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Instruction librarians are often expected to promote academic integrity. However, the content and implementation of institutional academic integrity policies may vary greatly from one university to another. This study employed a mixed methods approach, combining content analysis of policies and a survey of librarians involved with instruction. The policies analyzed and the librarians surveyed were from UNC and its fifteen peer institutions. The results of the document analysis identified at least three distinct types of policies defined by their length, use of legal language, and overall purpose. The survey results suggest that although academic librarians understand and are cognizant of their universities' academic integrity policies, they are not strongly influenced by these documents. This study contributes to the existing literature on academic integrity policies while also beginning to bridge the gap between that body of literature and our understanding of the roles played by librarians in supporting academic integrity.

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ACADEMIC INTEGRITY POLICIES:
CONTENT, CONTEXT, AND IMPLICATIONS FOR ACADEMIC LIBRARIANS

by
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1. Introduction

Academic libraries are often charged with the responsibility of teaching undergraduate students how to cite sources in their academic work in order to "avoid plagiarism." Much of the rhetoric surrounding these lessons tends to position librarians and professors as authority figures whose ultimate goal is to detect plagiarism and mete out punishments to those offenders who are caught (Zwagerman, 2008). The main alternative to this law-and-order approach is to teach students that giving credit to others for their ideas (and expressions of those ideas) by using appropriate citations is both a norm of the scholarly community and even an inherently good thing to do. For instance, Fox (2004) encourages educators to "tell your students what they can and should do as well as what they cannot do…. [Tell them that] intellectual work is about developing and sharing your ideas, and it's about taking note of and praising other people who have shared good ones with you" (p. 1346). Of course, these two approaches represent extreme ends of a spectrum, so the approaches taken by many academic librarians will likely fall somewhere between the two.

At the institutional level, many colleges and universities address the issue of plagiarism in academic integrity policies which may also be steeped in the sort of moralistic rhetoric mentioned above (Gallant, 2008, p. 34). These policies include honor codes, codes of student conduct, statements on academic honesty, statements on academic dishonesty,

student handbooks, faculty handbooks, and so on. If academic librarians are indeed expected to play a role in enforcing academic integrity policies by providing instruction related to citations, they are, to some degree, being asked to choose one of three options: champion existing policies, advocate for policy reform, or passively accept a status quo with which they disagree. In order for this choice to be an informed one, it is essential for librarians to understand the policies at their universities. Unfortunately, there is a great deal of variation in the content as well as the implementation of academic integrity policies from one university to another (Sabloff & Yeager, 1989). This study aims to gain deeper insight into the nature of academic integrity policies by examining their content and context as well as their degree of influence on academic librarians' pedagogy in instructional environments.

2. Literature Review

The literature on student cheating is quite extensive and covers a wide variety of issues including frequency, motivations, and potential preventative measures (Simha & Cullen, 2012). In contrast, the published research on issues related to academic integrity policies is not nearly as comprehensive, and much of it only examines honor codes rather than all varieties of academic integrity policies (Gallant, 2008, pp. 97-98). Moreover, there is a significant gap in the literature on academic integrity policies with regard to academic librarians' attitudes toward, understanding of, or reactions to these types of policies (Drinan & Gallant, 2008; Wood, 2004). Within the literature on academic integrity policies, researchers tend to focus on either the efficacy or the rhetoric of policies (Gallant, 2008, 7-9). As such, this literature review is organized around that thematic division.

2.1. On the Efficacy of Academic Integrity Policies

Much of the literature on academic integrity focuses on identifying students' motivations for cheating. This trend is also present in the literature on academic integrity policies, especially in studies of the effectiveness of policies as a means for deterring students from engaging in academic misconduct. McCabe, Trevino, and Butterfield (1999, 2002) have investigated the effects of honor codes and modified honor codes, framing these particular types of academic integrity policies as contextual variables rather than as

absolute explanations for students' behavior and attitudes. The findings that McCabe et al. have reported support the notion that students in honor code and modified honor code environments are less likely to participate in academic dishonesty. McCabe has written extensively on the relationship between institutional characteristics and academic misconduct, and has been referred to as the "founder of the modern academic integrity movement" (Drinan & Gallant, 2008). However, McCabe's published research focuses on honor codes and modified honor codes and does not address other types of academic integrity policies.

The vast majority of studies that have attempted to ascertain whether honor codes or other academic integrity policies can discourage or prevent academic misconduct rely upon a combination of student or faculty perceptions of academic dishonesty and self-reporting by students on their own academically dishonest behaviors. Employing this sort of approach, both Sims (2002) and Von Dran, Callahan, and Taylor (2001) found that after the adoption of some form of academic integrity policy, students were more likely to regard plagiarism and other forms of academic misconduct as dishonest and engaged in those behaviors less frequently according to self-reported data. However, these findings are complicated by a variety of concerns regarding the validity of these sorts of studies (Gallant, 2008, pp. 7-9). The three main issues brought up in critiques of research on cheating and the efficacy of academic integrity policies are dependence on inherently unreliable self-reported data, use of ambiguous terminology and inconsistent definitions, and excessively value-laden language in the reporting of research results (Gallant, 2008, p. 9).

Exploring the efficacy of academic integrity policies from a behavioral economics perspective while also avoiding the potential pitfalls of relying on self-reported data, Mazar, Amir, and Ariely (2008) found that students who are asked to sign an honor code statement prior to completing a task are less likely to cheat on that particular task. Mazar et al. conducted this experiment at honor code and non-honor code institutions and found identical results. The notion of students being deterred from cheating by references to a non-existent honor code suggests that the actual deterrent was the reminder of morality rather than the honor code itself or its implied threat of systematic punishment (Mazar et al., 2008, p. 637).

