Academic Integrity Issues: Benefits, Challenges, Initiatives and Practices

By

ArwaArna'out
Preparatory Year / Najran University, Najran, SAUDI ARABIA.

Abstract

This research has attempted to study faculty members' perception at Najran University about academic integrity issues: benefits and challenges of promoting academic integrity, university initiatives and faculty members' practices to promote academic integrity. Two questionnaires were distributed on a stratified sample among faculty members: (26) respondents responded to the open ended questions and (200) respondents responded to the three-point Likert Scale Questionnaire. Frequencies and percentages were utilized to answer the formulated research questions. Findings revealed high percentages of agreement on the following benefits: the commitment to academic integrity reduces violations, protects people's rights, and affects the institution's academic reputation. The majority of the participants agreed that firm response to academic integrity violations, achieving the core values of academic integrity and factors facilitate academic dishonesty are challenging the institution face in promoting academic integrity. Findings also showed high percentages of agreement about keeping records as evidence related to the issues of academic dishonesty, declaring an academic integrity and implementing academic integrity orientation programs for freshmen. The most frequent practices faculty members use to promote academic integrity were setting exam rules to avoid exam misconduct, encouraging an environment of mutual trust during lectures, and responding to academic integrity violations immediately. Some recommendations were also suggested to promote academic integrity in the university.

Keywords: *Promoting academic integrity, benefit, challenge, initiative, practice*

1. Introduction

Academic integrity is interpreted as the values, behavior and conduct of academics in all aspects of their practice: teaching, research and service. The term 'academic integrity' is widely used as a proxy for the conduct of students, notably in relation to plagiarism and cheating. (Macfarlane et al., 2014).

According to the Center of Academic Integrity, academic integrity is defined as a commitment to five fundamental values: honesty, trust, fairness, respect, responsibility and courage. An academic community flourishes when its members are committed to these values (ICAI, 2013). Academic integrity exists when students and faculty seek knowledge honestly, fairly, with mutual respect and trust, and accept responsibility for their actions and the consequences of those actions. Without academic integrity, there can be no trust or reliance on the effectiveness, accuracy, or value of a university's teaching, learning, research, or public service activities. It is therefore a key that we understand what academic integrity is, why it is important, and how to help it flourish in college campuses (U.C.Davis, 2013).

Dyer (2010) indicates that academic integrity is viewed as a cornerstone for the majority of academic institutions as it is a fundamental value upon which the school, college or university institution depends upon its students, faculty and administrators to support, maintain and uphold. To promote and sustain an institutional climate of academic integrity, Gilber et al (2007), suggest that it requires active participation by all members of a college community and is largely dependent on ongoing system-wide communications that are wedded more to principles of alliance than compliance. Such climate is an extension of institutional integrity and understanding that honesty must be woven throughout the fabric of a college. They also state that strategies for developing academic integrity vary from college to college, but the similarities fall into several categories:

a) Educate and involve students in discussions about promoting and sustaining an institutional climate of academic integrity;
b) Develop and publish clear definitions and examples of academic dishonesty
c) Formulate clear and consistent methods of communication about unacceptable behaviors and their consequences; and
d) Establish clear processes for documenting infractions and providing due processes and clearly defined consequences for unacceptable behaviors.

Promoting and maintaining academic integrity in an age of collaboration, sharing and social networking has been challenging for educators, librarians, and administrators. These challenges come from several sources: the increase and availability of new types of technology, the difference in the characteristics and viewpoints of the millennial generation and the changing society and environment in which they live to name just a few. Each of these different challenges offers educators new opportunities to change their pedagogical approach (Besnoy, 2005).

A number of colleges have found effective ways to reduce cheating and plagiarism. The key to their success seems to be encouraging student involvement in developing community standards on academic dishonesty and ensuring their subsequent acceptance by the larger student community. Many of these colleges employ academic honor codes to accomplish these objectives. (McCabe & Pavela, 2005).

