

University of  
Lethbridge



***Investigating academic dishonesty in post-secondary  
Institutions in Canada - A case study of the University of  
Lethbridge before the COVID-19 Pandemic***

**Study Report from the University of Lethbridge campuses, 2019-2020.**



University of  
Lethbridge

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## Ethics Approval

Human Subject Research Ethical Review and approval was obtained from the University of Lethbridge Human Subject Research Committee (Protocol #2019-084).

# Executive Summary

Recent data and trends in academic dishonesty suggests that faculty across Canada see academic dishonesty as a worsening problem at their institutions, and more than 75% of undergrads admit to serious cheating at least once in their academic careers (MacLeod & Eaton, 2020; McCabe, 2016; McCabe et al., 2001; Christensen Hughes & McCabe, 2006; Hughes & McCabe, 2006). While there has been a recent resurgence in interest related to academic integrity and dishonesty, there has been a paucity of research in Canada (MacLeod & Eaton, 2020; Eaton & Edino, 2018). Many faculty in higher education institutions report that promoting academic integrity and reporting academic dishonesty is a key responsibility of their positions, but they often do not report incidents of academic dishonesty and avoid addressing it directly (MacLeod & Eaton, 2020).

Here, our goal was to know more about the feelings of University of Lethbridge faculty and students surrounding academic dishonesty, as well as how academic dishonesty might manifest at the university. We aimed to determine how the university could reduce academic dishonesty in the future by promoting a culture of academic integrity. Using surveys designed to answer our research questions, we probed the perceptions, histories, and practices relating to academic dishonesty of current university students and faculty.

Our surveys were conducted between October and November 2019 and included 1,142 students and 130 faculty members. The student survey participants were mostly female (65.8%) and between the ages of 20-29 (58.7%), representative of the proportion of Canadian undergraduate students as a whole (Statistics Canada, 2020; *The Daily*, 2020). Student survey participants were more or less evenly distributed across year of study, and mostly representative of the enrollment of the university. Faculty survey participants were split across male and female respondents (female: 49.6%; male: 47.0%), mostly between the ages of 30 and 59 (79.9%), had at least 11 years of experience in postsecondary education (71.3%), mostly held doctorate degrees (69.6%), more or less evenly spread across teaching positions, and also representative of the faculty in each school within the university.

Overall, the vast majority of students reported that they believe that academic honesty among students is important (91.8%), are familiar with the policies regarding academic dishonesty at the University of Lethbridge (78.2%), and feel that the university has adequately taught what constitutes plagiarism, academic fraud, academic misconduct or other cheating behaviours (81.8%). A minority of students reported that they did not believe that academic dishonesty is important among students (5.3%), were unfamiliar with the policies regarding academic dishonesty at the University of Lethbridge (21.8%), or feel as though that the university has adequately taught what constitutes plagiarism, academic fraud, academic misconduct or other cheating behaviours (9.6%).

Additionally, we found that students may be either over reporting the number of academic dishonesty incidents they have witnessed, or underreporting the amount of academic honesty they themselves have engaged in. While 45.8% of students report that they have witnessed academic dishonesty in the past, only a very small percentage report having actually participated in academic dishonesty practices we identified at the post-secondary level themselves. Just 7.1% of students report reusing an assignment for another course, 1.5% reported turning in an assignment someone else completed for them, and only 0.4% reported engaging in contract cheating (with 99.6% reporting they have not turned in an assignment that they had paid someone else to complete for them).

Among faculty, the vast majority reported that they believe that academic honesty is important (91.8%), that it is important for them to communicate what constitutes academic dishonesty to their students (93.0%), and that incidents of academic dishonesty should be reported to some extent (always: 50.6%; frequently 27.1%; sometimes: 17.6%). When it comes to whether or not faculty believe that incidents of academic dishonesty are increasing, faculty seem split in their beliefs. The largest proportion of faculty survey participants indicated that they neither disagree nor agree that incidents of academic dishonesty are increasing (51.8%), while 14.1% of faculty survey participants disagreed with this statement, 22.4% of faculty survey participants agreed with this statement, and 11.8% strongly agreed. Additionally, the majority of faculty reported that they are familiar with the policies at the University of Lethbridge regarding academic dishonesty (89.4%). Faculty also reported that they were mostly satisfied with the policies within the University of Lethbridge towards reporting academic dishonesty (60%), while 31.8% reported that they are neither dissatisfied nor satisfied, and just 8.2% reported dissatisfaction with the university's policies. In regard to faculty satisfaction with the support they feel they receive within the University of Lethbridge towards reporting academic dishonesty, just under half agreed in some way (49.4%), while 36.5% neither disagreed nor agreed with this statement.

Furthermore, an overwhelming majority of faculty survey participants reported that they take the opportunity to communicate what constitutes plagiarism, academic fraud, academic misconduct, and other unacceptable cheating behaviors to their students to some extent (98.8%). Additionally, the vast majority of faculty survey participants reported that they have witnessed incidents of academic dishonesty in the past (92.0%), have reported academic dishonesty in the past (81.6%), and are likely to report incidents of academic dishonesty in the future (82.3% total).

Of those faculty who responded that they have reported incidents of academic dishonesty in the past, 71.0% responded that they report less than one incident per semester, while 23.2% responded that they report once per semester, 4.3% answering twice per semester, and 1.4% answering four times per semester to this question. Faculty who responded that they have reported incidents of academic dishonesty indicated that they have mostly engaged in some combination of discussing the academic

dishonesty incident with the student (37.6% of total responses) and reporting the incident to the dean (31.2% of total responses). Lastly, of those faculty survey participants who indicated that they had not reported incidents of academic dishonesty in the past, most cited that the incident was not intentional on the students' part (30.4% of total responses) and/or insufficient evidence (22.3% of total responses) as preventing them from doing so.

With regard to the open-ended portion of the survey and focus groups, the motivations behind academic dishonesty before the global COVID-19 pandemic were in line with previous research on student motivation. Students and faculty reported a variety of differing motivations for academic dishonesty, many of which can be directly addressed by professors. While our data was gathered pre-COVID-19, it is still useful for determining a baseline of motivational factors that contribute to dishonest practices. By acknowledging and identifying previous pressures, we feel that we can better equip our faculty members to help combat an increase in and new forms of academically dishonest practices that arise in the transition to a remote-learning environment.

We take these results to indicate that while the majority of students and faculty agree that academic honesty is important, the majority have also witnessed instances of academic dishonesty themselves. Although most students and faculty report that they are aware of and have been adequately taught the policies relating to academic dishonesty of integrity at the University of Lethbridge, the percentage of students and faculty who are either unaware of such policies, indifferent to the goals of academic integrity, and/or have the tools to prevent and address instances of academic dishonesty are worthy of note. We suggest that the University of Lethbridge use the results to develop a unified policy for academic integrity, as well to inform their methods for training and supporting students and faculty in maintaining a culture of academic integrity. As it stands, the University of Lethbridge's policies and procedures are spread across various academic, undergraduate, and graduate calendars. Developing a unified policy and procedure with regard to academic integrity at the University of Lethbridge is a crucial step in fostering a culture of educational integrity.

In the post COVID-19 semesters, we expect to see an increase in dispositional and situational factors due to the chaos and confusion that accompanies the transition to remote instruction and the student's circumstances. Faculty should be sure to take extra time to explain the academic dishonesty policy to all incoming students, as well as explaining how to honestly go about their academic work. Additionally, faculty will need to engage with students in unique ways, since they will be missing the traditional classroom format. One suggested way to go about this is to provide students with additional avenues to respond and engage with the professor, including being more freely available via email and Moodle, and creating opportunities for students to reflect on their learning via online platforms such as

Moodle. Additionally, faculty members will need to be more accommodating and flexible to student's unique situations during this time.

# Introduction

Academic dishonesty, cheating, and other forms of academic misconduct describe “a transgression against academic integrity, which entails taking an unfair advantage that results in a misrepresentation of a student’s ability and grasp of knowledge” (King et al., 2009, p. 4). In a recent review of the educational integrity research within Canada, Eaton and Edino (2018) explain that there has not been much attention to Canada’s relationship between academic integrity and dishonesty compared to other countries. While there have been no known large scandals comparable to those seen in the US and Australia, Canada has been argued as one of the top four nations in which academic dishonesty takes place (Eaton & Edino, 2018; Clarke & Lancaster, 2006).

Of the research outputs focused within Canada, Eaton and Edino (2018) found that in the 25 years prior to 2018, the proportion of descriptive/qualitative studies versus analytical/quantitative studies conducted within Canada were somewhat evenly split (54.4% versus 44.6%, respectively). Furthermore, Eaton and Edino (2018) also found that these studies mostly focused on students, most of which is quantitative in nature. However, the authors identified only one such study focused on faculty, and also found a handful of papers focused on both students and faculty. Eaton and Edino (2018) conclude that research contributions from Canada concerning academic integrity are “notably impoverished,” and call for “an increase in evidence-based, investigator-led, and funded research to better understand the particular characteristics of educational integrity in Canada and more intense participation in the ongoing global dialogue about integrity.”

Many believe that academic dishonesty is increasing, which has been attributed to the rising use of technology that could reduce the costs of finding resources to commit academic dishonesty (Măță et al., 2020), as well as and changing social norms towards what constitutes academic dishonesty (Evans-Tokaryk, 2014; Brimble, 2016). In a 2020 survey of Canadian university faculty attitudes toward student violations of academic integrity, MacLeod and Eaton (2020) found that 53.1% of survey respondents see academic dishonesty as a worsening problem within their respective institution. One large-scale study found that at least 75% of Canadian undergraduates admitted to serious cheating during their academic careers (MacLeod & Eaton, 2020; McCabe, 2016; McCabe et al., 2001; Christensen Hughes & McCabe, 2006; Hughes & McCabe, 2006).

In the 1980s, the concept of “academic integrity” emerged as an alternative to punishing academic misconduct, which stresses the use of preventative and educational approaches to academic misconduct rather than punitive measures (Eaton & Edino, 2018; McCabe & Trevino, 1993). For universities, such

preventative and educational approaches require a foundation of knowledge regarding current academic integrity practices and the prevalence of academic dishonesty within academic institutions.

Furthermore, the novel coronavirus (COVID-19) pandemic has led to massive structural changes in every area of public life, as social distancing and quarantine measures have become commonplace (Odrizola-González et al., 2020, #6898). It is currently unknown to what extent this will affect academically dishonest practices, but we believe students are most likely facing an increase in pressure to engage in academically dishonest practices. We can only expect this trend to continue as we transition to what the university has deemed a “remote-learning” model which will see most classes shift to online instruction.

This report endeavors to ascertain if academic dishonesty is an issue at the University of Lethbridge by presenting the results from a set of matching surveys given to students and faculty to gather data on academic dishonesty within our institution. By doing so, we are also answering the call by Eaton and Edino (2018) to better understand the relationship between academic integrity and dishonesty within our university by presenting evidence-based, investigator-led research. The results of these surveys will be used to help identify the extent to which academic dishonesty is an issue at the University of Lethbridge and if so, how best to help support and educate both faculty and students going forward.