Taking a more exploratory approach to research on the efficacy of academic integrity policies, Sabloff and Yeager (1989) produced a report on existing policies, procedures, and guidelines for action at institutions belonging to the American Association of Universities (AAU). Forty-two institutions responded to Sabloff and Yeager's questionnaire and request for information on university policies (p. 4[*]). Based on these responses, Sabloff and Yeager found great variation in reporting structures from one institution to another both in theory and in practice. Sabloff and Yeager (1989) further concluded that "Most of the responding universities claim that their academic integrity procedures work effectively…. Few have revised or are planning to revise the procedures in the near future…. Yet comments written at the end of the questionnaire suggest some concern about procedures" (p. 4). The concerns to which Sabloff and Yeager refer include

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[*] The pagination for Sabloff and Yeager (1989) is inconsistent, so the page numbers referenced here are those actually listed on the pages themselves (at bottom, center) rather than the ones suggested by the report's table of contents.

policy compliance and questions about whether reporting and disciplinary procedures can actually reduce the number of policy violations.

Kibler, Nuss, Paterson, and Pavela (1988) addressed the legal implications of college and university policies regarding academic misconduct. In delving into the legal ramifications, Kibler et al. explain that the distinction between disciplinary offenses and academic judgments becomes complicated by a number of issues including "campus jurisdictional boundaries" (p. 37) and concerns about liability. Although differentiating between disciplinary offenses and academic judgments may seem like an issue of semantics, the courts have spent a great deal of time trying to clarify this issue because of the implications for students' due process rights. Kibler et al. (1988) cite the majority opinion in *Board of Curators of the University of Missouri v. Horowitz* in which Justice Rehnquist explained that academic judgments are inherently "subjective and evaluative" as compared to disciplinary offenses which "automatically bring an adversarial flavor to the normal student-teacher relationship" (p. 38). Along with the varied effects that academic integrity policies and proceedings can have on relationships between students, educators, and administrators, this issue is of great importance because students accused of disciplinary offenses have due process rights that must be protected. Kibler et al. (1988) also describe how various court rulings over the last several decades have effectively provided institutions of higher education with a relatively great degree of freedom in devising disciplinary systems that afford students their due process rights. Although this means that colleges and universities are given the chance to explore and develop alternative

conflict resolution procedures that generally avoid the established adversarial framework, very few have taken advantage of this opportunity (Kibler et al., 1988, pp. 44-45).

One significant gap in the existing literature on academic integrity is research on the effects of academic misconduct on student learning (Gallant, 2008, p. 111). This is particularly problematic because many studies on the efficacy of academic integrity policies either imply or explicitly claim that academic dishonesty has an unequivocally negative effect on learning (Gallant, 2008, pp. 111-112). Another area in the literature on the efficacy of academic integrity policies that has not been thoroughly researched is the potential connection between student academic dishonesty and faculty academic dishonesty (Gallant, 2008, p. 110-111). One explanation for this absence is that during the second half of the twentieth century "academic integrity" and all its accompanying terms came to be understood only in relation to students rather than anyone involved in academia (Gallant, 2008, p. 28). This distinction between student conduct and faculty conduct will be discussed further in the following section.

2.2. On the Rhetoric of Academic Integrity and Plagiarism

The rhetoric of academic integrity in general is clearly reflected in the two dominant strategies employed by institutions of higher education when drafting and implementing academic integrity policies and systems. These two strategies are rule compliance and integrity, and though they are often considered opposites due to their differing rationales for disciplinary action, they also have a great deal in common (Gallant, 2008, pp. 34-35).

Before examining the similarities between the two strategies, it is important to understand how each originated and currently functions.

The rule compliance strategy emerged in the late 1980s in response to concerns about academic misconduct's negative effects on public perceptions of an institution's reputation as well as fear of litigious students (Gallant, 2008, p. 36). Rule compliance attempts to control student behavior by taking a disciplinarian approach to handling academic misconduct cases and emphasizing harsh punishments as a deterrent against future academic misconduct. The rather authoritarian nature of the rule compliance strategy becomes especially clear in situations where it is applied to students' expressions of free speech (Gallant, 2008, p. 37).

The integrity strategy which gained popularity in the mid-1990s differs from the rule compliance strategy in its emphasis on disciplinary action as a corrective measure rather than a preventative or punitive measure (Gallant, 2008, pp. 38-39). As such, the defining characteristic of academic integrity policies developed within the framework created by the integrity strategy is a central focus on reforming students who have engaged in academic misconduct. Additionally, the integrity strategy tends to be more common at smaller institutions and liberal arts schools as compared to the rule compliance strategy which is more prevalent at large universities (Gallant, 2008, p. 38).

Although there are clear differences between the rule compliance strategy and the integrity strategy in terms of their approach to solving the problem of academic misconduct, they are extremely similar in how they define that problem. Both strategies view cheating, plagiarism, and other forms of academic dishonesty as moral failings

(Gallant, 2008, p. 34). Moreover, neither strategy relies on teaching or educational outcomes as either an explanation for or a solution to the apparent problem of academic dishonesty (Gallant, 2008, pp. 41-42, 44).

Another major similarity between the rule compliance and integrity strategies is their emphasis on academic integrity as a student issue rather than an institutional issue (Gallant, 2008, pp. 28-29). This issue becomes especially apparent when examining the procedures put in place to handle violations of academic integrity policies. In developing these procedures, debates often arise over whether students should be afforded the same treatment and opportunity to defend their actions that faculty members would be afforded if they found themselves accused of plagiarism, fabrication, or falsification in their own research (Kibler et al., 1988, pp. 41-43). Moreover, the focus on students as the main actors involved in violations of academic integrity policies allows for certain forms of faculty academic misconduct, such as "inattentive planning and a cynical attitude toward teaching" and "unarticulated or ambiguous expectations and personal disregard" (Gallant, 2008, p. 11), to frequently go ignored.