Najran University, which is located on the eastern outskirts of the city of Najran in the Kingdom of Saudi Arabia, was established on 2006 and comprises fourteen colleges. In accordance with the belief, values, and teachings of Islam, it is committed to core values, guidelines, which control the conduct and the overall performance of all its employees, academic and administrative units in all activities and decisions. Therefore, the university realized and affirmed academic integrity as part of its core values: leadership, responsibility, honesty, transparency, accountability, fairness, respect, team work, creativity and quality. (University Mission, 2014).

Najran University as other universities in KSA, is committed to an academic integrity environment. It views academic integrity as an ethical principle of the institution which should be compelled with laws and regulations.

Therefore, it sets academic integrity rules and regulations and makes students comply with them. Faculty members, on the other hand, orient the students' compliance with these rules and regulations, and follow practices to promote them. All these rules and regulations are announced under the name "Undergraduate List of Study and Tests". These regulations are derived from higher education council system and universities which were passed by the Council of Ministers dated 1993. (Rules and Regulations, 2014).

Both "Undergraduate Regulations of Study and Tests" and the "Disciplinary Regulations List" are published on the university website. All undergraduate students in Najran University are subjected to comply with these regulations which aim to:
1. Ensure the quality of educational process and supportive activities
2. Adjust students behavior to be active members in the society
3. Evaluate violators' behavior by implementing sanctions commensurate with their violations and to address their behavior educationally and academically. (Rules and Regulations, 2014)

According to the "Disciplinary Regulations List", the following behaviors cause severe penalty:
1. Every deed affects the morals and Islamic values, or breaches the good conduct and manners inside and outside the university.
2. Cheating at the exam, reports or projects or even commencing cheating.
3. Disordering the examination system or the calmness of the exam.
4. Misuse of university facilities and contents.

5. Appearing at the exam in place of another student.
6. All forms of forgery or cheating.   (Disciplinary Regulations List, 2013)

Consequences for acts of academic dishonesty are included in this list in (Article three). Penalties for violations include an oral alert, a written warning, a denial from university benefits, and denial of registration from a course or more for one semester or more, a suspension from university for a semester or two, and a denial from entering the test of a course or more. (Disciplinary Regulations List, 2013)

Because Academic integrity is a collective responsibility which should be shared by everyone in the campus and all members shall ensure holding to academic integrity standards and that violations leads to sanctions, academic integrity environment needs faculty awareness of its benefits, challenges, initiatives and practices to promote it.

2. Literature Review

Increased interest has been focused on Academic integrity in many educational institutions and many empirical studies shed light on it from different aspects.

Academic Integrity in Online Environment (Distance Education):

Gibbons et al., (2002) focused in their paper: "That's My Story and I'm Sticking to It: Promoting Academic Integrity in the Online Environment", on factors that influence academic dishonesty in online environment and ways to design online courses to discourage academic dishonesty.

Kleinman (2005) provided filed-tested recommendations for designing and maintaining online learning environments that encourage active learning, interaction and academic integrity. On the other hand, Kitahara & Westfall (2007) discussed promoting academic integrity in online distance learning courses. They mentioned that universities face challenges to ensure academic integrity in online distance learning, so they reviewed the literature highlighting the extent of the problem of academic dishonesty in distance learning courses and discussed issues relevant to this. They argued that while the challenge to protect Academic Integrity is common to course offerings in both the online and traditional (in-class) environments, courses presented in a purely distance learning environment present special concerns for implementation of protective measures.