## **Research Questions**

This research answered the following questions:

- How does academic dishonesty manifest at the University of Lethbridge?
  - Is there a problem of academic dishonesty at the University of Lethbridge?
  - What is the percentage of students who engage in academic dishonesty behaviors?
  - What is the perception or attitude of students towards reporting academic dishonesty?
  - What is the perception or attitude of faculty members towards reporting academic dishonesty?
- Are students and faculty familiar with the policies surrounding academic integrity at the University of Lethbridge?
- Do students and/or faculty believe that incidents of academic dishonesty are increasing?
- How do students and faculty believe academic integrity and dishonesty should be addressed at the University of Lethbridge?

## Methods

After obtaining ethical approval (University of Lethbridge Human Subject Research Committee Protocol #2019-084), we designed two surveys, one for students and one for faculty, to assess their perceptions and attitudes concerning academic dishonesty, as well as the prevalence of academic dishonesty at the University of Lethbridge as witnessed and participated in by students, and as witnessed by faculty. Additionally, questions on the faculty survey probed their attitudes towards and practices of reporting instances of academic dishonesty that they have encountered.

Using the online software Qualtrics, two web-based surveys were created. Student surveys (Appendix A) consisted of five questions concerning participant demographics (age, gender, current year of postsecondary experience, highest educational attainment, and discipline enrolled in), as well as seven questions concerning academic dishonesty (Tables 4-5). Faculty surveys (Appendix B) included six questions concerning participant demographics (age, gender, years of postsecondary teaching experience, highest educational attainment, discipline teaching in, and teaching position), as well as 13 questions concerning academic dishonesty (Tables 9-10). Additionally, the surveys also included open-ended questions further probing student and faculty perceptions of and experience with academic dishonesty.

Recruitment involved sending university-wide emails inviting students and faculty to participate. The survey was deployed from October through November 2019. Overall, 1,142 students responded to the student survey, and 130 faculty members responded to the faculty survey.

Finally, further qualitative data were collected via focus groups made up of a purposefully sampled sub-set of survey participants to help explain, in greater depth, the quantitative results. The qualitative was collected using focus groups. Focus group participants indicated on their survey responses that they consent to be contacted about participation in a follow-up focus group. Using open-ended questions, these focus groups explored the key themes and unanticipated findings that will surface from the quantitative phase. Our aim was to use the qualitative data from the open-ended questions on the survey, as well as from the focus groups, to understand what specific motivations to engage in academically dishonest practices students at the University of Lethbridge experience, and to use our findings to later educate students and faculty on the differing motivations disclosed. In order to better distinguish differences between these factors, we utilized Minarcik & Bridges (2015) previously established framework, as it allowed us to look at contextual differences. Thus, we split motivators into two main categories. The first, dispositional factors, included an individual's personality and personal actions. The second, situational factors, were context-dependent, such as an individual's social and physical surroundings and other specific external pressures.

# Results

## Demographic Characteristics of Student Survey Participants

For both the student and faculty survey, we collected demographic information of participants in regard to age, gender, and highest educational attainment. We also collected participant years of experience (students: year of study; faculty: years of postsecondary teaching experience), and discipline (students: discipline enrolled in, faculty: discipline teaching in).

### *Part 1: Student Survey*

#### **Age and Gender of Student Survey Participants**

The age and gender of student participants is presented in Table 1. Most student participants were between the ages of 20-29 (58.7%), with the next largest age group was made up of students between the ages of 17-19 (27.9%). All other students were aged 30 or more (13.4% total). Students were mostly female, making up 65.8% of student participants, while males made up 31.9% of student participants. Non-binary participants (1.3%) and participants who did not wish to identify a gender (1%) comprised the rest of the student participants.

Table 1

#### *Age and Gender of Student Survey Participants*

##### a. *Age*

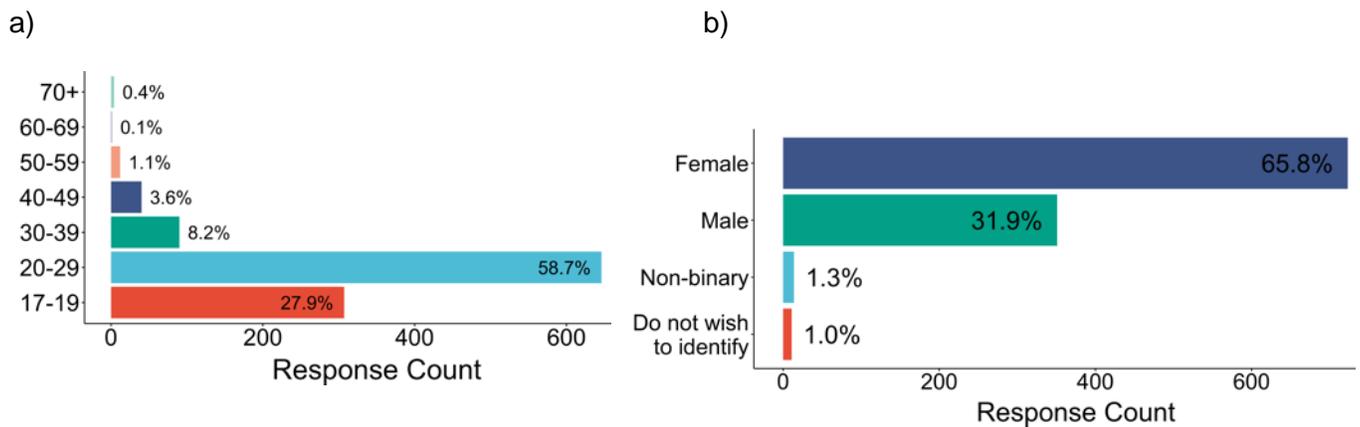
Age Group	Frequency	Percentage
17-19	307	27.9%
20-29	646	58.7%
30-39	90	8.2%
40-49	40	3.6%
50-59	12	1.1%
60-69	1	0.1%
70 or more	4	0.4%
Total	1100	100%

##### b. *Gender*

Gender	Frequency	Percentage
Female	723	65.8%

Male	351	31.9%
Non-binary	14	1.3%
Do not wish to identify	11	1.0%
<b>Total</b>	<b>1099</b>	<b>100%</b>

Source: Field Survey (2019)



Source: Field Survey (2019)

Figure 1: Student Survey Participant a) Age and b) Gender

### Student Survey Participant Year of Postsecondary Experience and Highest Educational Attainment

Years of postsecondary experience and highest educational attainment of student participants are presented in Table 2. Student participants were more or less evenly spread across years of postsecondary of experience, with first year, second year, third year, fourth year, and fifth year or great making up 22.3%, 16.4%, 20.5%, 19.9%, and 20.9%, respectively. Most student participants held a high school diploma (66.7%), while 11.8% of student participants held a diploma or certificate, 17.0% held a bachelor’s degree, 3.1% held a master’s degree, 0.7% held a doctorate degree, and 0.6% reporting having an educational attainment not specified.

Table 2

#### Year of Postsecondary Experience and Highest Educational Attainment of Student Survey Participants

##### a. Year of Postsecondary Experience

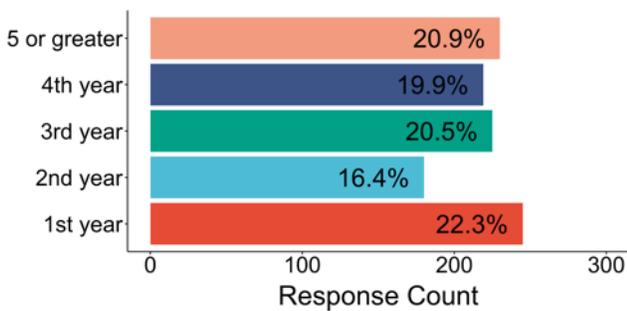
Year	Frequency	Percentage
1st year	245	22.3%
2nd year	180	16.4%
3rd year	225	20.5%
4th year	219	19.9%
5 or greater	230	20.9%
<b>Total</b>	<b>1099</b>	<b>100%</b>

**b. Highest Educational Attainment**

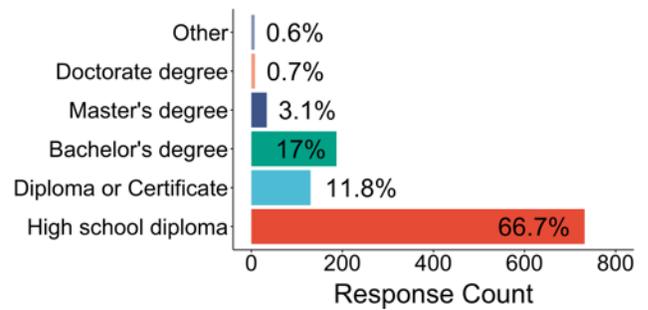
Education Level	Frequency	Percentage
High school diploma	732	66.7%
Diploma or Certificate	130	11.8%
Bachelor's degree	187	17.0%
Master's degree	34	3.1%
Doctorate degree	8	0.7%
Other	7	0.6%
<b>Total</b>	<b>1098</b>	<b>100%</b>

Source: Field Survey (2019)

a)



b)



Source: Field Survey (2019)

Figure 2: Student Survey Participant a) Year of Postsecondary Experience and b) Highest Educational Attainment

### Student Survey Participant Discipline Enrolled In

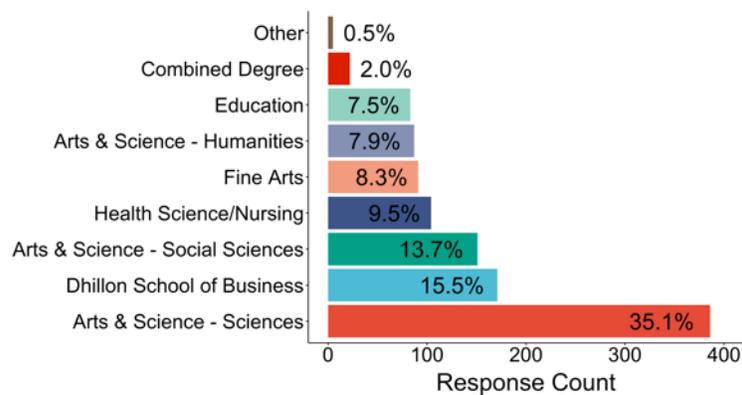
The largest group of student participants reported being enrolled in Arts & Sciences—Sciences (34.8%). The next largest discipline represented by student participants was those enrolled in the Dhillon School of Business (15.5%), while students enrolled in Arts & Sciences—Social Sciences made up 13.6% of participants. The remaining student participants were enrolled in Health Sciences/Nursing (9.5%), Fine Arts (8.3%), Arts & Sciences— Humanities (7.6%), and Education (7.5%). Finally, 3.1% of student participants reported pursuing a combined degree, and 0.5% of students reported being enrolled in an unspecified discipline.