Overall, the published research on both the efficacy and the rhetoric of academic integrity policies reflects the framing of academic dishonesty as an issue of student morality rather than as a nuanced issue directly tied to institutions' educational missions. Informed by the existing literature as well as the various gaps in the literature mentioned above, this study aims to understand the content and context of universities' academic integrity policies as institutional measures.

3. Methods

This study employed a mixed-methods approach in order to gain greater insight into the content, context, and influence of academic integrity policies. The methods used were qualitative content analysis of policy documents and a survey of academic librarians. In order to narrow the scope of this paper, the policies analyzed and the librarians surveyed were from the University of North Carolina at Chapel Hill (UNC) and its system-defined peer institutions (see Appendix A for the full list of schools).

Qualitative content analysis was chosen as a research method for this study because it tends to focus more on describing the object of the analysis in great detail rather than proving or disproving a particular hypothesis (Schreier, 2014, p.173). Moreover, the rigidly systematic nature of qualitative content analysis "counteracts the danger of looking at the material only through the lens of one's assumptions and expectations" (Schreier, 2014, p.171) which is of particular importance when researching an issue that one has been exposed to frequently over an extended period of time. Lastly, qualitative content analysis was selected because it allows for and even encourages researchers to engage with "latent and more context-dependent meaning" (Schreier, 2014, p.173) which in the case of academic integrity policies may include the following characteristics:

- Accessibility (How easy is it for students, librarians, and faculty to find the policy? Assuming it is available online, where is it hosted, can it be readily located by using the website's search function, and how many clicks does it take to access it?);

- Language (Is the policy written in plain English? Does the policy include complex legal terminology?);

- Visibility (How aware are students, librarians, and faculty of the existence and content of the policy?); and

- Connections to other university policies.

The policies were harvested from each institution's website in a systematic way (see Appendix B for more detail). The content analysis of policy documents was based on a "grounded, a posteriori, inductive, context-sensitive [coding] scheme" ("Coding," 2007, pp. 33-34) which was developed during the data collection phase of the study. Additionally, the language of the policies was also evaluated using a variety of pre-established readability measures. These included the Flesch-Kincaid Grade Level, the Gunning-Fog Index, the Coleman-Liau Index, the SMOG (Simple Measure of Gobbledygook) Grade, and the Automated Readability Index (DuBay, 2004) (see Appendix C for more detail). Rather than using limited samples of each document to assess readability, each policy was evaluated in its entirety by using an online tool based on code from an open source project called Text Statistics (Child, 2015).

The survey used for this study aimed to ascertain librarians' level of awareness of existing academic integrity policies at their institutions as well as the degree to which they believe these policies affect their pedagogy. In order to increase the likelihood of a high response rate, the survey was brief and the questions were concise (see Appendix D for the full text of the survey and recruitment email). This survey was sent via email to librarians at UNC and its system-defined peer institutions who are directly involved with library instruction and undergraduate or first-year experience. Staff directories and organizational charts available on the libraries' websites were used to identify these individuals. The

survey included appropriate informed consent information, and it was approved by the

Non-Biomedical Institutional Review Board Committee at UNC before being distributed.

4. Results

4.1. Survey

Invitations to complete the survey were sent via email to 76 librarians. Of that group, 24 librarians completed the survey for a 32% response rate. An additional 6 librarians began the survey but did not finish it, and those partial responses have been excluded from the results. All respondents indicated that their universities do have academic integrity policies of some sort.

As can be seen in Figure 1, more than half of respondents believe that their university's academic integrity policy has a positive effect on campus culture and norms, while nearly a third of the respondents believe that the effect is neutral.

Figure 1. "The influence of my university's academic integrity policy on the campus's culture and norms is generally _____."
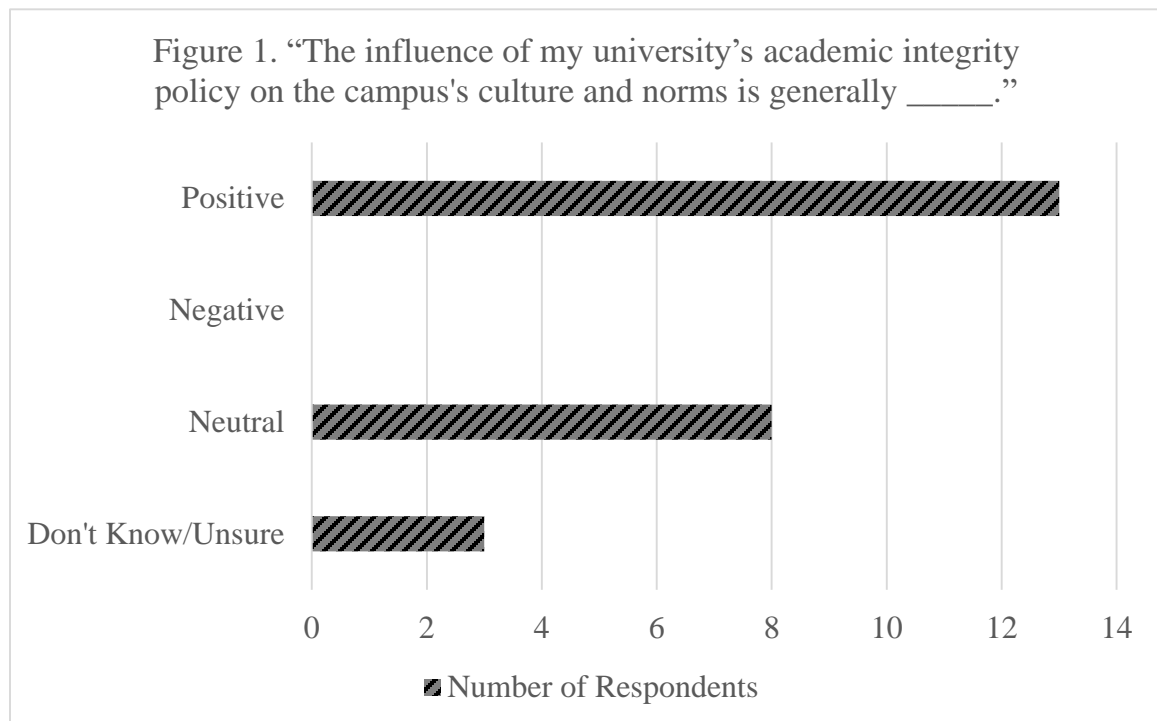
The remainder of the respondents indicated that they are unsure of what effect their university's academic integrity policy has on campus culture and norms. Not one of the respondents believes that their university's academic integrity policy has a negative effect on campus culture and norms.