Other researchers as Spaulding (2009) examined student perceptions of academic integrity related to both online and face-to-face course formats. A survey was administered which measured the frequency students participated in academic misconduct and the instances in which students believed other students participated in academic misconduct. Findings gave evidence that there may be unnecessary alarm concerning the prevalence of academic dishonesty in online courses as opposed to face-to-face courses. The faculty concerns about academic dishonesty should not necessarily be more strongly focused on the online environment. Jones (2011) focused on internet plagiarism as one of the most common forms and studied academic dishonesty with students enrolled in an online business communication course. This study recommended ten institutional strategies to reinforce academic integrity and assist students with avoiding cheating especially internet plagiarism and high-tech cheating. While academic dishonesty is a priority for all educational environments, it is particularly of concern in courses offered at a distant where students work independently and with less direct monitoring of their actions by an instructor. McGee (2013), in her article, "Supporting Academic Honesty in Online Courses", examined reasons that cause students to cheat and plagiary in online courses and she recommended strategies to minimize violations.

Academic integrity as an institutional issue:
Institutions can take actions to enhance academic integrity as Whitley & Keith-Spiegel (2001) noted in their article. They considered that the institution has a major role in fostering academic integrity by the content of an effective academic honesty policy, campus-wide programs designed to foster integrity, and

the development of a campus-wide ethos that encourages integrity. Gallant & Drinan (2006) argued in their research "Institutionalizing Academic Integrity: Administrator Perceptions and Institutional Actions" that there has been less research on the roles of faculty and administrators in managing academic integrity issues institutionally. They developed a survey from institutional theory and academic integrity research, and they collected academic affairs administrators' perceptions of academic integrity institutionalization. They suggested focus on cultivating faculty as key change agents and reduced attention to students and increased attention to reducing obstacles to successful institutionalization of academic integrity while engaging faculty more thoroughly in the process. Moreover, Gallent & Drinan (2008), proposed a model of academic integrity institutionalization using institutional theory, delineates four stages and a pendulum metaphor. A case study was provided to illustrate how the model can be used by postsecondary institutions as a stimulus for specifying points of change resistance and developing a common understanding of institutionalization challenges.

Promoting, enhancing, and maintaining a culture of academic integrity:
McCabe & Drinan (1999) focused on the culture of academic integrity. They discussed some fundamental issues that institutions must address like inadequate administrative support for academic policies and procedures, inequitable systems to adjudicate suspected violations of policy and lack of awareness of new educational trends affecting academic integrity on campuses. In another research by McCabe, et al. (2001), they examined cheating in academic institutions. This research suggested that although both individual and contextual factors influence cheating, contextual factors, such as students' perceptions of peers' behavior, are the most powerful influence. In addition, an institution's academic integrity programs and policies, such as honor codes, can have a significant influence on students' behavior.

McCabe, et al. *(2002)* conducted a study discussing that traditional academic honor codes are generally associated with lower levels of student academic dishonesty. They investigated the influence of modified honor codes, an alternative to traditional honor codes, that is gaining popularity on larger campuses. Results suggested that modified honor codes are associated with lower levels of student dishonesty. They also conducted a survey of faculty in (2003) which investigated the influence of honor codes on faculty attitudes and behaviors. They found that honor code faculty have more positive attitudes toward their schools' academic integrity policies and are more willing to allow the system to take care of monitoring and disciplinary activities. Faculty in noncode institutions have less positive attitudes and are more likely to take personal actions designed to both catch and deal with cheaters. They also found that, in noncode environments, faculty who had an honor code experience as a student were more likely to believe that students should be held responsible for peer monitoring and to say that they deal personally with cheating. Implications for higher education institutions are discussed.

Hendershott & Drinan (2000) concluded, in a study in titled "Toward Enhancing a Culture of Academic Integrity", the importance of the need of awareness to address campus culture issues before creating honor code and the need to involve every layer of an institution as steps toward enhancing a culture of academic integrity. On the other hand, Boehm, et al. (2009) identified four initiatives to be significant in reducing scholastic dishonesty: Faculty training, effective classroom management strategies, clear definitions and examples of cheating, and placing an "XF" (failed class due to academic dishonesty) on official transcripts of students found cheating. On the other hand, Hulsart & McCarthy (2011) addressed questions on academic dishonesty to provide a model for creating a culture of trust by utilizing the basic tenets of leadership to promote academic integrity with students. They concluded that faculty must create an ethical classroom climate, by model integrity as well as communicate what constitutes cheating and the consequences of academic dishonesty, and by deter opportunities for student cheating through redesign of the learning environment to include instruction and assessment pedagogy.