Table 3

*Discipline Enrolled in of Student Survey Participants*

Discipline	Frequency	Percentage
Arts & Science - Sciences	383	34.8%
Dhillon School of Business	171	15.5%
Arts & Science - Social Sciences	150	13.6%
Health Science/Nursing	104	9.5%
Fine Arts	91	8.3%
Arts & Science - Humanities	84	7.6%
Education	83	7.5%
Other (please list)	34	3.1%
<b>Total</b>	<b>1100</b>	<b>100%</b>

Source: Field Survey (2019)



Source: Field Survey (2019)

Figure 3: Student Survey Participants Discipline Enrolled in

## Student Survey Responses

### Beliefs and Familiarity with Academic Dishonesty and University Academic Dishonesty Policies of Student Survey Participants

Table 4 presents the student responses to survey questions probing their beliefs and familiarity with academic dishonesty and university academic dishonesty policies. Overall, the vast majority of students reported that they believe that academic honesty among students is important (91.8%), are familiar with the policies regarding academic dishonesty at the University of Lethbridge (78.2%), and feel as though that the university has adequately taught what constitutes plagiarism, academic fraud, academic misconduct or other cheating behaviours (81.8%). A minority of students reported that they did not believe that academic dishonesty is important among students (5.3%), were unfamiliar with the policies regarding academic dishonesty at the University of Lethbridge (21.8%), or feel as though that the university has adequately taught what constitutes plagiarism, academic fraud, academic misconduct or other cheating behaviours (9.6%).

In particular, the majority of students report that they agree academic honesty is important, with 58.4% of students reporting that they strongly agree with the statement, "I believe that academic honesty among students is important" and 33.4% of students reporting that they agree with this statement. A small percentage of students (4.4%) reported strongly disagreeing with this statement, while less than 1% of students reporting that they disagree that academic honesty among students is important. Students reporting that they neither disagreed nor agreed with this statement totaled 2.9%.

Additionally, 33.3% strongly agreed that they have been adequately taught what constitutes plagiarism, academic fraud, academic misconduct or other cheating behaviours at the University of Lethbridge, and 48.5% agreeing so. A small percentage of students disagreed with this statement (7.6%), while an even smaller percentage (2.0%) strongly disagreed with it. Only 8.5% of students felt that they neither disagreed nor agreed with the statement that they have been adequately taught what constitutes plagiarism, academic fraud, academic misconduct or other cheating behaviours at the University of Lethbridge.

Table 4

#### *Beliefs and Familiarity with Academic Dishonesty and University Policies of Student Survey Participants*

Statement (n)	Strongly Agree (%)	Agree (%)	Neither Disagree nor Agree (%)	Disagree (%)	Strongly Disagree (%)
---------------	--------------------	-----------	--------------------------------	--------------	-----------------------

Please indicate your level of agreement with the following statement: I believe that academic honesty among students is important. (n= 919)	537 (58.4%)	307 (33.4%)	27 (2.9%)	8 (0.9%)	40 (4.4%)
Please indicate your level of agreement with the following statement: I feel that I have been adequately taught what constitutes plagiarism, academic fraud, academic misconduct or other cheating behaviours at the University of Lethbridge. (n=892)	297 (33.3%)	443 (48.5%)	76 (8.5%)	68 (7.6%)	18 (2.0%)
Statement (n)			Yes (%)	No (%)	
Are you familiar with the policies at the University of Lethbridge regarding academic dishonesty? (n=890)			696 (78.2%)	194 (21.8%)	

### History with and Participation in Academic *Dishonesty of Student Survey Participants*

Table 5 presents student responses to survey question probing their history with, and participation in, academic dishonesty. From these results, we can see that students could be over reporting the number of academic dishonesty incidents they have witnessed, or underreporting the amount of academic dishonesty they themselves have participated in (or, perhaps, engaging in a form of academic dishonesty not probed by the survey). This is because while 45.8% of students report that they have witnessed academic dishonesty in the past (and 54.2% report they have not witnessed such activity), only a very small percentage report having actually participated in academic dishonesty practices at the post-secondary level themselves. However, it is possible that the academic dishonesty students reported witnessing was some form of academic dishonesty not identified in the survey. Just 7.1% of students report reusing an assignment for another course (92.9% reported that they had not), 1.5% reported turning in an assignment someone else completed for them (and 98.5% reported having never done so), and only 0.4% reported engaging in contract treating (with 99.6% reporting they have turned in an assignment that they had paid someone else to complete for them).

Table 5

#### *History with and Participation in Academic Dishonesty of Student Survey Participants*

Statement (n)	Yes (%)	No (%)
Have you personally witnessed any incidents of academic dishonesty in the past? (n=922)	422 (45.8%)	500 (54.2)

Have you ever reused an assignment for another course (at the post-secondary level)? (n=893)	63 (7.1%)	830 (92.9%)
Have you ever turned in an assignment (at the post-secondary level) that someone else completed for you? (n=894)	13 (1.5%)	881 (98.5%)
Have you ever turned in an assignment (at the post-secondary level) that you paid someone else to complete for you? (This does not include someone being paid to edit the paper for things like APA formatting, etc.)? (n=893)	4 (0.4%)	889 (99.6%)

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Source: *Field Survey (2019)*

## Part 2: Faculty Survey

### Demographic Characteristics of Faculty Survey Participants

#### Age and Gender of Faculty Survey Participants

Age and gender of faculty participants are reported in Table 6. The majority of faculty participants were between the ages of 30 and 59 (79.9% total). In particular, 16.7% of faculty participants were between the ages of 30-39 years, 35.1% of faculty participants were between 40-49 years of age, and 28.1% of faculty participants were between the ages of 50-59 years of age. A small percentage of faculty participants were between 20-29 years of age (5.3%), while 12.3% of participants were between the ages of 60-69, and 2.6% were aged 70 or greater.

Approximately half of faculty participants identified as being female (49.6%), while 47.0% of participants identified as male. A small percentage of faculty participants reported being non-binary (0.9%), and 2.6% did not wish to identify a gender.

Table 6

#### *Age and Gender of Faculty Survey Participants*

##### a. Age

Age Group	Frequency	Percentage
20-29	6	5.3%
30-39	19	16.7%
40-49	40	35.1%
50-59	32	28.1%
60-69	14	12.3%

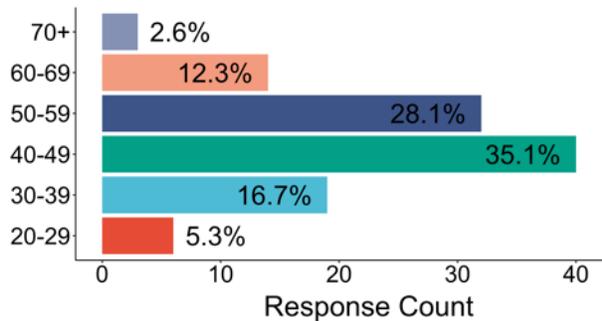
70+	3	2.6%
Total	114	100%

c. Gender

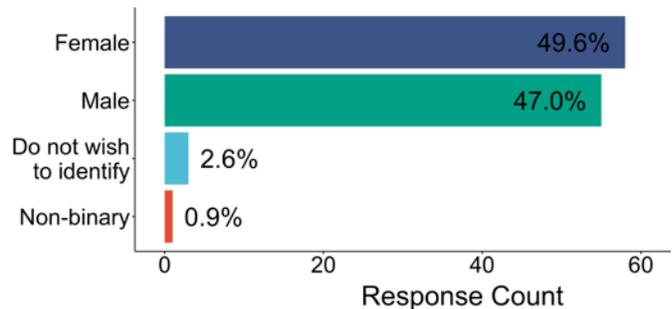
Gender	Frequency	Percentage
Female	58	49.6%
Male	55	47.0%
Non-binary	1	0.9%
Do not wish to identify	3	2.6%
Total	117	100%

Source: Field Survey (2019)

a)



b)



Source: Field Survey (2019)

Figure 4: Faculty Survey Participant a) Age and b) Gender

### Years of Postsecondary Teaching Experience and Educational History of Faculty Survey Participants

Faculty years of postsecondary teaching experience and highest educational attainment is presented in Table 7. The largest percentage of faculty participants had between 11-20 years of teaching experience (33.9%), while 20.9% of participants reporting having 5 or fewer years of experience, 16.5% reported having 6-10 years of experience, 18.3% reported having 21-30 years of experience, and 10.4% reported having greater than 30 years of teaching experience.

The vast majority of faculty participants held a doctoral degree (69.6%). The next largest percentage of faculty participants reported holding a master's degree (21.7%), while 7.0% of participants held a bachelor's degree, and 1.7% held a professional designation.

Table 7

*Years of Postsecondary Teaching Experience and Highest Educational Attainment of Faculty Survey Participants*

*a. Postsecondary Teaching Experience*

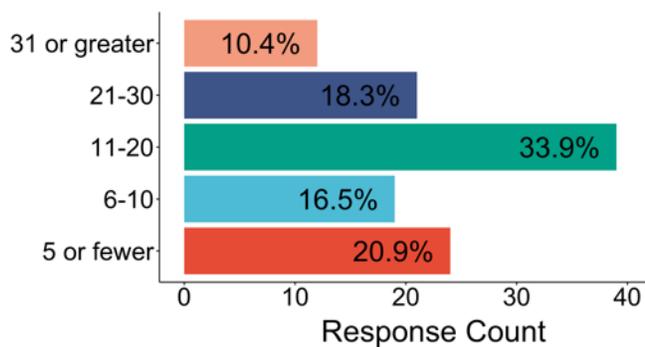
Teaching Experience	Frequency	Percentage
5 or fewer	24	20.9%
6-10	19	16.5%
11-20	39	33.9%
21-30	21	18.3%
31 or greater	12	10.4%
<b>Total</b>	<b>115</b>	<b>100%</b>

*b. Highest Educational Attainment*

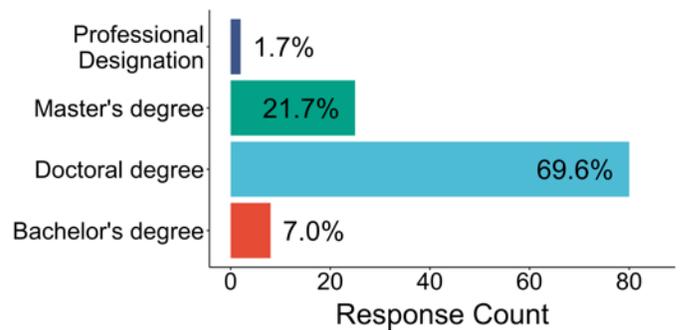
Education Level	Frequency	Percentage
Professional Designation	2	1.7%
Bachelor's degree	8	7.0%
Master's degree	25	21.7%
Doctoral degree	80	69.6%
<b>Total</b>	<b>115</b>	<b>100%</b>

Source: Field Survey (2019)

a)



b)



Source: Field Survey (2019)

Figure 5: Faculty Survey Participant a) Years of Postsecondary Teaching Experience and b) Highest Educational Attainment

### Faculty Participant Discipline Teaching In

Table 8 presents the disciplines and teaching positions of faculty participants. As with the student participants, the largest percentage of faculty participants were affiliated with Arts & Sciences—Sciences with 30.2% of faculty participants reporting that they currently taught in this discipline. The next largest percentages came from the Dhillon School of Business (13.8%), Health Sciences/Nursing (12.9%), Arts & Sciences—Humanities (12.1%), Arts & Sciences—Social Sciences (10.3%), Fine Arts (8.6%), Education (6.9%), School of Liberal Education (1.7%), and 3.4% of faculty participants reported teaching in an unspecified discipline.

Associate professors made up the largest percentage of the faculty participants (26.3%), followed by professors (20.2%), full-time academic assistants/instructors (19.3%), sessional instructors (14.9%), assistant professors (14.0%), and term appointments (5.3%).