According to the survey responses, which are displayed in Figure 2, 83% of respondents agree or strongly agree that they have a thorough understanding of their university's academic integrity policy. Of the remaining respondents, only 1 indicated that they do not believe they have a thorough understanding of their university's academic integrity policy.

Figure 2. Librarian Perceptions of Academic Integrity Policies
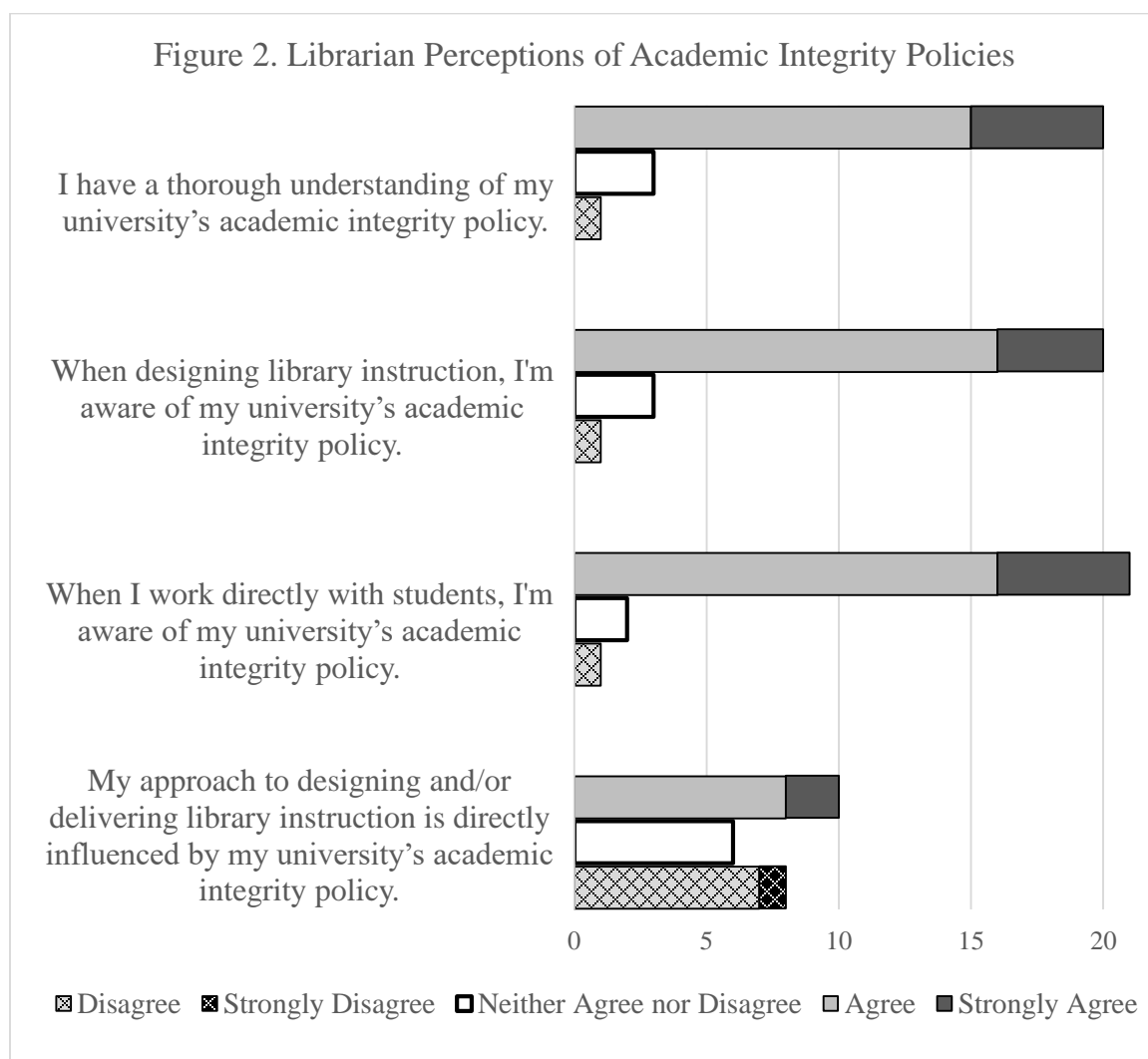
With regard to librarians' awareness of academic integrity policies, 83% of respondents agree or strongly agree that they are aware of their university's academic integrity policy when they are designing library instruction, while 88% of respondents agree or strongly agree that they are aware of their university's academic integrity policy when they work directly with students. However, in contrast to those high percentages of respondents who agree or strongly agree that they understand and are aware of their universities' academic integrity policies, only 42% of respondents agree or strongly agree that their approach to designing and/or delivering library instruction is directly influenced by their universities' academic integrity policy. 25% neither agree nor disagree, and the remaining 33% disagree or strongly disagree.

