PANEL SESSION 2:EXTERNAL REVIEW & INTERNAL ACADEMIC MANAGEMENT PROCESSES (ERIAMP)

BUILDING A CULTURE OF INTEGRITY THROUGH LIBRARY INITIATIVES, ACADEMIC COLLABORATION AND ADMINISTRATIVE SUPPORT

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An engaged community is a way to build a culture of academic integrity. The challenge to develop institutional policies and practices is that everyone in academia is responsible for collaborating to achieve the outcome. Academic and research libraries play a key role not only in promoting literacy but also integrating academic honesty towards improved research and knowledge exchange. This paper discusses the initiatives of Nazarbayev University Library in supporting academic integrity. The Library has created more than 100 programs related to academic integrity providing various forms of support services to faculty and students, both online and in person. An empirical analysis was conducted to probe the current management system involving the library. The study aimed to determine the library's extent of collaboration with faculty and the extent of administrative support. Documentary analysis and interview were employed. It was found out that the faculty respondents were not fully aware of the support system that the library provides; however, majority of the respondents are willing to collaborate. Moreover, it was realized that involving the library in the support framework is not feasible in Nazarbayev University's context at the moment. Nowhere in the institutional policy also mentioned about the library as a support component. Also, it was recognized that sound academic management processes that meet international standards for quality assurance require that all stakeholders are involved and that procedures are institutionalized. This paper recommends a framework for collaboration needed to fully embed academic integrity in the University.

Keywords: academic integrity, library initiative, collaboration, administrative support, support framework

Background of the Study

To understand academic integrity requires the implementation of academic integrity policies that have quality control processes, are effective management tools, and ensures the contribution of all the members of the academia.

Effective and transparent management tools (Hallak and Poisson 2006) as well as sound academic management processes are needed to meet international standards for quality assurance. The demand for quality in academic institutions requires mechanisms, processes,

and outputs that are beyond reproach because universities are organizations of special standing in society. With globalization, the failure to uphold academic integrity can cause damage to institutional brands and the credibility of higher education systems (Altback 2004).

As a part of a quality management process, policy development and implementation entails all stakeholders to work together. The Standards and Guidelines for Quality Assurance in the European Higher Education Area (2015) highlights that the most effective quality assurance policies support academic integrity implementation by all institutional stakeholders. Canada, Hong Kong, India, and the United States have particularly relevant experiences for developing academic integrity standards and codes of practice (Hallak and Poisson 2006). Additionally, comparative studies from the International Institute for Educational Planning (IIEP) concluded that two conditions are required for such codes to be effective and adhered to: 1) participatory procedures for design and maintenance for the standards and codes and 2) a proper information system on the content and enforcement (Nuland et al. 2006).

In Australia, a strategic collaboration of various higher institutions developed an academic integrity policy toolkit that emphasized an evidence based policy and support framework (Exemplary Academic Integrity Project 2013). Moreover, a comparative study of academic integrity policies was conducted in higher education institutions across the European Union based on the Academic Integrity Maturity Model (AIMM) that assessed the "maturity" of policies (Glendenning 2016) . This project on Impact of Plagiarism in Higher Education Across Europe (IPHEAE) focused on the growing problem of student plagiarism as tackled by Higher Educational Institutions (HEIs) across the European Economic Area and nearby countries. The study found that the majority of HEIs in the European Union have inadequate policies and procedures to detect and deter academic dishonesty. Good practices in national policies were found in Sweden, Austria and Slovenia, with all three countries committed to strengthen and enforce policies to bring about proportional responses, consistency, transparency, and fair outcomes for students. In Malaysia, one study investigated the integrity policies of five top public universities using five core elements of access, approach, responsibility, detail, and support that was previously used by Bretag et al. (2014). The study also provided a clear outline of student and staff academic integrity responsibilities that can serve as a reference for universities interested in developing a holistic integrity policy (Zangenehmadar et al. 2015).