Table 8

#### *Discipline Teaching in and Teaching Position of Faculty Survey Participants*

##### *a. Discipline Teaching In*

Discipline	Frequency	Percentage
Arts & Science - Sciences	35	30.2%
Dhillon School of Business	16	13.8%
Health Science/Nursing	15	12.9%
Arts & Science - Humanities	14	12.1%
Arts & Science - Social Sciences	12	10.3%
Fine Arts	10	8.6%
Education	8	6.9%
School of Liberal Education	2	1.7%
Other	4	3.4%
Total	116	100.0%

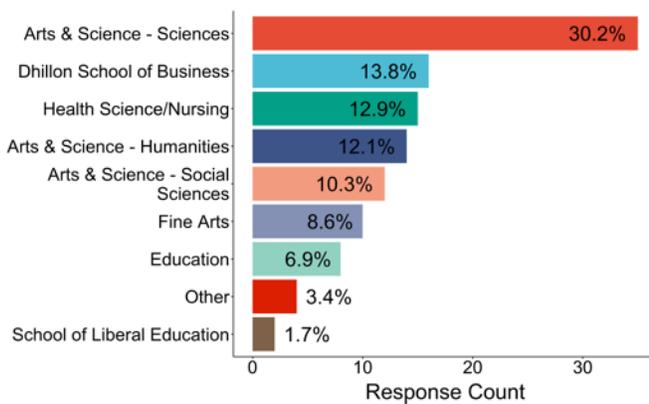
##### *b. Faculty Participant Teaching Position*

Position	Frequency	Percentage
Term Appointment	6	5.3%
Sessional Instructor	17	14.9%

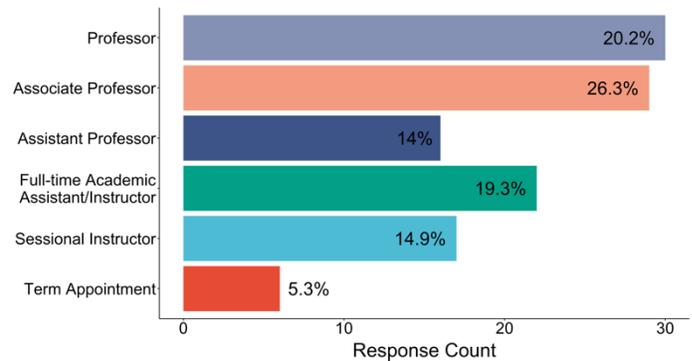
Full-time Academic Assistant/Instructor	22	19.3%
Assistant Professor	16	14.0%
Associate Professor	30	26.3%
Professor	23	20.2%
<b>Total</b>	<b>114</b>	<b>100%</b>

Source: Field Survey (2019)

a)



b)



Source: Field Survey (2019)

Figure 6: Faculty Survey Participant a) Discipline Teaching in and b) Faculty Participant Teaching Position

## Faculty Survey Responses

### Beliefs and Familiarity with Academic Dishonesty and University Academic Dishonesty Policies

Table 9 presents the faculty responses to survey questions probing their beliefs and familiarity with academic dishonesty and university academic dishonesty policies. Overall, the vast majority of faculty reported that they believe that academic dishonesty is important (91.8%), that it is important for them to communicate what constitutes academic dishonesty to their students (93.0%), and that incidents of academic dishonesty should be reported to some extent (always: 50.6%; frequently 27.1%; sometimes: 17.6%). When it comes to whether or not faculty believe that incidents of academic dishonesty are increasing, faculty seem split in their beliefs. The largest percentage of participants indicated that they neither disagree nor agree that incidents of academic dishonesty are increasing (51.8%), while 14.1% of faculty participants disagreed with this statement, 22.4% of participants agreed with this statement, and 11.8% strongly agreed. Additionally, the overall majority of faculty reported that they are familiar with the

policies at the University of Lethbridge regarding academic dishonesty (89.4%), while 10.6% reported that they were unfamiliar with such policies. Finally, faculty reported that they were mostly satisfied with the policies within the University of Lethbridge towards reporting academic dishonesty (60%), while 31.8% reported that they are neither dissatisfied nor satisfied, and just 8.2% reported dissatisfaction with such policies. In regard to faculty satisfaction with the support they feel they receive within the University of Lethbridge towards reporting academic dishonesty, just under half agreed in some way (49.4%), while 36.5% neither disagreed nor agreed with this statement.

In particular, 80.0% of faculty strongly agreed that academic dishonesty is important, 11.8% agreed, 7.1% strongly disagreed, and 1.2% neither disagreed nor agreed with this statement. Most faculty participants reported that communicating what constitutes academic dishonesty is important to them, with 70.6% strongly agreeing with this statement, 22.4% agreeing, only 2.4% strongly disagreeing, and 4.7% neither disagreeing nor agreeing. Just 1.2% of faculty believed that incidents of academic dishonesty should never be reported, and 3.5% reported believing that academic dishonesty should only be reported rarely. Additionally, just 12.9% of faculty reported that they strongly agree with the statement that they are satisfied with the policies within the University of Lethbridge towards reporting academic dishonesty, while 47.1% agreed with this statement. Lastly, 12.9% of faculty reported that they were dissatisfied with the support that they receive within the University of Lethbridge towards reporting academic dishonesty, and 1.2% reported that they were strongly dissatisfied.

Table 9

*Beliefs and Familiarity with Academic Dishonesty and University Policies of Faculty Survey Participants*

Statement (n)	Strongly Agree (%)	Agree (%)	Neither Disagree nor Agree (%)	Disagree (%)	Strongly Disagree (%)
Please indicate your level of agreement with the following statement: I believe that student academic honesty is important. (n= 85)	68 (80.0%)	10 (11.8%)	1 (1.2%)	0 (0.000%)	6 (7.1%)
Please indicate your level of agreement with the following statement: It is important to communicate what constitutes academic dishonesty to my students. (n=85)	60 (70.6%)	19 (22.4%)	4 (4.7%)	0 (0.000%)	2 (2.4%)

Please indicate your level of agreement with the following statement: In my experience I believe that incidents of academic dishonesty are increasing. (n=85)	10 (11.8%)	19 (22.4%)	44 (51.8%)	12 (14.1%)	0 (0.000%)
Statement (n)	Always (%)	Frequently (%)	Sometimes (%)	Rarely (%)	Never (%)
I believe that incidents of academic dishonesty should be reported. (n=85)	43 (50.6%)	23 (27.1%)	15 (17.6%)	3 (3.5%)	1 (1.2%)
Statement (n)	Yes (%)		No (%)		
Are you familiar with the policies at the University of Lethbridge regarding academic dishonesty? (n=85)	76 (89.4%)		9 (10.6%)		
Statement (n)	Very Satisfied (%)	Satisfied (%)	Neither Dissatisfied nor Satisfied (%)	Dissatisfied (%)	Very Dissatisfied (%)
How satisfied are you with the policies within the University of Lethbridge towards reporting academic dishonesty? (n=85)	11 (12.9%)	40 (47.1%)	27 (31.8%)	7 (8.2%)	0 (0.0%)
How satisfied are you with the support within the University of Lethbridge towards reporting academic dishonesty? (n=85)	13 (15.3%)	29 (34.1%)	31 (36.5%)	11 (12.9%)	1 (1.2%)

Source: Field Survey (2019)

### Histories with and Reporting Practices of Academic Dishonesty of Faculty Survey Participants

Table 10 presents the faculty responses to survey questions probing their histories with academic dishonesty, and well as their reporting practices when they encounter academic dishonesty. An overwhelming majority of faculty participants reported that they take the opportunity to communicate what constitutes plagiarism, academic fraud, academic misconduct, and other unacceptable cheating behaviors to their students to some extent (98.8%), with a small percentage responding that they do not

take such opportunities (1.2%). Additionally, the vast majority of faculty participants reported that they have witnessed incidents of academic dishonesty in the past (92.0%), have reported academic dishonesty in the past (81.6%), and are likely to report incidents of academic dishonesty in the future (82.3% total). Most faculty reported that they are likely to report future incidents of academic dishonesty in the future to some extent (82.3% total).

Of faculty who responded that they have reported incidents of academic dishonesty in the past, 71.0% responded that they report less than one incident per semester, while 23.2% responded that they report once per semester, 4.3% answering twice per semester, and 1.4% answering four times per semester to this question. Furthermore, faculty who responded that they have reported incidents of academic dishonesty indicated that they have mostly engaged in some combination of discussing the academic dishonesty incident with the student (37.6% of total responses) and reporting the incident to the dean (31.2% of total responses) (Note: Because respondents could select all of the responses that applied, the n for this question exceeds the number of faculty participants). Lastly, of those faculty participants who indicated that they had not reported incidents of academic dishonesty in the past, most cited that the incident was not intentional on the students' part (30.4% of total responses) and/or insufficient evidence (22.3% of total responses) as preventing them from doing so.

In particular, 55.4% of faculty participants responded that they always take the opportunity to communicate what constitutes plagiarism, academic fraud, academic misconduct, and other unacceptable cheating behaviors to their students, 24.1% indicated that they frequently do so, and 19.3% indicated that they sometimes do so. Just 8.0% of faculty participants responded that they had not witnessed incidents of academic dishonesty in the past, whereas 18.4% responded that they had not reported academic dishonesty in the past. Of the faculty participants who indicated that they are likely to report incidents in the future, 52.9% responded that they are very likely, 29.4% responded that they are likely, 12.9% reported that they are undecided, and just 4.7% reported that they are unlikely. Beyond discussing an incident of academic dishonesty with the student and/or reporting the incident to the dean, 14.1% of the total responses indicated that faculty reported to the chairperson, 5.9% of total responses indicated that faculty report the incident to the team or course leader, and 11.2% of the total response indicated that faculty engaged in some other method. Last, beyond indicating that they did not report incidents of academic dishonesty because it was either unintentional on the students' part and/or having insufficient evidence, 20.5% of faculty responses indicated that such a situation does not apply to them because they always report, and small percentages of faculty responses indicated that faculty experienced a lack of time to report (4.5%), were unfamiliar with the academic misconduct institutional policies (4.5%), indicated the potential for damaged relationships between the faculty and the student(s) (3.6%), indicated the potential for negative student evaluation(s) (3.6%), experience a lack of chairperson

or dean support (2.7%), a fear of losing their job (0.9%), a fear of negative impact from the administration personnel (0.9%), or that they were opposed to confrontation (0.9%).