Academic integrity Misconduct and Challenges:
A study performed by Kisamore, et al. (2007) examined how integrity culture interacts with prudence and adjustment to explain variance in estimated frequency of cheating, suspicions of cheating, considering

cheating and reporting cheating. Age, integrity culture, and personality variables were significantly related to different criteria. Overall, personality variables explained the most unique variance in academic misconduct, and adjustment interacted with integrity culture, such that integrity culture had more influence on intentions to cheat for less well-adjusted individuals.

Gynnild & Gotschalk (2008) focused on promoting academic integrity at a Midwestern University. They examined the nature and prevalence of integrity violations and present approaches that might reduce or eliminate opportunities to cheat. They suggested that more emphasis needs to be put on structural approaches to reduce or eliminate opportunities to cheat, and the educational aspect of dishonest actions should be further strengthened.

Dyer (2010) explored challenges facing faculty and academic institutions in maintaining academic integrity which come from different areas such as the increased availability of technology and connectivity, the characteristics and viewpoints of students, and the environment where the students live—namely a society where cheating seems commonplace. She suggested that maintaining academic integrity can be accomplished by promoting academic integrity, educating students and including new technologies and new styles of teaching.

Bernardi et al., (2012) discussed challenges to academic integrity: Identifying the factors associated with the cheating chain. Findings indicated that students having cheated in a minor and/or major examination associated with the sum of having observed other students cheating, knowing a student who routinely cheated and social desirability response bias. Their model for students' intentions to cheat in the future included their having cheated in minor and major examinations. Many other researchers examined academic dishonesty and students misconduct like cheating and plagiarism such as Davis et al., (1992), Jurdi et al. (2011), McCabe & Trevino (1993), Colnerud & Rosander (2009), Hochstein et al. (2008), Anderson & Wheeler (2010), Scanlonm & Neumann (2002), and Schrimsher et al. (2011).

Research Objectives
The study intended to identify faculty members' perception about:
1- The benefits of promoting academic integrity in their institution.
2- Identifying academic integrity challenges in their institution.
3- Suggested initiatives to be sponsored by their institution.
4- The practices used to promote academic integrity.

Research Questions
In order to understand faculty members' perceptions about promoting academic integrity in Najran University, this research aimed to answer the following research questions:
1. What are faculty members' perceptions about the benefits of promoting academic integrity to their institution?
2. What are faculty members' perceptions about identifying academic integrity challenges in Najran University?
3. What are faculty members' suggestions about university initiatives to promote academic integrity?
4. What are faculty members' practices to promote academic integrity?

Significance of the Study
Faculty members play an important role in the process of creating and maintaining academic integrity by influencing expectations and behaviors of students within their classes. They act as a medium between the university and students for promoting academic integrity. (Hulsart & McCarthy, 2011)

The importance of this study stemmed from the fact that it is attempted to identify faculty members' perception about the four issues of promoting academic integrity in their institution: the benefits, the challenges, the initiatives and the practices because activating the engagement of the students in understanding and complying with academic integrity rules and regulations is sponsored by faculty

members. They are responsible for administering disciplinary regulations and confronting academic dishonesty by supporting those with practices. This will not happen if they are not aware of the significance of the mentioned four issues related to promoting academic integrity.

Limitations of the Study
This study was limited to faculty members at Najran University during the first semester of the academic year 2014-2015, and the findings were limited to the sample size and way of choosing it. A random stratified sample was intentionally chosen for better representation. The study was also limited to faculty members' perception about the four issues of academic integrity and other stakeholders were not sought by the study.