Kazakhstan has made noteworthy strides to meet strategic targets for educational quality assurance (Organisation for Economic Co-operation and Development 2007). The report recommendations include relevant provisions to improve management mechanisms and give more emphasis to academic honesty. Also noted were implementation gaps in the underlying principles of governance in Kazakhstani higher education institutions because they do not conform completely to those advocated in the European Higher Education Area outlined in the 2015 Standards and Guidelines for Quality Assurance in the European Higher Education Area (OECD 2017). Reviews of National Policies for Higher Education in Kazakhstan 2017 pointed to the gap between the standards and the current educational system levels on academic integrity and freedom.

Response to this gap has been made on the institutional, regional, and national level such as the development of the Annual Conference on Academic Integrity in collaboration of various institutions in Astana, Kazakhstan. However, looking into studies and papers on academic integrity, most are written in the context of comparison with the global perspectives, analysis of laws, and policies as well as faculty-student experiences and perspectives. This study can contribute to an internal management process perspective because it includes the

participation of different entities, including librarians, in the development and implementation of academic integrity policies. Therefore, this study explored the role of the library and Librarians to build an institutional culture of academic integrity.

Objectives of the Study

This study explored building a culture of integrity through library initiatives, academic collaboration, and administrative support. Specifically the aim was to:

1. describe current library initiatives that support academic integrity;
2. determine the extent of collaboration between faculty and librarians to begin understanding how to build a culture of academic integrity; and
3. find out how policies and/ or development plans on the administrative level recognize the library's role in academic integrity.

Review of Related Literature

Academic Integrity in the Context of the Study

The definition of academic integrity is dependent on institutional context, scope, application and purpose. Exemplary Academic Integrity Project or EAIP (2013) adapted the definition of academic integrity as "acting with the values of honesty, trust, fairness, respect and responsibility in learning, teaching and research" .

Cummings (cited in MacFarlane, Zhang, Pun 2014) emphasized the pressing need for greater understanding of academic integrity practice across teaching, research, and service. Academic integrity can also be understood in the context of violations such as unfair behaviour (Clough et al. 2015) and plagiarism (Gunnarsson et al. 2014). In the study of Clough et al. (2015) a preliminary review of university guidelines and staff responsible for handling academic misconduct at the University of Sheffield were interviewed. The study enumerated a list of academic conduct that covers unfair means that can serve as basis for the scope of academic misconduct.

In Kazakhstan, an example of a definition of academic integrity is from the Nazarbayev University School of Astana (NISA) "the fulfillment of all academic work honestly, without seeking to obtain unfair advantage over other students; when other people's words, work, thoughts and ideas are used by a student (or teacher), there are appropriate signals and acknowledgement".

Based on the above concepts, this study defines academic integrity as academic action that reflects the values of honesty, trust, fairness, respect and responsibility in learning, teaching, research, and services of the academic community. The academic community is not only defined within the scope of faculty and students but also by other stakeholders such as non-teaching academic staff such as librarians, guidance counselors, administrative staff whose actions directly or indirectly involve the teaching and implementation of academic integrity codes and standards.

Varying cultures and social groups have differences in understanding the seriousness of academic dishonesty behaviors such as copyright (work ownership), attribution of credit, and cheating. The authors of this study agree that our definition of academic integrity, components, and frameworks are not comprehensive to cover all the areas of this issue.

Towards a "Firm but Gentle" Paradigm

The importance of global university brands and influential international rankings means that positive and negative perceptions of academic integrity can have a significant impact on institutional reputations (Macfarlane et al. 2014). With issues of internationalization, quality higher education, and quality management processes a growing interest in research about academic integrity spurs on a wide subject. Discussions on academic integrity has covered various topics from proposed frameworks (Barnhardt and Ginns 2017; Glendinning 2014; Caldwell 2010); some advocate a 'holistic approach' (Bertram Gallant 2008; Davis, Drinan, and Bertram Gallant 2009; Sutherland-Smith 2008; Macdonald and Carroll 2006) others looked into technology integration (Cronan et al. 2017; McCullough and Holmberg 2005; Buehler 2004).