Table 10

*Histories with and Reporting Practices of Academic Dishonesty of Faculty Survey Participants*

Statement (n)	Always (%)	Frequently (%)	Sometimes (%)	Rarely (%)	Never (%)
I take the opportunity to communicate what constitutes plagiarism, academic fraud, academic misconduct, and other unacceptable cheating behaviors to my students. (n=83)	46 (55.4%)	20 (24.1%)	16 (19.3%)	0 (0.000%)	1 (1.2%)
Statement (n)	Yes (%)		No (%)		
Have you personally witnessed any incidents of academic dishonesty in the past? (n=87)	80 (92.0%)		7 (8.0%)		
Have you reported academic dishonesty in the past? (n=87)	71 (81.6%)		16 (18.4%)		
Statement (n)	Very Likely (%)	Likely (%)	Undecided (%)	Unlikely (%)	Very Unlikely (%)
How likely are you to report incidents of academic dishonesty in the future? (n=85)	45 (52.9%)	25 (29.4%)	11 (12.9%)	4 (4.7%)	0 (0.0%)
Statement (n)	<1 per semester (%)		1 per semester (%)	2 per semester (%)	4 per semester (%)
On average, how frequently do you report? (n=69)	49 (71.0%)		16 (23.2%)	3 (4.3%)	1 (1.4%)
Statement (n)	Discussed with student (%)	Reported to the Team Leader or Course Leader (%)	Reported to the Chairperson (%)	Reported to the Dean (%)	Other (%)
Select all that apply: How did you handle academic dishonesty in the past? (n= 170)	64 (37.6%)	10 (5.9%)	24 (14.1%)	53 (31.2%)	19 (11.2%)

Choose your top 3: If you have witnessed incidents of academic dishonesty in the past, what are some of the reasons why you chose not to report them? (n=112)	Response Count (%)
Does not apply: I always report	23 (20.5%)
Fear of losing your job	1 (0.9%)
Fear of negative impact from the administration personnel	1 (0.9%)
Insufficient evidence	25 (22.3%)
Lack of Chairperson or Dean Support	3 (2.7%)
Lack of time	5 (4.5%)
Not intentional on the students' part	34 (30.5%)
Opposed to confrontation	1 (0.9%)
Potential for damaged relationships between the faculty and the student(s)	4 (3.6%)
Potential for negative student evaluation(s)	4 (3.6%)
Reporting the incident was too much work	6 (5.4%)
Unfamiliar with the academic misconduct institutional policies	5 (4.5%)

Source: *Field Survey (2019)*

## Demographic Characteristics of Focus Group Participants

We held a total of six focus groups, three each for students (Appendix C) and faculty (Appendix D). The first two focus groups for students and faculty were conducted in person, and the last was conducted online upon the closure of campus in March due to the COVID-19 pandemic. Overall, nine students participated in focus groups, two of which were female, and seven of which were male. Students came from the Health Sciences (1), Arts and Science (1), and Management (2) departments (Table 11).

A total of nine faculty members participated in focus groups, five of which were female, and 4 of which were male. Faculty focus group participants came from the Health Sciences (1), Arts and Science (6), and Management (1) departments, as well as the Writing Centre (1) (Table 12).

Table 11

### *Demographics of Student Focus Group Participants*

Demographic	Focus Group 1 (n = 2)	Focus Group 2 (n = 3)	Focus Group 3 (n = 4)
Gender			
Female	1	0	1

Male	1	3	3
Department			
Health Sciences	1	0	0
Arts and Science	1	1	3
Management	0	2	1
Degree program			
Undergraduate	2	2	2
Graduate	0	1	2
Focus group location	Campus	Campus	Virtual

Table 12

*Demographics of Faculty Focus Group Participants*

Demographic	Focus Group 1 (n = 1)	Focus Group 2 (n = 6)	Focus Group 3 (n = 2)
Gender			
Female	0	3	2
Male	1	3	0
Department			
Health Sciences	0	0	1
Arts and Science	1	5	0
Management	0	0	1
Writing Centre	0	1	0
Focus Group Location	Campus	Campus	Virtual

**Student Responses to Open-ended Questions and Student Focus Groups**

Students reported two main dispositional factors which motivate academically dishonest behavior (Figure 7). These include a general lack of understanding and an apathetic attitude. Students reported that a major motivating factor in academic dishonesty relates to students not understanding what specific parameters in the policy mean, leading them to make their own rules about what is dishonest and not, which do not always converge on a professor's ideas. Specifically, students reported feeling very unclear about the extent to which sharing ideas and assignments with peers or group members was appropriate,

and when it became dishonest. Students reported that they did not know what to do or what to say when approached by a classmate or a groupmate and asked to share answers or their assignments.

Several students reported feeling as if students who cheat or are academically dishonest do not care about what they are learning or what a university education has to teach them. Students reported their classmates detaching from their education by viewing their education as a means to an end, rather than a learning experience. They reported their friends saying that they just wanted to graduate and have something to put on their resume, so they did not feel a personal connection to what they were studying. Additionally, students said they believed people would be more likely to cheat in “GLER”, or General Liberal Education Requirement classes as opposed to their main courses. Overall, this reasoning aligns with the notion that students believe that what they are learning is not relevant to their long-term career aspirations or goals.

These reported situational factors speak to a variety of lifestyle factors that participants felt motivate academically dishonest behavior in students. Many students (and faculty) conceded that some students are also struggling to juggle their various external commitments with their academic work. Professors and students listed taking full course loads (of five classes or 15 credit hours) and taking labs or tutorials as pressure inducing. Additionally, both students discussed a pressure to obtain the highest grade possible as a motivating factor, whether that be in order to pass the class or attend other academic graduate programs.

There were other situational pressures that were non-academic in nature. Other concerns included a lack of finances, working in addition to attending university, and having children or other responsibilities in their home. Additionally, many students reported feeling pressure to obtain high grades from their parents, which caused them significant mental duress. Yet, many students clarified that they didn't believe that these external factors excused cheating, as many of our participants had these types of responsibilities themselves.

## **Faculty Responses to Open-ended Questions and Faculty Focus Groups**

Faculty members also reported feeling uncomfortable with widespread definitions of academic dishonesty, because their differing disciplines called for different methods to obtain understanding. For example, Computer Science and Mathematics professors stated that it was fine for students to look up and copy small pieces of code (or integrate “code snippets” into their work), as it would allow the student to understand the reasoning behind the problems. However, professors in other sciences reported having a zero-tolerance for looking up answers online, as the student needed to use data from the labs they participated in, as opposed to online simulations.

Faculty also reported feeling that students who cheat or are academically dishonest are apathetic towards their education and lacked a curiosity or passion for their subject (Figure 7). They spoke of teaching to “20% of their class” and reported feeling as if most of their class was there to get a degree or grade, not out of self-motivated interest or curiosity about the subject material. This feeling may lead professors to feel discouraged or unenthusiastic about their teaching. Faculty also reported that they did not believe that external factors excused cheating and clarified that they had these responsibilities when they themselves were students.

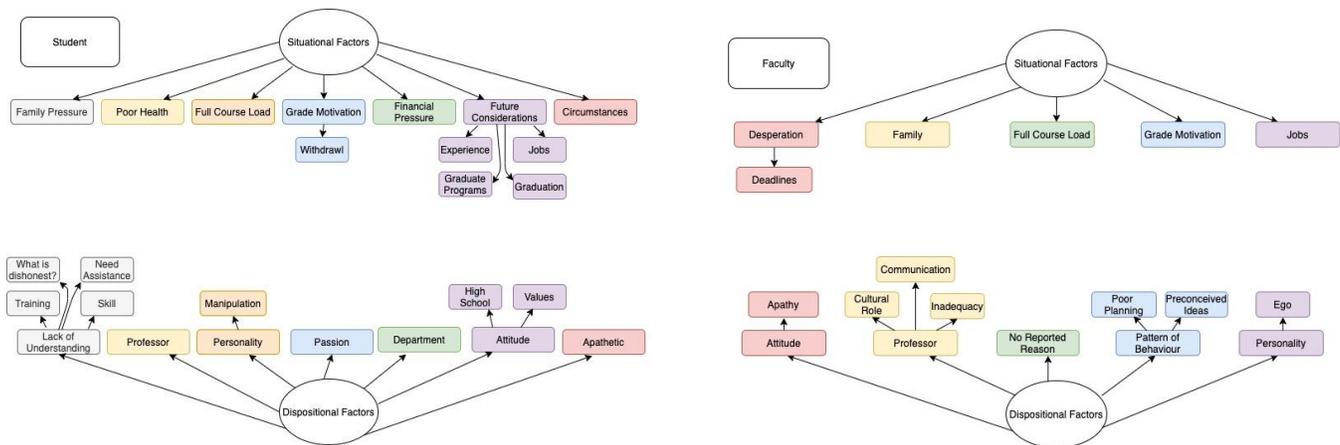


Figure 7: Thematic Analysis Tree Representing the Different Dispositional and Situational Themes

# Reliability

## Tests of Reliability

Table 13 presents the results from the tests of reliability. Using a factor analysis, we identified two factors that described the student survey, and three factors that described the faculty survey. A chi-square analysis revealed that these factors fit well because neither had a goodness of fit that reached significance (student survey:  $X^2=0.266$ ,  $df=1$ ,  $p=0.606$ ; faculty survey:  $X^2=18.647$ ,  $df=12$ ,  $p=0.097$ ). For the student survey, the first factor included the items age, highest level of education, and year of postsecondary experience, explaining 28.5% of the variance (Cronbach’s alpha 0.667; interclass correlation coefficient: 0.400, 95% CI:0.364-0.437). The second factor in the student survey included the items corresponding with the questions, "Have you ever turned in an assignment (at the post-secondary level) that someone else completed for you?" and, "Have you ever turned in an assignment (at the post-secondary level) that you paid someone else to complete for you? (This does not include someone being paid to edit the paper for things like APA formatting, etc.)," explaining 17.1% of the variance, but the Cronbach’s alpha revealed that this factor is poor (Cronbach’s alpha 0.519; interclass correlation

coefficient: 0.350, 95% CI: 0.292-0.406). Overall, 45.6% of the variance of the student survey was explained by these two factors.

For the faculty survey, the item, "Please indicate your level of agreement with the following statement: I believe in reporting incidents of academic dishonesty." was present for two factors. We dropped this item from the factor it was associated with the least (faculty factor 3) for all subsequent analysis. The first factor for the faculty survey included the items corresponding to the questions, "Please indicate your level of agreement with the following statement: I believe in reporting incidents of academic dishonesty.", "I take the opportunity to communicate what constitutes plagiarism, academic fraud, academic misconduct and other unacceptable cheating behaviors to my students.", "I believe that incidents of academic dishonesty should be reported.", and "How likely are you to report incidents of academic dishonesty in the future?", explaining 22.2% of the variance (Cronbach's alpha 0.759; interclass correlation coefficient: 0.400, 95% CI:0.331-0.554). The second factor in the faculty survey included the items corresponding with the questions, "How satisfied are you with the support within the University of Lethbridge towards reporting academic dishonesty?", "How satisfied are you with the policies within the University of Lethbridge towards reporting academic dishonesty?", and "Please state your current years of post-secondary teaching experience.", explaining 17.0% of the variance (Cronbach's alpha 0.647; interclass correlation coefficient: 0.379, 95% CI: 0.247-0.510). The third factor in the faculty survey included the items corresponding with the questions, "I believe that student academic honesty is important.", "Please indicate your level of agreement with the following statement: I believe in reporting incidents of academic dishonesty.", "Please indicate your level of agreement with the following statement: It is important to communicate what constitutes academic dishonesty to my students.", explaining 17.0% of the variance (Cronbach's alpha 0.736; interclass correlation coefficient: 0.481, 95% CI: 0.356-0.600). Overall, these three factors explained 56.3% of the variance of the faculty survey.

Table 13 presents a reduced version of the tests of reliability for the faculty survey. Dropping the least-loading item for factor 1 ("I take the opportunity to communicate what constitutes plagiarism, academic fraud, academic misconduct and other unacceptable cheating behaviors to my students.") resulted in slightly increasing the reliability of this factor (Cronbach's alpha 0.798; interclass correlation coefficient: 0.568, 95% CI: 0.452-0.673). Additionally, dropping the least-loading factor from factor 2 of the faculty survey ("Please state your current years of post-secondary teaching experience.") also slightly increased the reliability of this factor (Cronbach's alpha 0.777; interclass correlation coefficient: 0.635, 95% CI: 0.493-0.744).