Of the 24 librarians who completed the survey, 7 chose to respond to the final open-ended question. Those responses covered a variety of issues related to understanding a university library's role in encouraging academic integrity. Several respondents expressed a preference for educational approaches over punitive strategies with one respondent specifically emphasizing the importance of working with faculty to design assignments that are "plagiarism-proof" in order to shift away from an authoritarian dynamic in which students bear all of the blame. Several respondents questioned the efficacy of referring to academic integrity policies in course syllabi without taking any further steps. Other topics that were mentioned by respondents included the influence of other cultures' academic norms on international students, the effect of a decentralized university environment on understanding and acceptance of institutional policies, and use of licensing agreements and students' authorial rights to teach about intellectual property.

4.2. Document Analysis

   As can be seen in Figures 3 and 4, the academic integrity policies analyzed in this study varied greatly in length. The longest policy, which measured 20,518 words or 1,145 sentences, was from UNC. This policy was significantly longer than any of the others with 48% more words than the policy with the next highest number of words (UT) and 49% more sentences than the policy with the next highest number of sentences (UC Berkeley). In contrast, Michigan's policy, which was the shortest in both words and sentences, was only 181 words or 2 sentences shorter than the policy with the next lowest number of words and sentences (Duke).

Figure 3. Policy Length (Words)

Figure 4. Policy Length (Sentences)
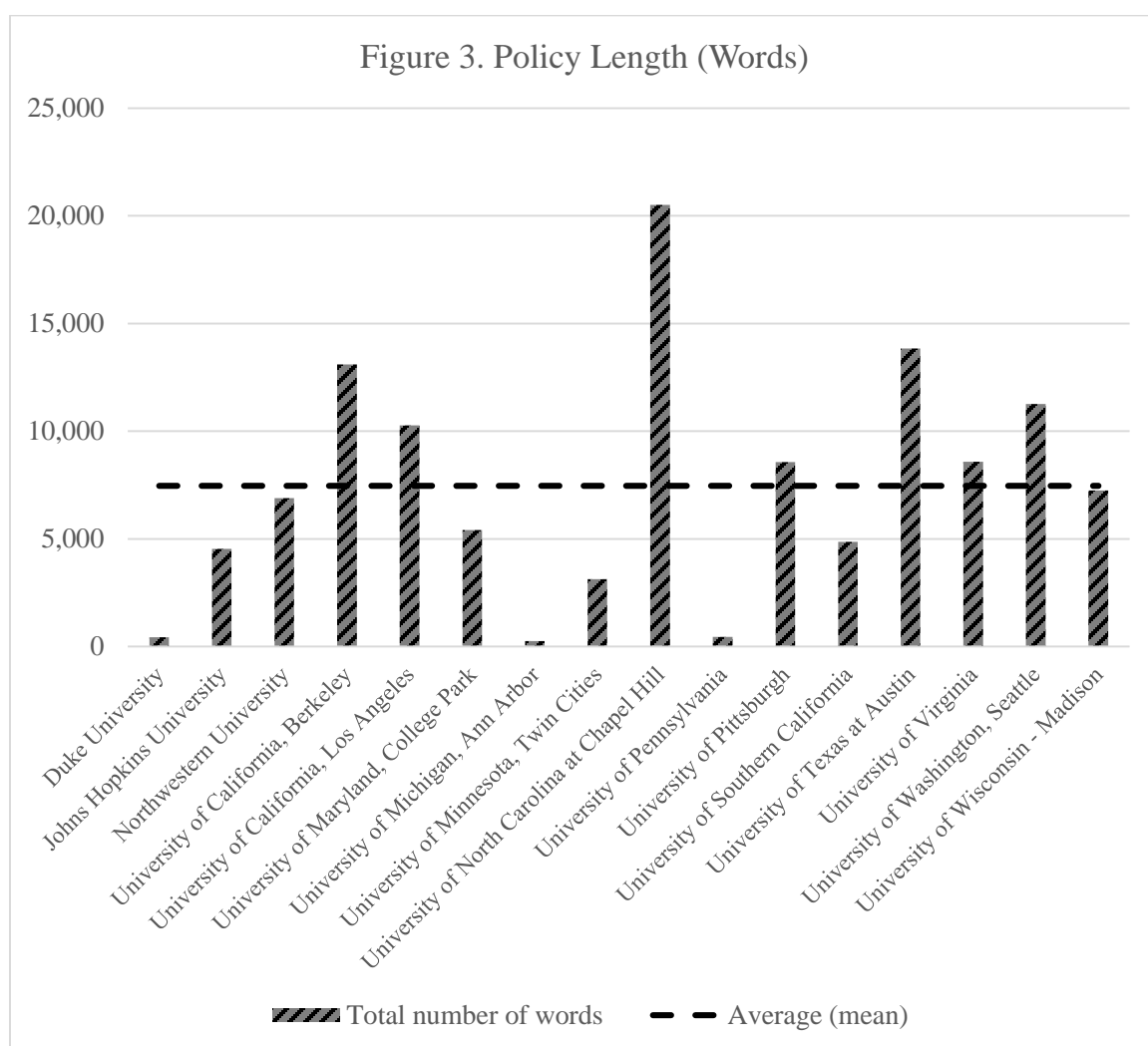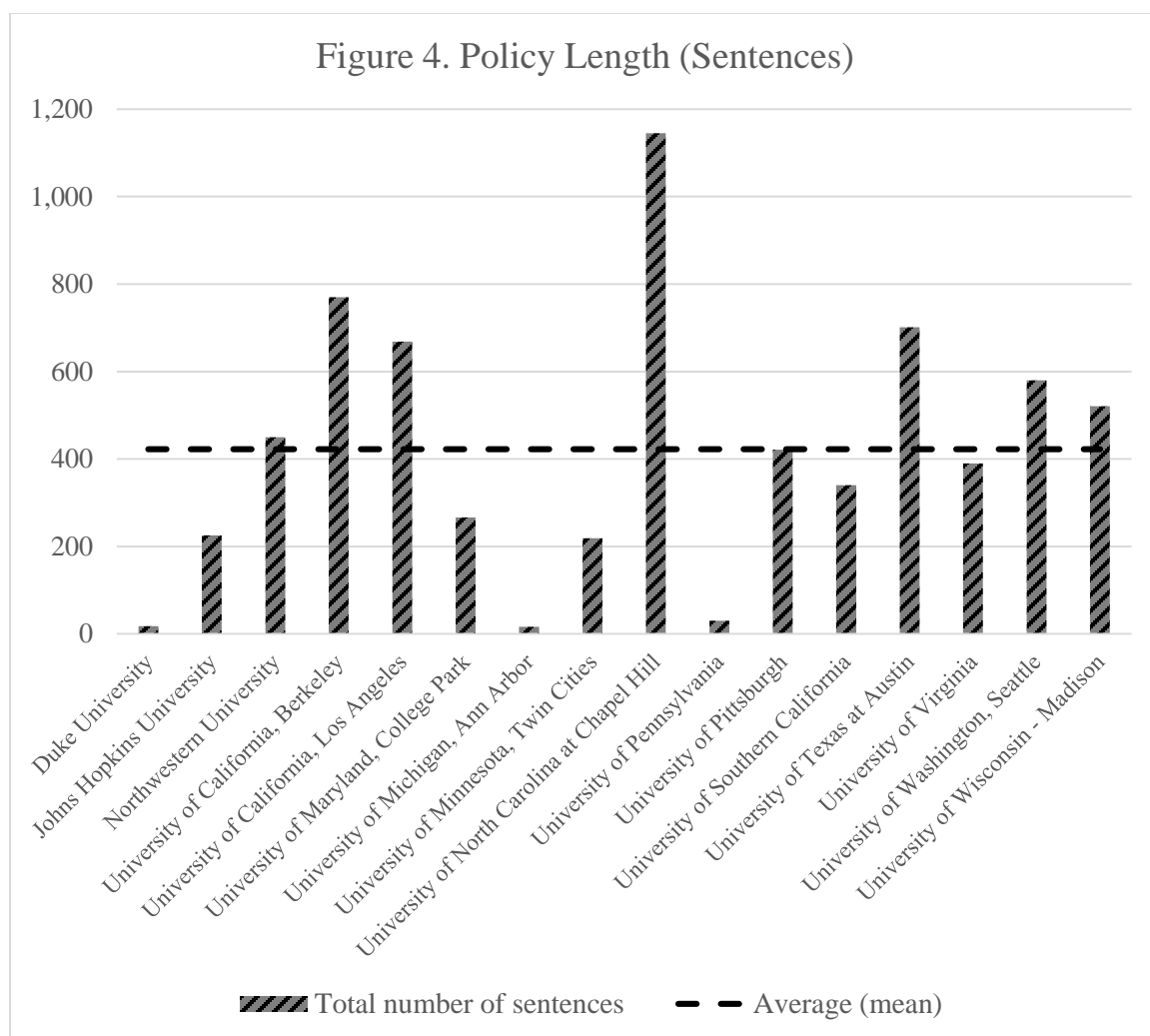
Figure 5 illustrates each policy's readability scores as measured by several different metrics. (The formulae for each of these readability metrics can be found in Appendix C). The scoring scheme for these metrics is based on the American education system's grade levels (DuBay, 2004). The dotted line shows the threshold for approximate reading level upon completion of high school. The policies from Northwestern and Wisconsin scored below this threshold on 3 of the 5 readability metrics, UCLA scored below this threshold on 2 of the 5 readability metrics, and USC and UW scored below this threshold on 1 of the 5 readability metrics. However, as can be seen in Figure 6, each policy's average readability grade level was at or above this threshold.