The above mentioned literature can serve as basis for developing and implementing an institutionalize policy. Glendenning (2014) noted that "there are important questions to explore for every institution about how consistently and fairly the policies have been implemented and whether they are effective at discouraging, detecting and penalizing cases of plagiarism." The whole spectrum of tasks and responsibilities cannot only be carried out by faculty or administration. For a clear understanding of academic integrity by students, it is necessary that a thorough discussion between faculty and students with the support of stakeholders involved in the teaching and learning process is provided.Mahmud and Bretag (2014) proposed an evidence based policy and support framework in postgraduate research that encompasses a consistent and educative approach to academic integrity.

Various tools and metrics for assessing how well the policies and procedures has been explored in different countries. The AIMM used in Europe comparing results from 27 EU countries evaluated good practice for institutional policies . The assessment of a "maturity" of policies used nine criteria: research, training, level of knowledge, communications, prevention strategies, use of software tools, consistency of sanctions and of policies, and transparency of processes. It can be understood that preventive measures and knowledge are a part of the criteria for academic integrity policies. Consistency is also emphasized.

Similarity of context can be seen with Australia's Academic Integrity Policy Toolkit which was developed based on the core elements: access, approach, responsibility, detail, and support (Bretag et al. 2014). As a criteria, the section on responsibility includes all relevant stakeholders such as university management, academic and professional staff, and students. Support as a criteria evaluates how systems are in place to enable implementation of the academic integrity policy including procedures, resources, modules, training, seminars, and professional development activities to facilitate staff and student awareness and understanding of policy. Knowledge and understanding of all constituents are given importance along with consistency of procedures and policies.

La Trobe University, applied the core elements to develop academic integrity resources with the understanding that "the ethical issues relate to dishonesty and cheating, while conventions of practice are concerned with the pedagogical specifics of acknowledgment, referencing and how knowledge is discussed" (East and Donnelly 2012). The University's policy recognized that demonstrating academic integrity is not just a student and faculty responsibility but also requires involvement of every member of the academic community. Common to all the underlying concepts, metrics, and investigation is the support of all stakeholders. It is also important to note that adopting preventive measures through discussion and values inculcation is a way to build a culture of integrity.

The Role of the Librarians in Academic Integrity

As early as 2000, Librarians have emphasized the issue of academic integrity. Arp and Woodard's (2002) (cited in Kloda and Nicholson (2005) librarian survey revealed that "the rise of plagiarism, questions of copyright and social and ethical use of information" is one of the most significant issues facing Information Literacy Librarians. Wood (2004) singled out that "Librarians should enter into the discussion on academic integrity and dishonesty, since what happens in the classroom between faculty and student inevitably influences use of library and its resources." Lampert (2008) discussed the pivotal role of librarians as campus partners who are committed to increasing student and faculty awareness about the common problems associated with a lack of knowledge about academic integrity practices.

Many academic studies demonstrate that librarians teach students how to do research (Burke 2004), reference, and citation by developing guides and tutorials both print and online (Harrison 2004, cited in Kloda and Nicholson 2005). Additionally, librarians assist faculty to track down plagiarized text, teach effective search strategies to detect plagiarism, and maintain lists of term paper mills (Arp and Woodard 2002; Oliphant 2002). Librarians use instructional strategies to promote academic integrity and deter plagiarism that includes modeling the ethical use of information (Wood 2004). Discussions of plagiarism and academic integrity are also components of library workshops (Auer and Krupar 2001; Lampert 2004). It can be gleaned from the programs that the library plays an active role in educating the academic community about academic integrity.