Table 13

*Test of Reliability*

Survey Section (factor)	Factors	Cronbach's Alpha	Cronbach's Alpha based on standardized items	n	Inter-Item Correlations (Single Measures; 95% CI)	Valid cases (%)
Student (Factor 1)	Student age; Highest level of education; Year of postsecondary experience	0.667	0.709	3	.400 (.364-.437)	1097 (96.1%)
Student (Factor 2)	Have you ever turned in an assignment (at the post-secondary level) that someone else completed for you? Have you ever turned in an assignment (at the post-secondary level) that you paid someone else to complete for you? (This does not include someone being paid to edit the paper for things like APA formatting, etc.)	0.519	0.584	2	.350 (.292-.406)	912 (79.9%)

Faculty (Factor 1)	<p>Please indicate your level of agreement with the following statement: I believe in reporting incidents of academic dishonesty; I take the opportunity to communicate what constitutes plagiarism, academic fraud, academic misconduct and other unacceptable cheating behaviors to my students; I believe that incidents of academic dishonesty should be reported; How likely are you to report incidents of academic dishonesty in the future?</p>	0.759	0.760	4	.440 (.331-.554)	87 (66.9%)
Faculty (Factor 2)	<p>How satisfied are you with the support within the University of Lethbridge towards reporting academic dishonesty? How satisfied are you with the policies within the University of Lethbridge towards reporting academic dishonesty?; Please state your current years of post-secondary teaching experience.</p>	0.647	0.691	3	.379 (.247-.510)	88 (67.7%)

Faculty (Factor 3)	I believe that student academic honesty is important.; Please indicate your level of agreement with the following statement: I believe in reporting incidents of academic dishonesty.; Please indicate your level of agreement with the following statement: It is important to communicate what constitutes academic dishonesty to my students.	0.736	0.739	3	.481 (.356-.600)	89 (68.5%)
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Source: Author's Construct (2019)

Table 14  
Test of Reliability (Reduced Version)

Survey Section (factor)	Factors	Cronbach's Alpha	Cronbach's Alpha based on standardized items	n	Inter-Item Correlations (Single Measures; 95% CI)	Valid cases (%)
Faculty (Factor 1)	Please indicate your level of agreement with the following statement: I believe in reporting incidents of academic dishonesty; I believe that incidents of academic dishonesty should be reported; How likely are you to report incidents of academic dishonesty in the future?	0.798	0.799	3	.568 (.452-.673)	89 (68.5%)

Faculty (Factor 2)	How satisfied are you with the support within the University of Lethbridge towards reporting academic dishonesty? How satisfied are you with the policies within the University of Lethbridge towards reporting academic dishonesty?	0.777	0.782	2	.635 (.493-.744)	89 (68.5%)
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*Source: Author's Construct (2019)*

## Limitations

Our study is limited in two main ways. The first is that it was conducted within one university, making it difficult to generalize findings broadly beyond the questions for which we specifically asked, which concerned academic dishonesty at the University of Lethbridge.

## Conclusions

### Student Survey Responses

Broadly, students reported that they view academic honesty as important, and are familiar with the university policies surrounding academic dishonesty. Overall, we found the student survey to be moderately reliable and described by two factors that explained 45.6% of the overall variance in responses to the student survey. The first factor, which encompasses student age, level of education, and years of postsecondary experience, we term “Student Experience.” This Student Experience factor explained 28.5% of the variance in responses to the student survey. The second factor, which encompasses whether students had ever turned in an assignment someone else had completed for them, and whether students had ever paid someone else to complete an assignment for them, we term “Contract Cheating.” This Contract Cheating factor explained 17.1% of the overall variance.

### Faculty Survey Responses

We found the faculty survey to be reliable and organized by three factors, which explained 56.3% of the variance in responses. The first factor, which we term “Personal Responsibility,” encompasses responses to three questions regarding faculty beliefs, including the importance of communicating what

constitutes academic dishonesty to their students, whether or not incidents of academic dishonesty should be reported, and their likelihood to report incidents in the future. The Personal Responsibility factor explained 22.2% of the variance in responses to the faculty survey. The second factor, which we term, "Satisfaction with Administration," encompasses responses to three questions concerning whether faculty felt satisfied with the support they receive within the university towards reporting academic dishonesty, whether they felt satisfied with the policies within the university towards reporting academic dishonesty, and their years of teaching experience at the postsecondary level. The Satisfaction with Administration factor explained 17.0% of the variances in responses to the faculty survey. The third factor, which we term, "Beliefs Regarding Academic Honesty," encompasses responses to the questions probing faculty beliefs in regard whether student academic honesty is important, reporting incidents of academic dishonesty, and whether it is important to communicate what constitutes academic dishonesty to their students. The Beliefs Regarding Academic Dishonesty factor also explained 17.0% of the variance in responses to faculty responses to the survey.

## Overall Findings

Overall, we found that students and faculty do not believe there is a significant problem of academic dishonesty at the University of Lethbridge. Student responses were consistent with supporting academic integrity rather than academic dishonesty. A slightly smaller proportion of students reported that they felt they had been adequately taught what constitutes plagiarism, academic fraud, academic misconduct or other cheating behaviours at the University of Lethbridge (81.8%) compared to believing that academic dishonesty is important ("Strongly Agree" or "Agree", 91.8%), and 21.8% of student participants felt that they were not familiar with the with the policies at the University of Lethbridge regarding academic dishonesty. These findings reveal that around 20% of the students surveyed do not feel adequately taught nor familiarity with the university's definition and policies surrounding academic integrity. Additionally, while close to half of students reported that they had witnessed another student engage in some form of academic dishonesty, at most, only 7.1% admitted to doing so themselves, at least for the forms identified in the survey, far fewer than the 75% reported for undergraduates by MacLeod and Eaton (2020).

For faculty, their responses were also consistent with supporting practices of academic integrity. A much larger percentage of faculty (92.0%) than students (45.0%) said that they had witnessed incidents of academic dishonesty, and 81.6% of faculty responded that they had reported such incidents in the past. Furthermore, we didn't find that faculty believe that incidents of academic dishonesty are increasing, in contrast to other studies that have found that incidents are increasing (MacLeod & Eaton, 2020). Although lower than student participants, 10.6% of faculty disagreed that they were familiar with the

policies at the University of Lethbridge regarding academic dishonesty. Around a third of faculty were neutral in their responses towards whether they felt satisfied (31.8%) and/or supported (36.5%) within the University of Lethbridge towards reporting academic dishonesty. Finally, when it comes to how faculty deal with incidents of academic dishonesty, the largest proportion of faculty indicated that they either discussed it with the student directly (37.6%), or reported it to the dean (31.2%), two possibilities that differ quite drastically in their severity.

In summary, our results suggest that the University of Lethbridge does not experience the extremely high incidences of academic dishonesty that other Canadian universities do (Clarke & Lancaster, 2006), and that our faculty do not overwhelmingly believe that academic dishonesty is a worsening problem (MacLeod & Eaton, 2020). These may point to the particular teaching culture of our university compared to similarly-sized Canadian universities. Over the past 10 years, the University of Lethbridge has set out to meet a strategic priority to find a balance between research priorities and a focus on the impact and importance of teaching. Through key appointments of senior positions, the institution has managed to elevate the value of the teaching that takes place without sacrificing the quality and importance of the research that helps inform that teaching. This increased support for high quality teaching has had an impact at all levels for the work that takes place within the classroom. It is possible that this support for high quality teaching has helped to foster a culture of academic integrity, and academic cultures have been shown to have significant effect on student attitudes towards academic integrity (McCabe, 1993; McCabe et al., 2012), and students' desire to cheat has been found to decrease as trust between a student and instructors increase (Genereux & McLeod, 1995; Jordan, 2001; Stearns, 2001). Although we did not probe student and faculty perceptions concerning our university's academic culture, future research could determine whether or not these factors have influenced rates of academic dishonesty at our institution.

## **What motivates students to cheat?**

### *Lack of Understanding*

Generally, a main dispositional factor that students discussed was the idea that they are unaware of what practices are specifically dishonest, and what academic integrity looks like. Students reported that a major motivating factor in academic dishonesty relates to students not understanding what specific parameters in the policy mean, leading them to make their own rules about what is dishonest and not, which do not always converge on a professor's ideas. Specifically, students reported feeling very unclear about the extent to which sharing ideas and assignments with peers or group members was appropriate, and when it became dishonest. Students reported that they did not know what to do or what to say when approached by a classmate or a groupmate and asked to share answers or their assignments.

Yet, students also stated that they felt they got better at understanding what was academically dishonest as they advanced in their university career. For example, as they wrote more essays, some students reported feeling more confident in what plagiarism is and how to avoid it. They stated that this felt like they were “training” in academic integrity as the years went on, and they were exposed to different assignment types and disciplines. Students also stated that as their discipline-specific “skills” grew, their understanding of academic integrity grew as well.

Faculty members also reported feeling uncomfortable with widespread definitions of academic dishonesty, because their differing disciplines called for different methods to obtain understanding. For example, Computer Science and Mathematics professors stated that it was fine for students to look up and copy small pieces of code (or integrate “code snippets” into their work), as it would allow the student to understand the reasoning behind the problems. However, Science professors reported having a zero-tolerance for looking up answers online, as the student needed to use data from the labs they participated in, as opposed to online simulations.

### *Apathy*

Many students and faculty reported feeling as if students who cheat or are academically dishonest do not care about what they are learning or what a university education has to teach them. Students reported their classmates detaching from their education by viewing their education as a means to an end, rather than a learning experience. They reported their friends saying that they just wanted to graduate and have something to put on their resume, so they did not feel a personal connection to what they were studying. Additionally, students said they believed people would be more likely to cheat in “GLER”, or General Liberal Education Requirement classes as opposed to their main courses. These courses are mandatory for all students at our university, and they specify that all students must take a certain number of classes from each general discipline, including Fine Arts and Humanities, Social Sciences, and Science courses. Students reported a higher instance of academic dishonesty in these courses for a variety of reasons. For starters, they may not understand what is academically dishonest across the disciplines. Additionally, they indicated a lack of care or interest as a motivating factor to influence cheating. Overall, this reasoning aligns with the notion that students believe that what they are learning is not relevant to their long-term career aspirations or goals.

Faculty members indicated that they too felt that the majority of students were largely apathetic and lacked a curiosity or passion for their subject. They spoke of teaching to “20% of their class” and reported feeling as if most of their class was there to get a degree or grade, not out of self-motivated interest or curiosity about the subject material. This feeling may lead professors to feel discouraged or unenthusiastic about their teaching.

### *External Pressures*

Many students and professors conceded that some students are also struggling to juggle their various external commitments with their academic work. They reported many different types of themes, including general academic factors. Professors and students listed taking full course loads (of five classes or 15 credit hours) and taking labs or tutorials as pressure inducing. Additionally, both groups discussed a pressure to obtain the highest grade possible in order to meet their future academic goals, whether that be attending post-graduate programs, or other academic graduate programs. These themes generally reflect common concerns of students in the surrounding academic literature (Brimble, 2016).