3. Research Methodology

The descriptive analytical method was used to answer the questions of the study by distributing two questionnaires (Open Ended Questions and Three-Point Liker Scale Questionnaire) on a stratified sample from faculty members in Najran University. They aimed to elicit and explore faculty members' perception about academic integrity in Najran University regarding: the benefits, the challenges, university initiatives, and faculty members' practices of academic integrity. The responses were then analyzed quantitatively using descriptive statistics, displaying the frequency distribution using percentages.

Population and Sample
The study population consisted of faculty members at Najran University during the first semester of the academic year 2014-2015. For best representation of the population according to academic qualification, gender and college type, a random stratified sample was chosen from two scientific colleges (College of Medicine, and College of Computer and Information Systems) and two humanities colleges (College of Science and Arts and College of Education). Table 1 shows the distribution of the population.

Table 1. Population Distribution according to Qualification, Gender and College

Academic Qualification	PhD		Master		BSc		Total
Gender	Male	Female	Male	Female	Male	Female	
College of Medicine	42	18	25	10	32	6	133
College of Computer & Information Systems	16	6	35	19	17	19	112
Total	58	24	60	29	49	25	245
College of Science and Arts	62	22	45	23	18	72	242
College of Education	56	38	12	38	7	30	181
Total	118	60	57	61	25	102	423

Table 2 shows the distribution of the sample study according to the academic qualification, gender and faculty type (Scientific or Humanities).

Table 2. Sample Distribution according to Academic Qualification, Gender and College

Academic Qualification	PhD		Master		BCs		Total
Gender	Male	Female	Male	Female	Male	Female	
College of Medicine	12	8	10	5	14	5	54
College of Computer and Information Systems	6	4	12	8	8	8	46
Total	19	9	19	10	16	9	100
College of Science and Arts Sample size	22	10	20	14	12	42	120
College of Education Sample size	19	15	8	15	5	18	80
Total	36	20	20	22	11	33	200

Instrument

Two questionnaires were designed and used to collect data. They were an open-ended questions and a three-point Liker scale questionnaire. The aim of the first questionnaire (Open-ended Questions) was to elicit the main ideas regarding the four issues (the benefits, the challenges, the initiatives and the practices of academic integrity). Open-ended questions were sent to a random sample of 40 faculty members from College of Computer and Information Systems and College of Education in Najran University via email during one month period. Faculty members were asked to express their opinion about questions listed in table 3 below. Answers received from (26) participants of the open ended questions out of (40) were collected and analyzed. The most frequent answers were arranged in four domains in a Three-Point Likert-Scale Questionnaire.

Table 3. The Questions of the Open-Ended Questionnaire

1.	What are the benefits of promoting academic integrity in Najran University?
2.	What are the challenges of academic integrity in Najran University?
3.	What initiatives do you suggest your institution to activate to promote academic integrity?
4.	What practices do you use to promote academic integrity?

The second questionnaire (Three-Point Liker Scale Questionnaire) was directed to a sample of faculty members in Najran University (table 2). The questionnaire consisted of (40) items distributed into those four domains (Academic integrity benefits, challenges, initiatives and practices). It was standardized on the response of (6) arbitrators who expressed their opinion about the validity of the questionnaire items. Out of (45) items, five items were omitted and seven were rephrased. Moreover, reliability was calculated and revealed a reliability Alpha Coefficient (r=0,804). Table 4 shows the distribution of the four domains.

Table 4. Distribution of Faculty Members' Perceptions about Academic Integrity Issues

Item Number	*Academic Integrity Issues*
1-10	Benefits of Promoting Academic integrity in the institution
11-20	Identifying Academic integrity challenges
21-30	University initiatives to promote academic integrity
31-40	Faculty members' practices to promote academic integrity

4. Findings

The findings revealed in the analysis of the data gathered through the instruments described in the instrument section are presented based on the research questions using tables and interpretations.

Findings Regarding the First Research Question:
The first research question of the study was: *"What are faculty members' perceptions about the benefits of promoting academic integrity in their institution?"* The participants' feedback on this question was examined using frequencies and percentages and the findings are presented in table 5.