Methodology

For this paper, the researchers used qualitative approaches such as drawing cases, issues, practices, frameworks, and models on academic integrity from a global perspective that promotes academic integrity. First, local and international studies, reports, policies, and conference papers related to academic integrity were reviewed. Second, a desk research was conducted by gathering relevant online information about policies, procedures, and frameworks related to the topic. Third, faculty members at the Nazarbayev University (NU) were interviewed to determine the possibilities for collaboration. Based on the literature gathered, an interview questionnaire was developed. To explore potential for improvement of the questions, a focus group evaluated the content (Alcock and Rose 2016). Four librarians and one external validator reviewed the questions using the criteria of clarity, structure, objectivity, and relationship to the problem.

Summary of Findings, Analysis and Conclusion

Current NU Library Initiative to Support Academic Integrity

Nazarbayev University Library (NUL) reports and other documents provide evidence that the library promotes academic integrity through instruction, tools and resources, and other promotional activities.

In 2016 until the first quarter of 2017, more than 100 library workshops were conducted. In most workshops, academic integrity topics were indirectly discussed. For example, during the sessions on "Finding Data", "Beginner Data Visualization", "Patents", and "Multimedia" participants were introduced on how to properly cite the information used. In "Critically Read Scientific Literature" discussions about article retractions and corrections, peer review biases, and manipulation of data through techniques such as p-hacking were included. Other sessions such as "Open Access Resources and Scholarly Communication" discussed the ways students

can ethically use and share information from the Internet for assignments and research by understanding copyright and creative commons.

During the past two years, a collaboration between the Writing Center and a Librarian resulted in many students receiving indirect instruction on academic integrity during sessions on "How to find and evaluate information sources". Students were trained on proper citations from databases and Google Scholar as well as citation management software. Several instructors had video essay assignments where a Librarian discussed issues of copyright for multimedia use and creation.

Faculty from different NU Schools invited Librarians to provide in-class instruction for undergraduate and graduate students. A Librarian also participated in several classes through Moodle by helping to connect students with resources at the point of need. Resources have included links to books, LibGuides, and citation software programs.

As listed on the Ask a Librarian webpage, students can seek help from Librarians for one-on-one and group research consultations at the reference desk, chat, in-person, and through Skype. Conversations that begin with discussions on how to find information often lead to academic integrity topics on the proper use of information such as proper note keeping for citations, crediting the author, copyright, and plagiarism.

Librarians promote the use of plagiarism detection software such as TurnItIn and Grammarly, the latter is a free online software. Librarians educate on academic integrity topics by posting on Facebook and attending conferences.

Faculty- Librarian Partnership: Prospects for Library Involvement

To determine the possibility for library and faculty collaboration, 17 faculty members from seven schools were interviewed about existing academic integrity policies and initiatives within the university and their department. The interview questions also probed on possibilities for collaboration between faculty and librarians to strengthen academic integrity at the university.

A. *Nazarbayev University Policies*

Ten respondents explicitly confirmed that there is an existing policy in the department and in the university and two respondents are not fully aware but believe there is. One respondent said their department has a policy separate from the University Policy on Misconduct. Two respondents explained that policies and procedures have some indication they are expected to maintain research integrity and that an Institutional Research Ethics Committee is responsible for overseeing human subjects research. Two respondents said there is no policy. One commented that, "I think there is not (sic) because we have seen such situations of violating academic integrity but there were no penalty for the offender".

Responses revealed that policies exist at an institutional level and integrated into other documents but are not fully understood or used by faculty. Looking into the core elements of academic integrity, Nazarbayev university fails in the area of access and responsibility as the policies are not fully relayed to all stakeholders who have direct responsibility.

B. *Academic Integrity in the Classroom*

Eleven respondents replied that academic integrity is integrated in their syllabus. While five respondents confirmed that academic integrity is indirectly integrated in the classroom. One respondent said that it is integrated into an instructional rubric. In the classroom, it is clear that academic integrity is emphasized as an initiative of the department. However, the varied

responses indicate the policy is implemented unevenly and inconsistently. The vague responses reveal a lack of understanding and execution of the policy.