Figure 5. Readability Metrics

Legend:
- Automated Readability Index
- SMOG Index
- Coleman-Liau Index
- Gunning-Fog Score
- Flesch-Kincaid Grade Level
- Reading level upon completion of high school

Figure 6. Average Readability Score
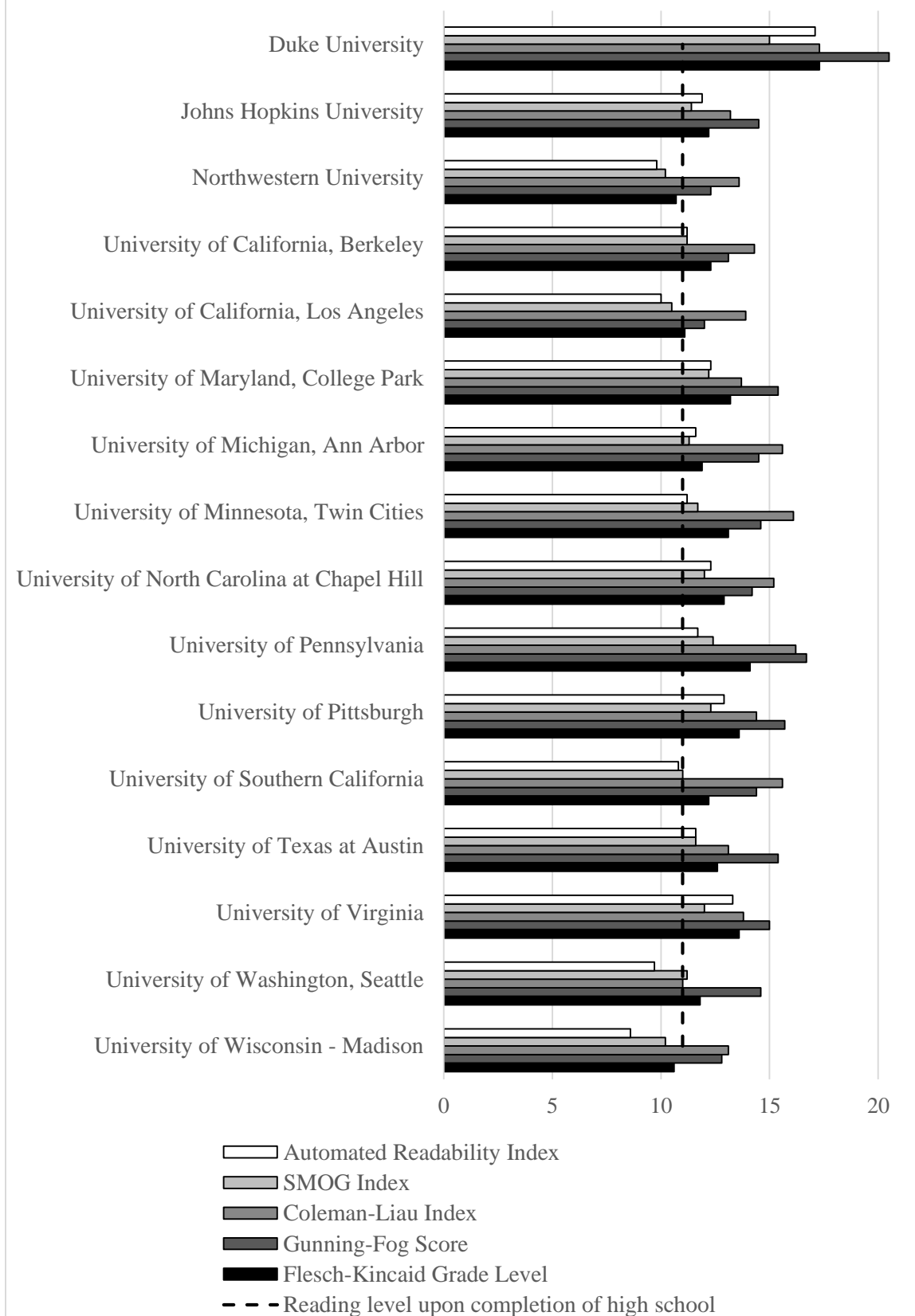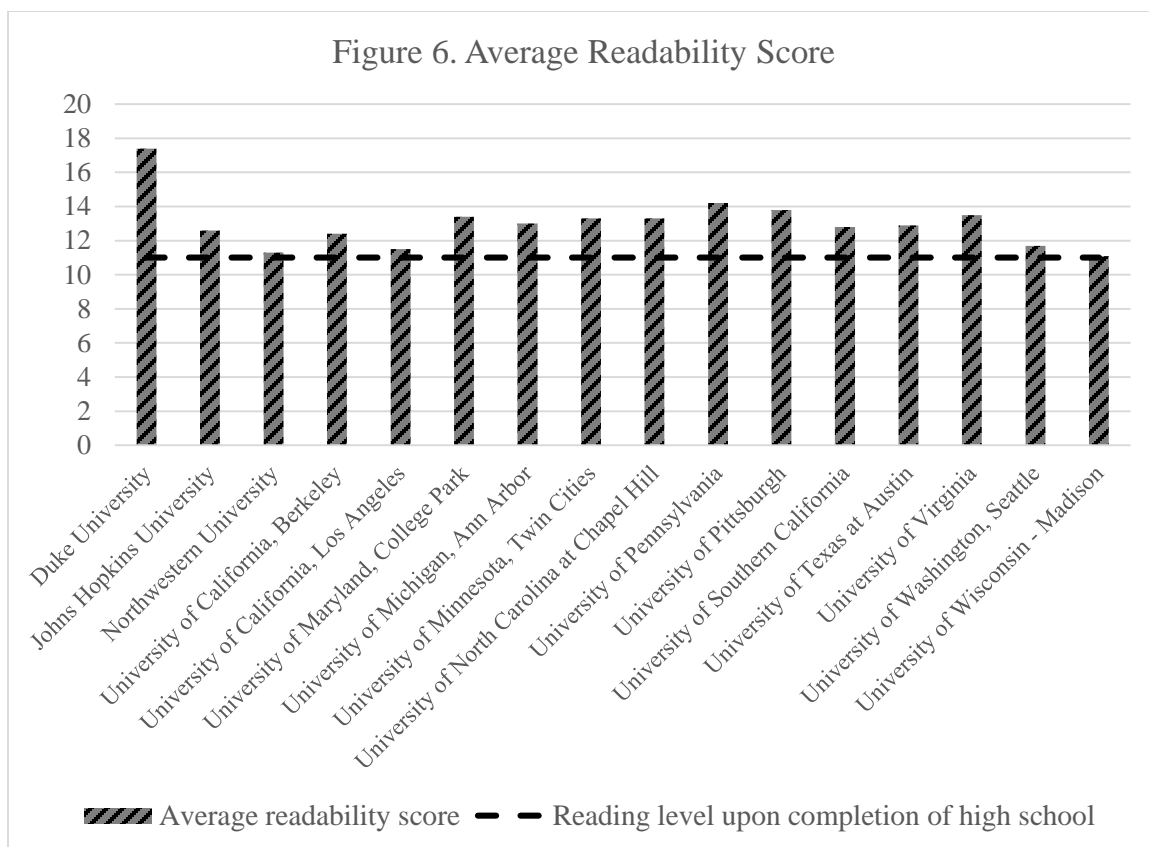
With regard to the content of the documents, this study examined instances in which policies provided definitions of academic integrity violations, used legal language, referred to specific laws, included honor pledges or statements, or mentioned students' rights. Tables 1 and 2 along with Figures 7, 8, and 9 show the results of these inquiries.