Table 5. Frequencies and percentages of sample responses regarding the benefits of promoting academic integrity

	Benefits of Promoting Academic Integrity to the Institution	Response Categories						Rank
		Agree		Neutral		Disagree		
		F	%	F	%	F	%	
1	Academic integrity affects learning environment quality	258	86	-	-	42	14	6
2	Academic integrity is a fundamental requirement for producing good scholars	279	93	-	-	21	7	2
3	Commitment to academic integrity reduces violations	288	96	3	1	9	3	1
4	Academic integrity facilitates formation of self-reliance habits	243	81	-	-	57	19	7
5	Academic integrity protects people's rights	279	93	-	-	21	7	2
6	Academic integrity affects the institution's academic reputation	280	93	6	2	14	5	2
7	Academic integrity affects the credibility of the university degree	273	91	-	-	27	9	3
8	Equity is affected by academic dishonesty	261	87	-	-	39	13	5
9	Academic integrity affects students professional development	237	79	0	0	63	21	8
10	Academic dishonesty affects students' morale when no action is taken	265	88	6	2	29	10	4

As seen in table 5, findings showed that the majority of the sample (above 79%) agreed on the ten benefits of promoting academic integrity to their institution. (96%) agreed that the most important benefit

of promoting academic integrity to their institution is that commitment to it reduces violations. (93%) also stated that academic integrity is a fundamental requirement for producing good scholars and that it protects people's rights and affects the institution's academic reputation. (91%) agreed that academic integrity affects the credibility of the university degree. On the other hand, (21%) disagreed that the most important benefits of promoting academic integrity is that it affects students' professional development. Moreover, (19%) of the sample didn't agree that academic integrity facilitates formation of self-reliance habits. And (14%) disagreed that academic integrity affects learning environment quality.

Findings Regarding the Second Research Question

The second research question of the study was: *"What are faculty members' perceptions about identifying academic integrity challenges in their institution?"* The participants' feedback on this question was examined using frequencies and percentages and the findings are presented in table 6.

Table 6. Frequencies and percentages of sample responses regarding identifying academic integrity challenges

	Identifying Academic Integrity Challenges	Agree		Neutral		Disagree		Rank
		F	%	F	%	F	%	
1	The excessive use of internet	261	87	-	-	39	13	5
2	Campus awareness about academic integrity	252	84	-	-	48	16	6
3	The motivation of applying academic integrity	264	88	-	-	36	12	4
4	Achieving the core values of academic integrity	280	93	3	1	17	7	2
5	Training faculty about practices to promote academic integrity	249	83	-	-	51	17	7
6	Availability of tools to deal with academic dishonesty	207	69	-	-	93	31	8
7	Factors facilitate academic dishonesty	267	89	-	-	33	11	3
8	Commitment to sustain academic integrity	261	87	-	-	39	13	5
9	Integrating academic integrity into the courses	180	60	9	3	111	37	9
10	Firm response to academic integrity violations	285	95	5	2	10	3	1

Findings in table 6 showed that the majority of the sample (above 60% of them) agreed on the suggested ten challenges in the table above. (95%) agreed that the most important academic integrity challenge in Najran University is firm response to academic integrity violations. (93%) of the sample agreed that achieving the core values of academic integrity is another challenge and (89%) agreed that reasons of academic dishonesty are important challenge. On the other hand, (37%) of the sample disagreed that integrating academic integrity into the courses is a challenge in their university. Moreover, (31%) disagreed that the availability of tools to deal with academic dishonesty is a challenge of academic integrity.

Findings Regarding the Third Research Question

The third research question of the study was: *"What are faculty members' perceptions about suggested university initiatives to promote academic integrity in Najran University?"* The participants' feedback on this question was examined using frequencies and percentages and the findings are presented in table 7.