C. Knowledge on Library Programs and Services on Academic Integrity

Six respondents had no knowledge of library activities that support academic integrity. One of the respondents explained that "I use the Library for journals… I'm not a consumer of the Library." Another respondent noted that "The library is a way to get through paywalls. I don't even go to the Library webpage."

Six were aware that the library conducts workshop on proper citation and referencing. They identified Workshops, Integrated in Information Literacy sessions, and IL sessions integrated for online writing assignments. They knew about the resources prepared by the library to promote academic integrity. One respondent is not fully cognizant but recalled being offered by the Subject Librarian to provide classroom sessions. Another respondent noted that "You have workshops but I have not sent the students so I am unaware." Another one said that "I know very little. I don't have any example where the library could help with academic integrity." One respondent explained that "Access to databases/information is important. ILL services. If there is no information provided by the Library, students have to obtain it illegally." From the varying responses, awareness on library programs and the role of the library for academic integrity is not clear to many faculty. This will be a challenge for librarians to become a part of the support framework.

D. Specific Initiatives for Collaboration

Out of 17 respondents, 10 are willing to collaborate with the Library. Three respondents do not think that the library can help. "But the Library could help by providing expanded access to information". One explained that "We think of academic dishonesty as an internal issue so we don't think of that as a library issue." One respondent provided options instead of collaborating with the library suggesting that "The Library could help by providing expanded access to information." Another respondent shared that "It would make sense but I think it should be with the Writing Centre, because the WC is overwhelmed." Although one respondent is not fully aware but he/ she suggested "maybe…even…give talks about modern publishing". While a majority of the faculty see a possibility where the Library can be involved, some faculty are not fully aware of the library academic integrity support services. Based on the faculty responses, the library is not fully recognized as part of the support system.

Administrative Support

With the idea in mind that every institutional endeavor has connection with the management processes, another area probed by the researchers is the administrative support. Given the time constraint, document search and analysis was the only means undertaken on this aspect. This area also tested how accessible and comprehensive the policies, plans and procedures pertinent to academic integrity.

Looking into the documents, the most that can be referred to are the Students' Code of Conduct and Rules from IREC. The Code of Conduct defines academic misconduct but nothing mentions about the procedures and responsibilities of the academic community.

Future Directions and Recommendations

Library Plans and Strategies

The library will continue to pursue an active involvement in the issue of academic integrity as an essential component of information and media literacy program. Strategies for promoting academic integrity in research will be pursued not only for compliance in the accreditation system but as the libraries contribution in quality education bearing in mind that the Library's mission and goals should be consistent with those developed by the parent institution.

Forging Faculty-Librarian Partnership

A genuine institutional commitment to academic integrity should engage everyone in the academe, including university management, academic and professional staff, and students. A policy towards partnership between faculty and librarians must be considered at the departmental and institutional level. Studies, policies, and toolkit from other countries point out that support systems to enable implementation of the academic integrity policy include procedures, resources, modules, training, seminars, and professional development activities to facilitate staff and student awareness and understanding of policy.

In an assessment of a "maturity" of policies adopted in Europe, consistency of penalties is an essential component. Policies should be reviewed not only in the departmental level but also in an institutional level to address the inconsistent and uneven implementation.

Further studies on how effective and applicable is a support framework in Nazarbayev University context must be embarked upon.

Academic integrity is expected not only in formal coursework situations, plagiarism etc., but in all university relationships and interactions connected in the educational process, including the use of University and library resources. While this study looked into how the policy at the institutional level involved the library as a component of the academe, the Library should not fail to integrate and emphasize a clear commitment to academic integrity through their own departmental policy.

Administrative Support

Sound academic management processes enable implementation of the academic integrity policy at all levels. Recognition from the administration level on the library's role is the only way in which it can fully function.

Due to time constraint and submission requirement, this paper has not discussed a framework for developing an institutionalized academic integrity toolkit. Further researches must be done as a continuation of this case study to have in depth content and relevant output that can be useful in developing an Academic Integrity Toolkit for the institution.

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