There were other situational pressures that were non-academic in nature. Other concerns included a lack of finances, working in addition to attending university, and having children or other responsibilities in their home. Additionally, many students reported feeling pressure to obtain high grades from their parents, which caused them significant mental duress. Yet, many students and faculty members clarified that they didn't believe that these external factors excused cheating, as many of our participants had these types of responsibilities themselves or had them when they were students.

## **Recommendations**

In general, our results show that both students and faculty value academic integrity at the University of Lethbridge. While most students and faculty feel that they are familiar with the university's policies surrounding academic dishonesty, there remains room for improvement. Furthermore, there is also room for improvement in regard to the satisfaction and support that faculty feel within the University of Lethbridge towards reporting academic dishonesty.

As we globally transition to a post-COVID-19 world, there will be many changes to the current university system, just like all other large public institutions have had to change their operations (Sahu, 2020). While these findings are unique to our institution and represent pre-COVID-19 motivations, many of these themes have been discussed across the academic literature and are linked to specific outcomes. Here, we hope to advise faculty on prevention tactics in order to help prevent academic dishonesty offences and to better teach students what academic integrity looks like in a remote setting.

### **Education**

The majority of faculty members surveyed reported either agreeing (17.6%) or strongly agreeing (55.6%) with the idea that "it is important to communicate what constitutes academic dishonesty to my students". Likewise, almost all students surveyed strongly agreed (33.3%), and agreed (48.5%) that they were "adequately taught what constitutes plagiarism, academic fraud, academic misconduct or other

cheating behaviors”. However, there is clearly a disconnect between these results and what was discussed within the interviews, as both the faculty and students interviewed reported feeling uncomfortable with the definitions of what is academically dishonest and what honest practices are. In this section, we will outline specific practices that faculty can engage in in order to clear up student confusion and help to reduce the number of unintentional academically dishonest practices.

## **Identifying Academic Integrity**

Comparatively, a lack of understanding has been demonstrated in other studies of student motivation and has been found to greatly reduce with clear, consistent explanations from faculty (Minarcik & Bridges, 2015; Brimble, 2016; Sefcik et al., 2020). As we shift to remote learning for the Fall 2020 semester, it will be imperative for all faculty to take the time to clearly explain to their students:

- 1) What is academic dishonesty, especially in an online context,
- 2) What is considered academically dishonest in the faculty member’s discipline or field of study, and
- 3) What is allowed and not allowed for specific assignments?

The transition to remote delivery leads to many different opportunities for dishonesty, but also many different avenues of understanding. For example, if professors are ok with their students asking friends for help on an assignment as long as they submit two different papers, they need to indicate this so that students don’t feel as if they need to seek other, riskier means of understanding. Additionally, clearly signifying their preferred citation style, how they want their assignments to be formatted, and how students are to hand assignments in encourages students to engage in academically honest practices. This understanding and patience are important for professors to have, as many students may not be familiar with remote or online learning generally and are now completely switching from their previous method of instruction. Additionally, students who are beginning university during this time may not get access to various on-campus resources that help to educate students on what academic dishonesty looks like.

In the interviews, some faculty members discussed the effectiveness of discussing academic dishonesty with students. Some reported feeling uncomfortable with the definition of academic dishonesty themselves because they felt it didn’t apply to their discipline, as they were not concerned with plagiarism and written assignments. It is our suggestion that ahead of the Fall semester, all faculty members review the policy and prepare to teach certain aspects of it to their students. Additionally, the university is preparing various virtual classes for both undergraduate and graduate students, and faculty should share these with their students.

## Faculty Training

Instead of only discussing academic dishonesty, faculty need to make sure that they model integrity to their students and that they aid in teaching students correct practices. Faculty themselves need to ensure that they are consistently modelling integrity through their remote delivery. This would include practices such as referencing your images and quotes used in course material, as well as taking the time to report academic misconduct. Another important aspect of modelling integrity is teaching students what honest practices are by equipping them with proper tools and training. This will be especially beneficial at our university, as students currently seem to feel a general lack of confidence when it comes to academic integrity. One suggestion would be to specifically outline proper citation use and attributions with your students and actually make it a part of an assignment's grade. Previous research has indicated that there are fewer instances of plagiarism in assignments that have a grade designation as opposed to assignments that do not specifically designate a grade for accurate attribution (Eaton et al., 2017). Additionally, faculty should make an increased effort to check assignments for instances of academic dishonesty, including but not limited to plagiarism, incorrect attribution, falsified data, and signs of contract cheating, including odd phrasing and discussion of ideas not brought up in class. In doing so, faculty can help to show students that they take academic integrity seriously, and that is an important component of academic practice.

Remote learning has many unique aspects that can help engage or teach students the principles of academic integrity and ways in which they can refute dishonest practices. Due to the unprecedented nature of the transition to online learning, faculty may want to spend more time guiding students through honest practices. For example, group work and sharing assignments was a large area of dishonesty that students discussed. We found that many students reported having issues with saying no to classmates that ask about their work and didn't know how to effectively work in a group without submitting the exact same assignment. The best thing a professor can do to reduce this confusion is to teach students exactly how to address these issues. Some faculty participants specifically spoke of various strategies that they employ in their classrooms that help to train students on how to respond to dishonest requests. Actively teaching students how to respond, either by using prompts or scripts, gives them specific strategies they can utilize when asked academically dishonest questions. This helps to empower students, who are able to use the strategies you give them in other classes as well.

Additionally, faculty will need to integrate various university resources. Across campus, different sectors are working to create outreach materials for both students and faculty members. For example, the Student Success Centre has updated their website to include different online learning resources, including information about time management and online learning strategies, in addition to information regarding academic integrity. There may also be differing departmental resources that faculty members

can seek out. While our university has a clearly defined process for dealing with academic dishonesty infractions, the application of this process is often at the discretion of individual instructors. While this process allows for flexibility and judgement on the part of the instructor, it can also create gaps and inconsistencies in how infractions are dealt with (as well as gaps in reporting). Thus, the institution should work to ensure that faculty are trained in reporting procedures. Likewise, the head of departments or faculty deans should be prepared to discuss different ways that their department or faculty has dealt with these issues in the past and pass along any resources available. Even if your faculty does not have a lot of resources, professors can utilize campus-wide resources, including Turn It In, in order to help them check assignments for plagiarism.

### **Combating Apathy**

Generally, both faculty and students reported that apathy, or lack of passion for their academic work, would encourage students to utilize academically dishonest practices, such as buying assignments or copying answers off of a friend. Likewise, students who said they would never cheat or engage in academic dishonesty reported feeling a strong sense of connection to their professors and a keen interest in the material studied. Previous research has identified this phenomenon as a “moral anchor” for students that discourages dishonest practices because they feel as if they have someone to be accountable to (Simkin & McLeod, 2010). These apathetic responses will most likely increase as educators switch to primarily remote learning, as it is undoubtedly harder to engage students through a computer screen. However, faculty members should still aim to engage their students in their work, as teacher enthusiasm has been found to greatly decrease academically dishonest behavior in students, both due to the student’s sense of obligation, but also because students may think that the teacher will be more engaged and more likely to catch them (Orosz et al., 2015).

Faculty also reported feeling as if they had to convince students that they had something important to teach them in order to pique their interest. We can only expect this disconnect to increase as we transition to remote learning, as students may be less immersed in academic contexts and discussions. While this is not an ideal situation, professors can combat these attitudes and work to engage their students by outlining to them the context of what they are learning, and how it may integrate or build into differing areas of study. Additionally, providing students with opportunities to reflect on their learning may help to engage them with the idea that learning is a process, as is suggested by Eaton et al. (2017). Encouraging students to view their work as a process may also aid in establishing a sense of pride in a student’s own work, which was noted by our participants to largely help combat apathetic responses (Eaton et al., 2017).

## **Dispositional Factors**

As for dispositional factors, there is reason to suggest that all of the factors mentioned by students will only increase due to the switch to remote learning. On top of that, many students will be facing a whole new set of external challenges that come along with the pandemic. In order to avoid discriminating against students, faculty will need to be flexible and understanding to the fact that as a result of the pandemic, many students and their family members may have lost their jobs, and students may have relocated to cheaper living arrangements, which can include their parent's houses or increasing their number of roommates. Both of these situations may make it harder for students to work undisturbed and have adequate work arrangements. Additionally, any familial or cultural pressure that previously motivated students to engage in academically dishonest work has the potential to become more of a burden on students due to strict social distancing measures. Students may be forced to live in close proximity to overbearing family members or may not be able to visit with or connect with supportive family members.

As previously mentioned, the best thing that faculty members can do in order to combat this is to utilize a compassionate and flexible teaching style, that is understanding of this unique time and the unique pressures students are facing. Additionally, when designing assignments, professors should be careful to avoid assignments with tight time parameters when able, as some students may not have a quiet place to themselves throughout the day. On an individual level, it may be best for professors to put themselves in a student's shoes as they transition their classes to remote learning. When designing assignments, professors should consider their feasibility in a quarantine situation. If the assignment requires special privileges, or can't feasibly be done from a personal computer, one should consider modifying the assignment.

## **Future directions**

Our study was conducted just before the emergence of SARS-CoV-2 and the subsequent shutdowns of in-person classes at the university on March 18, 2019, which resulted in the university transitioning to an exclusively online environment for the remainder of the Spring 2019 term. It is likely that the opinions expressed in the surveys described herein would vary given the move to exclusive online teaching environments because of a global pandemic. The transition to remote delivery in online environments has raised many concerns as to whether or not online environments will increase incidents of academic dishonesty (Harrison, 2020; Mățã et al., 2020). Currently there is conflicting evidence as to whether or not online instruction increases rates of academic dishonesty (Harrison, 2020) However, it is not known what kind of impact moving coursework initially designed for in-person instruction to remote delivery has on academic dishonesty, let alone established in-person university cultures (Evans et al.,

2020). Given that the culture of an institution has been shown to impact rates of academic dishonesty (McCabe, 1993; McCabe et al., 2012), future research should determine whether or not the current global pandemic has changed academic cultures, and if such cultural changes are reflected in academically dishonest practices.

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# Appendices

## Appendix A: List of Survey Questions Presented on the Student Survey

1. Please identify your gender:
  - Male
  - Female
  - non-binary
  - do not wish to identify
2. Please identify your current age:
  - 17-19
  - 20-29
  - 30-39
  - 40-49
  - 50-59
  - 60-69
  - 70 or more
3. Please indicate your highest level of education:
  - High school diploma
  - Diploma or Certificate
  - Bachelor's degree
  - Master's degree
  - Doctorate degree
  - Other (please list)
4. Please state your current year of post-secondary experience:
  - 1st year
  - 2nd year
  - 3rd year
  - 4th year
  - 5 or greater
5. What discipline(s) are you currently enrolled in?
  - Arts & Science - Humanities
  - Arts & Science - Sciences
  - Arts & Science - Social Sciences
  - Dhillon School of Business
  - Education
  - Fine Arts
  - Health Science/Nursing
  - Other (please list)
6. In your own words, please define academic dishonesty
7. Please indicate your level of agreement with the following statement:  
I believe that academic honesty among students is important.
  - Strongly Disagree
  - Disagree
  - Neither disagree nor agree
  - Agree
  - Strongly Agree
8. Have you personally witnessed any incidents of academic dishonesty in the past?
  - Yes

- No
9. Please list up to five (5) examples of academic dishonesty that you have witnessed
10. Have you ever reused an assignment for another course (at the post-secondary level)
- Yes
  - No
11. Have you ever turned in an assignment (at the post-secondary level) that someone else completed for you?
- Yes
  - No
12. Have you ever turned in an assignment (at the post-secondary level) that you paid someone else to complete for you? (This does not include someone being paid to edit the paper for things like APA formatting, etc.)
- Yes
  - No
13. Please indicate your level of agreement with the following statement:  
I feel that I have been adequately taught what constitutes plagiarism, academic fraud, academic misconduct or other cheating behaviours at the University
- Strongly Disagree
  - Disagree
  - Neither disagree nor agree
  - Agree
  - Strongly Agree
14. Are you familiar with the policies at the University regarding academic dishonesty?
- Yes
  - No
15. If you have any other comments that you would like to make about academic dishonesty on campus, please feel free to do so here. Please do not identify any specific individuals.
16. Upon the completion of this survey, you will have the opportunity to indicate your interest in participating in a follow-up focus group. Participation in a focus-group is completely voluntary.