Table 7. Frequencies and percentages of sample responses regarding suggested initiatives to promote academic integrity

	University's Initiatives to Promote Academic Integrity	Response Categories						Rank
		Agree		Neutral		Disagree		
		F	%	F	%	F	%	
1	Declare an academic integrity policy	282	94	3	1	15	5	2
2	Have a clear pedagogical vision about the importance of academic integrity	273	91	-	-	27	9	3
3	Keep records as evidence related to the issues of academic dishonesty	285	95	-	-	15	5	1
4	Set clear sanctions to curb academic dishonesty	273	91	-	-	27	9	3
5	Nominate Academic Integrity Board / Committee	199	66	3	1	98	33	8
6	Develop academic integrity training programs on campus	258	86	-	-	42	14	4
7	Develop "Online tutorials" about academic integrity	237	79	-	-	63	21	5
8	Implement annual events that promote academic integrity	207	69	-	-	93	31	7
9	Implement academic integrity orientation programs for freshmen	273	91	-	-	27	9	3
10	Activate Students' Council to inspire academic integrity	222	74	-	-	78	26	6

As seen in table 7, the majority of the sample (69% and above) agreed on the ten items suggested as university initiatives to promote academic integrity. (95%) agreed that keeping records as evidence related to the issues of academic dishonesty is an initiative for promoting academic integrity in Najran University. Moreover, declaring an academic integrity policy (94%), having a clear pedagogical vision about the importance of academic integrity (91%), setting clear sanctions to curb academic dishonesty (91%), and implementing academic integrity orientation programs for freshmen (91%) are initiative - suggested by the majority – to promote academic integrity. (33%) of the sample disagreed that nominating academic integrity board or committee is an important initiative for promoting academic integrity, (31%) disagreed that implementing annual events that promote academic integrity and (26%) also disagreed that activating Students' Council to inspire academic integrity are initiatives for promoting academic integrity in Najran University.

Findings Regarding the Fourth Research Question:
The third research question of the study was: *"What practices faculty members' use to promote academic integrity?"* The participants' feedback on this question was examined using frequencies and percentages and the findings are presented in table 8.

Table 8. Frequencies and percentages of sample responses regarding practices used to promote academic integrity

| | Faculty Members' Practices Used to Promote Academic Integrity | Response Categories | | | | | | Rank |
| | | Agree | | Neutral | | Disagree | | |
		F	%	F	%	F	%	
1	Discussing the code of ethics at the beginning of the course	264	88	-	-	36	12	6
2	Including material in courses to promote academic integrity	162	54	-	-	138	46	8
3	Reviewing academic integrity core values during course orientations	267	89	-	-	33	11	5
4	Clarifying research ethics before giving assignments	264	88	-	-	36	12	6
5	Clarifying disciplinary actions for violations of academic integrity	273	91	-	-	27	9	4
6	Responding to academic integrity violations immediately when they occur	276	92	-	-	24	8	3
7	Requiring specific citation style (APA, MLA, …) to prevent academic dishonesty	249	83	-	-	51	17	7
8	Starting open discussions about academic integrity issues	150	45	9	3	141	52	9
9	Setting exam rules to avoid exam misconduct	285	95	3	1	12	4	1
10	Encouraging an environment of trust during lectures	279	93	-	-	21	7	2

According to table 8, the majority (95%) of the sample agreed that setting exam rules to avoid exam misconduct is an effective practice they use to promote academic, (93%) agreed that encouraging an environment of trust during lectures is another practice. Moreover, (92%) of the sample agreed that responding to academic integrity violations immediately when they occur are used practices. (52%) of the sample disagreed that starting open discussions about academic integrity issues is an effective practice to promote academic integrity. Also, (46%) disagreed with including material in courses to promote academic integrity, and (17%) disagreed with requiring specific citation style to prevent academic dishonesty.

