Candidate: Ceceilia Parnther
For the degree of: Doctor of Philosophy
Department: Educational Leadership, Research and Technology

Title: It’s On Us: A Case Study of Academic Integrity in a Mid-Western Community College

Committee: Dr. Donna Talbot, Chair
Dr. Regina Garza Mitchell
Dr. Suzie Nagel

Time/Place: Monday, October 31, 2016
9 to 11 a.m.
4402 Sangren Hall

Academic ethics and integrity are necessary elements of a quality education, and the need for academic integrity education on campuses has been well documented (Gallant, 2008; Gallant & Drinan, 2006; Liebler, 2009; McCabe, Trevino, & Butterfield, 2004). Academic integrity is a cornerstone of the learning process (Bretag, 2014; Harp & Taietz, 1966). Higher education institutions have the opportunity to promote academic integrity and prevent academic misconduct on campus. While studies have been done to examine academic integrity education, literature on these concepts in the community college setting is extremely limited.

To address this gap in the literature, a single bounded case study using a partially mixed, concurrent, dominant status design (Johnson, Onwuegbuzie, & Turner, 2007) was conducted. The study included a review of 22 documents, academic misconduct violation data from 2002-2015, a modified survey
instrument, the *Academic Integrity Survey (N=57)*, and semi-structured interviews with 10 institutional stakeholders including faculty, staff, and senior administrators. In so doing, this study examines the components of academic integrity education within one Mid-Western community college, as perceived by faculty and staff.

The resulting case study reveals a change in academic integrity education over the last five years. Policies have been revised to promote faculty autonomy in decision making. Participants understand the issue of academic integrity and recognize its occurrence within the institution. Despite this, the formal data collected on academic misconduct is limited. Though responses to academic misconduct vary greatly, including refusal to participate in a formal academic misconduct reporting process, participants indicate a personal willingness to prevent academic misconduct and to promote academic integrity. This willingness spans academic department, faculty rank, and gender within the institution.

The findings of this study indicate that faculty are considered the most influential individuals on academic integrity on campus. Faculty classroom management and curriculum development have emerged as important tools in setting expectations of integrity. The choices that faculty make in addressing academic misconduct are based on individual norms of academic discipline, personal, and professional experiences. Limited resources of time, money, and priority are seen as a challenge in providing institutionalized opportunities for academic integrity education. Recommendations for higher education leaders include: increased student engagement, opportunities for faculty to share and disseminate ideas, demonstrated student learning, and a clear policy and shared mission. This study adds to the body of knowledge of academic integrity research, namely the promotion of academic integrity and prevention of academic misconduct in the community college setting.