## Appendix B: List of Survey Questions Presented on the Faculty Survey

1. Please identify your gender:
  - Male
  - Female
  - non-binary
  - do not wish to identify
2. Please identify your current age:
  - 17-19
  - 20-29
  - 30-39
  - 40-49
  - 50-59
  - 60-69
  - 70 or more
3. Please indicate your highest level of education:
  - High school diploma
  - Diploma or Certificate
  - Bachelor's degree
  - Master's degree
  - Doctorate degree
  - Other (please list)
4. What is your current teaching position with the University?
  - Sessional Instructor
  - Term Appointment
  - Full-time Academic Assistant/Instructor
  - Assistant Professor
  - Associate Professor
  - Professor
  - Emeritus
5. Please state your current years of post-secondary teaching experience
  - 5 or fewer
  - 6-10
  - 11-20
  - 21-30
  - 31 or greater
6. What discipline(s) do you currently teach in?
  - Arts & Science - Humanities
  - Arts & Science - Sciences
  - Arts & Science - Social Sciences
  - Arts & Science - Social Sciences
  - Dhillon School of Business
  - Education
  - Fine Arts
  - Health Science/Nursing
  - Other
  - School of Liberal Education
7. In your opinion, what constitutes academic dishonesty?
8. Have you personally witnessed any incidents of student academic dishonesty in the past?
  - Yes

- No
9. List some examples of academic dishonesty that you have observed. Please do not identify any specific individuals.
  10. In your opinion, what constitutes plagiarism?
  11. List some examples of plagiarism that you have observed. Please do not identify any specific individuals.
  12. Please indicate your level of agreement with the following statement: "I believe that student academic honesty is important."
    - Strongly Disagree
    - Disagree
    - Neither disagree nor agree
    - Agree
    - Strongly Agree
  13. Have you reported academic dishonesty in the past?
    - Yes
    - No
  14. On average, how frequently do you report?
    - <1 per semester
    - 1 per semester
    - 2 per semester
    - 3 per semester
    - 4 per semester
    - 5 per semester
    - 6 per semester
    - 7 per semester
    - 8 per semester
    - 9 per semester
    - 10 per semester
    - >10 per semester
  15. How did you handle academic dishonesty in the past? (select all that apply)
    - Discussed with student
    - Reported to the Team Leader or Course Leader
    - Reported to the Chairperson
    - Reported to the Dean
    - Other (please list)
  16. Please indicate your level of agreement with the following statement: "I believe in reporting incidents of academic dishonesty."
    - Strongly Disagree
    - Disagree
    - Neither disagree nor agree
    - Agree
    - Strongly Agree
  17. If you have witnessed incidents of academic dishonesty in the past, what are some of the reasons why you chose not to report them (choose your top 3) - Selected Choice
    - Does not apply: I always report
    - Lack of Chairperson or Dean Support
    - Unfamiliar with the academic misconduct institutional policies
    - Not intentional on the students' part
    - Insufficient evidence
    - Reporting the incident was too much work
    - Lack of time

- Potential for negative student evaluation(s)
  - Potential for negative peer evaluations(s)
  - Fear of verbal or physical assault
  - Opposed to confrontation
  - Potential for damaged relationships between the faculty and the student(s)
  - Potential for damaged relationships between the faculty member and their colleague(s)
  - Fear of negative impact from the administration personnel
  - Didn't want to damage your reputation
  - Fear of losing your job
  - Other (please list)
18. Please indicate your level of agreement with the following statement: "It is important to communicate what constitutes academic dishonesty to my students."
- Strongly Disagree
  - Disagree
  - Neither disagree nor agree
  - Agree
  - Strongly Agree
19. I take the opportunity to communicate what constitutes plagiarism, academic fraud, academic misconduct and other unacceptable cheating behaviors to my students.
- Never
  - Rarely
  - Sometimes
  - Frequently
  - Always
20. How satisfied are you with the support within the University towards reporting academic dishonesty?
- Very dissatisfied
  - Dissatisfied
  - Neither dissatisfied nor satisfied
  - Satisfied
  - Very Satisfied
21. Are you familiar with the policies within the University towards reporting academic dishonesty?
- Yes
  - No
22. How satisfied are you with the policies within the University towards reporting academic dishonesty?
- Very Dissatisfied
  - Dissatisfied
  - Neither dissatisfied nor satisfied
  - Satisfied
  - Very Satisfied
23. I believe that incidents of academic dishonesty should be reported.
- Never
  - Rarely
  - Sometimes
  - Frequently
  - Always
24. In my experience, I believe that incidents of academic dishonesty are increasing.
- Strongly Disagree
  - Disagree
  - Neither disagree nor agree

- Agree
  - Strongly Agree
25. How likely are you to report incidents of academic dishonesty in the future?
- Very unlikely
  - Unlikely
  - Undecided
  - Likely
  - Very Likely
26. If you have any other comments that you would like to make about academic dishonesty on campus, please feel free to do so here. Please do not identify any specific individuals.

## Appendix C: List of Focus Questions Presented to Students

1. Are you familiar with the academic dishonesty policy at the U of L? If so, what is it, if not, what do you think it would entail?
2. From the survey data, we found that the top 3 examples of academic dishonesty witnessed by students were plagiarism, cheating on exams, and sharing of assignments or tests. Have you witnessed or heard about any of these?
  - a. Do these results surprise you? Would you say other forms are more prevalent?
3. Our survey results indicated that some students believe different assignment types lend themselves to easier methods of cheating. Do you think that some types of assignments or tests make it easier to cheat than others?
4. Something that came up a lot in our answers was the idea that students could buy and sell assignments, test answers, and papers. Do you have personal experiences with this? How prevalent would you say this is?
5. Another thing that came up frequently in our results was the notion of accidental versus intentional academic dishonesty. We were wondering if you could elaborate on what you believe are the important differences here and methods you use to determine the difference?
6. In the survey results, many people mentioned that there are reasons students may choose to cheat. We wanted to ask you all to list some reasons that you think would motivate students to cheat, or some reasons that you have heard are why people cheat?
7. If you were a professor or a school administrator, what would you do, either at a classroom or policy level, to help encourage academic honesty and combat student cheating?
8. Out of all the points we have discussed today, what is the most important thing that was said today, either by you or someone else in the group?

## Appendix D: List of Focus Questions Presented to Faculty

1. Are you familiar with the university's academic dishonesty policy? If so, would you mind defining it for us? If not, what do you think it includes?
2. What, is the most common form of academic dishonesty amongst students that you personally witness and what do you do to combat it?
3. If there is an incident of academic dishonesty in one of your courses, do you report it? If so, why or why not?
4. What is the main reason that you think students cheat? What do you believe drives students to cheat?
5. Another thing that came up frequently in our results was the notion of accidental versus intentional academic dishonesty. We were wondering if you could elaborate on what you believe are the important differences here and methods you use to determine the difference.
6. Some students indicated that there are certain assignments that make it easier to cheat than others, do you find that cheating or other forms of academic dishonesty are more common with certain assignments or in certain classes?
7. What advice do you have for the school administration on how to combat the problem of academic dishonesty on campus? How can we simplify the reporting process? Do you have suggestions on how the investigation process and disciplinary action may be better handled and delivered?
8. Is there an aspect of student academic dishonesty that we haven't talked about today that you would like to comment on?

## Appendix E

Table 15

### *Student Survey Rotated Factor Matrix*

Item	Factor	
	1	2
Please identify your current age.	0.890	
Please indicate your highest level of education.	0.563	
Please state your current year of post-secondary experience.	0.560	
Have you ever turned in an assignment (at the post-secondary level) that someone else completed for you?		0.729
Have you ever turned in an assignment (at the post-secondary level) that you paid someone else to complete for you? (This does not include someone being paid to edit the paper for things like APA formatting, etc.)		0.564

*Note:* Extraction Method: Maximum Likelihood; Rotation Method: Varimax with Kaiser Normalization; Rotation converged in 8 iterations; [Source: Authors' Construct \(2019\)](#)

## Appendix F

Table 16

### *Student Survey Total Variance Explained*

Factor	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	1.903	38.065	38.065	1.433	28.661	28.661	1.425	28.508	28.508
2	1.395	27.909	65.974	0.848	16.969	45.629	0.856	17.122	45.629
3	0.680	13.606	79.579						
4	0.589	11.781	91.360						
5	0.432	8.640	100.000						

*Note:* Extraction Method: Maximum Likelihood; Source: [Authors' Construct \(2019\)](#)

**Appendix F1**

Table 17

*Faculty Survey Rotated Factor Matrix*

Item	Factor		
	1	2	3
Please indicate your level of agreement with the following statement: I believe that student academic honesty is important.			0.991
Please indicate your level of agreement with the following statement: I believe in reporting incidents of academic dishonesty.	0.530		0.521
Please indicate your level of agreement with the following statement: It is important to communicate what constitutes academic dishonesty to my students.			0.420
I take the opportunity to communicate what constitutes plagiarism, academic fraud, academic misconduct and other unacceptable cheating behaviors to my students.	0.468		
How satisfied are you with the support within the University of Lethbridge towards reporting academic dishonesty?		0.879	
How satisfied are you with the policies within the University of Lethbridge towards reporting academic dishonesty?		0.757	
I believe that incidents of academic dishonesty should be reported.	0.775		
How likely are you to report incidents of academic dishonesty in the future?	0.845		
Please state your current years of post-secondary teaching experience.		0.407	

Note: Extraction Method: Maximum Likelihood. Rotation Method: Varimax with Kaiser Normalization. Rotation converged in 7 iterations; Source: Authors' Construct (2019)

**Appendix F2**

Table 18

*Faculty Survey Total Variance Explained*

Factor	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	3.143	34.921	34.921	1.749	19.436	19.436	2.001	22.235	22.235
2	1.835	20.389	55.310	1.925	21.391	40.828	1.534	17.048	39.283
3	1.074	11.938	67.249	1.390	15.450	56.277	1.529	16.994	56.277
4	0.858	9.530	76.778						
5	0.749	8.325	85.103						
6	0.473	5.260	90.363						
7	0.338	3.756	94.119						
8	0.300	3.334	97.453						
9	0.229	2.547	100.000						

Note: Extraction Method: Maximum Likelihood; Source: Authors' Construct (2019)