5. Discussion

This study aimed to examine faculty members' perception about academic integrity issues in Najran University: benefits, challenges, initiatives and practices. In general, high percentages and frequencies were registered in most of the issues. As a result of the analysis, it was determined regarding the benefits of promoting academic integrity issue that the majority of the participants agreed that commitment to academic integrity reduces violations, affects the institution's academic reputation, protects people's right, and is a fundamental requirement for producing good scholars. They also believe that academic integrity affects the credibility of the university degree. This result was in line with Gallant & Drinan (2008), who stated that academic misconduct can challenge the value of the university degree and cast public doubt on the validity of teaching and assessment methods. On the other hand, the results showed that the majority of the participants agreed that academic integrity affects students' morale when no action is taken, and affects equity. Less percentage was recorded about other benefits: academic integrity affects students professional development, facilitates formation of self-reliance habits and affects learning environment quality.

Findings also showed, in regarding to the participants perception about academic integrity challenges issue, that the challenges which gained most of the participants agreement is the challenges of firm response to academic integrity violations, achieving the core values of academic integrity and the

existence of factors which facilitate academic dishonesty. Results also showed that faculty members also perceive university motivation of applying academic integrity, commitment to sustain it, the excessive use of internet, and campus awareness of promoting academic integrity and training faculty about practices of promoting academic integrity as challenges of academic integrity to their institution too. This leads to what Whitley & Keith-Spiegel (2001) stated about college and university faculty members, that they rarely receive training on how to prevent, control, and confront academic dishonesty. Within this context, Whitley & Keith-Spiegel (2001) also encouraged training for all newly hired graduates teaching assistants and faculty members, and refresher training courses should be offered periodically for all instructors. Moreover, results showed that faculty members' perceive the availability of tools to deal with academic dishonesty and integrating academic integrity into the courses are less important challenges as they got fewer frequencies.

Findings showed that the suggested initiatives that shall be conducted by the university as perceived by faculty members: keeping records as evidence related to the issues of academic dishonesty, declaring an academic integrity policy, having a clear pedagogical vision about the importance of academic integrity, setting clear sanctions to curb academic dishonesty, and implementing academic integrity orientation programs for freshmen. The result of the agreement of most of the faculty members about a suggested university initiative which was "the declaration of an academic integrity policy" complied with Whitley & Keith-Spiegel (2001) notification about academic integrity policy: "Every college and university must develop an academic integrity policy that fits its mission as well as its student body and faculty".

Other initiatives suggested by the respondents were: developing academic integrity training programs on campus as suggested by Boehm, et al. (2009), developing "online tutorials" about academic integrity and activating students' council to inspire academic integrity. Fewer frequencies by faculty members were noticed about nominating academic integrity board or committee and implementing annual events to promote academic integrity, as they gained less agreement among them.

Findings showed that the most frequent practices used by faculty members to promote academic integrity were : setting exam rules to avoid exam misconduct, encouraging an environment of trust during lectures, and responding to academic integrity violations immediately when they occur. They also recommended reviewing academic core values during course orientations, clarifying research ethics before giving assignments, discussing the code of ethics at the beginning of the course, and requiring specific citation style to prevent academic dishonesty. More than half of the participants disagreed that starting open discussions about academic integrity issues is not an effective practice to promote academic integrity. This result was also questioned by (Whitley & Keith-Spiegel, 2001).

6. Conclusions and Recommendations

Based on the results of the present study, it can be concluded that faculty members perceive promoting academic integrity as an important issue in their institution. The majority of them agreed that there are many benefits of promoting academic integrity to their institution and there are also challenges that stand against achieving that. Moreover, they agreed upon suggested initiatives that contribute to promote academic integrity and practices to achieve that too.
The following recommendations are suggested to promote academic integrity in Najran University,
1. Start the process of developing an academic integrity policy.
2. Spread academic integrity awareness in the campus through a set of tools and resources:
    – Training programs
    – Online tutorials
    – Orientation programs for freshmen
3. Establish an academic integrity office to deal with violations and to educate and train students, faculty and staff.
4. Activate and involve Students' Council role in promoting and sustaining academic integrity.

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