	2
NO (2)	50.00%	2
Prefer not to say (3)	0.00%	0
Total Respondents: 4		

BASIC STATISTICS

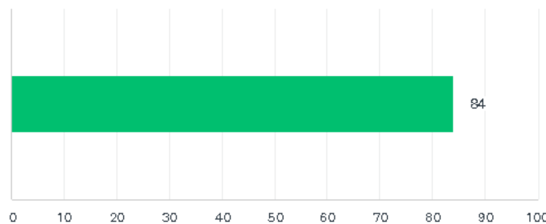
Minimum	Maximum	Median	Mean	Standard Deviation
1.00	2.00	1.50	1.50	0.50

Q10

Customize Save as

I expect to be supported by the College throughout the process of reporting each case of student plagiarism as it arises.

Answered: 5 Skipped: 0



ANSWER CHOICES	AVERAGE NUMBER	TOTAL NUMBER	RESPONSES
Responses	84	420	5
Total Respondents: 5			

BASIC STATISTICS

MINIMUM	MAXIMUM	MEDIAN	MEAN	STANDARD DEVIATION
49.00	100.00	91.00	84.00	18.98

APPENDIX M: Survey Response Rate -- School A

Insights

TOTAL RESPONSES
19

COMPLETION RATE
100%
Is this useful?

TYPICAL TIME SPENT
2m:17s
Is this useful?

What would you like to see here?

Trends

Responses (by day)
First: 6/7/2018 Zoom: 5/31/2018 to 6/29/2018

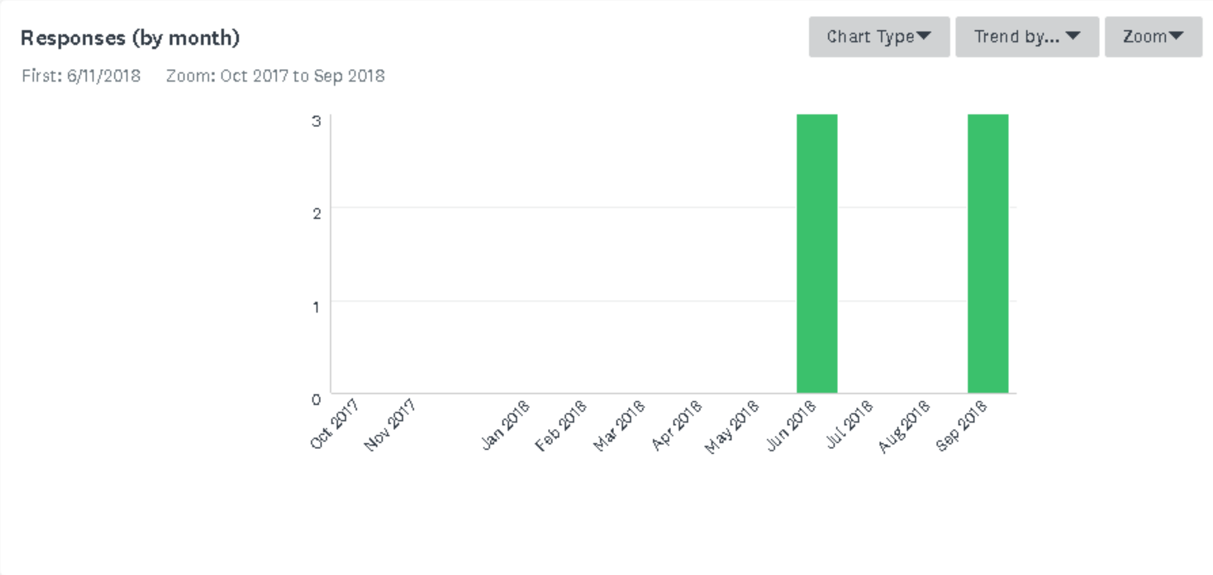
Chart Type Trend by... Zoom

5
4
3
2
1
0

5/31/2018 6/1/2018 6/2/2018 6/3/2018 6/4/2018 6/5/2018 6/6/2018 6/7/2018 6/8/2018 6/9/2018 6/10/2018 6/11/2018 6/12/2018 6/13/2018 6/14/2018 6/15/2018 6/16/2018 6/17/2018 6/18/2018 6/19/2018 6/20/2018 6/21/2018 6/22/2018 6/23/2018 6/24/2018 6/25/2018 6/26/2018 6/27/2018 6/28/2018 6/29/2018

Page 1: Values, Beliefs, and Behaviours

APPENDIX N: Survey Response Rates -- School B



APPENDIX O: Survey Response Rate – School C