As can be seen in Table 1, there were several different ways in which policies went about providing definitions of terms used to describe academic integrity violations. Policies in the first two categories succeed in presenting readers with clear definitions of academic integrity infractions including cheating, plagiarism, lying, stealing, fabrication, multiple submission, misrepresentation, unfair advantage, and so on. The main difference between the policies in these two categories can be seen in the proportion of the document that is devoted to providing definitions. In the first category, the definitions account for the vast
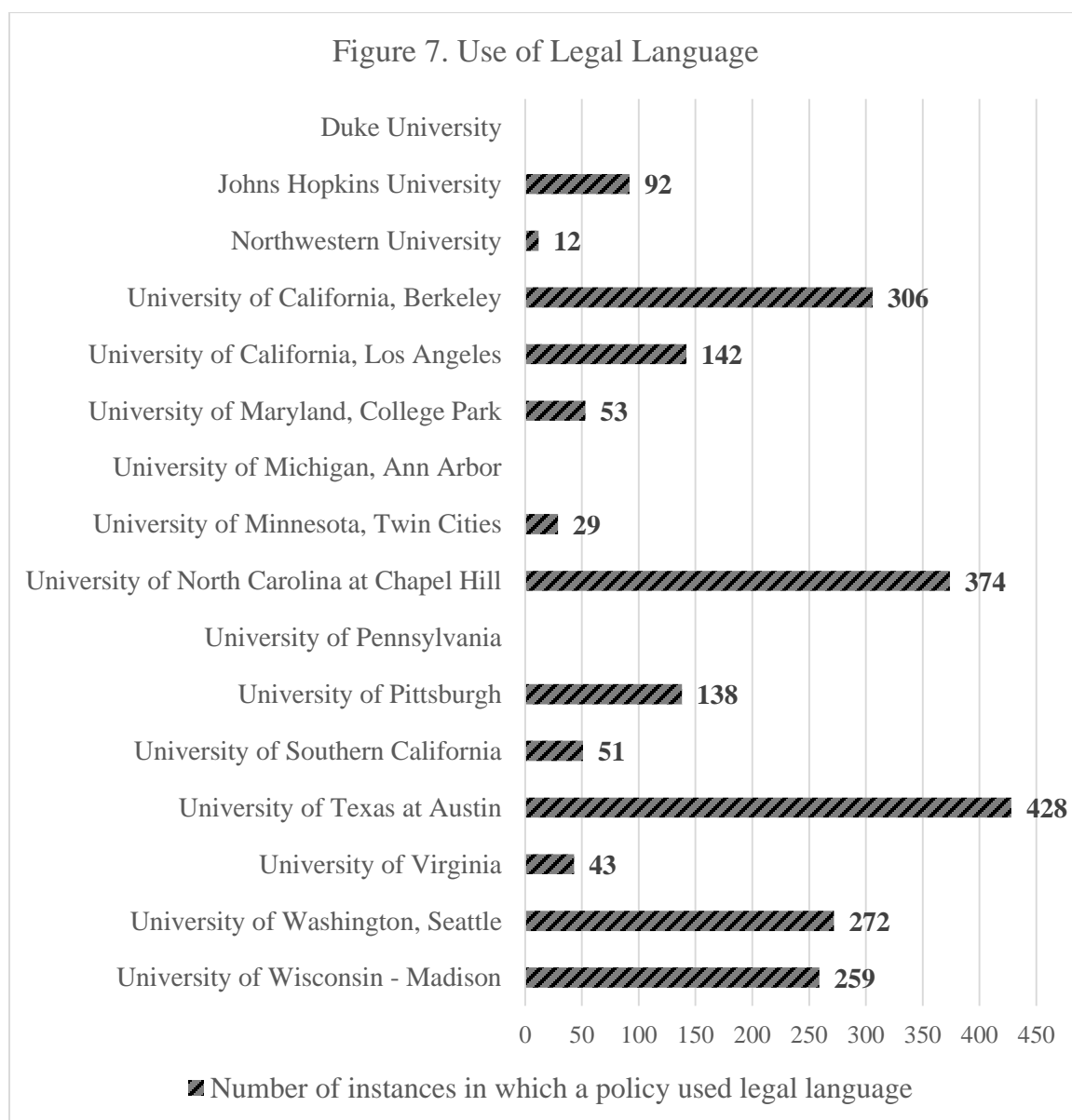
Table 1. Approaches to Providing Definitions of Academic Integrity Violations

Category	Approach	Institutions	Examples
1	Policy provides thorough definitions which comprise the majority of the document	Duke, Penn	"'Plagiarism' occurs when a student, with intent to deceive or with reckless disregard for proper scholarly procedures, presents any information, ideas or phrasing of another as if they were his/her own and/or does not give appropriate credit to the original source. Proper scholarly procedures require that all quoted material be identified by quotation marks or indentation on the page, and the source of information and ideas, if from another, must be identified and be attributed to that source. Students are responsible for learning proper scholarly procedures." (Duke)
2	Policy provides thorough definitions	Northwestern, UMD, UNC, UVA	"Aiding and Abetting Academic Dishonesty: (a) providing material, information, or other assistance to another person with knowledge that such aid could be used in any of the violations stated above, or (b) providing false information in connection with any inquiry regarding academic integrity." (Northwestern)
3	Policy provides definitions along with legalistic definitions of basic words	Madison, Minnesota, UC Berkeley, UCLA, UT	"Campus shall mean all University premises, including all land, buildings, facilities, and other property owned, possessed, leased, used, or controlled by the University, and adjacent streets and sidewalks." (Minnesota) [N.B., this definition immediately precedes the policy's definition of "plagiarism"].
4	Policy provides definitions without making explicit reference to terms	Pitt, USC	"The submission of material authored by another person but represented as the student's own work, whether that material is paraphrased or copied in verbatim or near-verbatim form." (USC) [N.B., the word "plagiarism" is not used until several paragraphs after this definition].
5	Policy lists terms without explicitly defining them	JHU	"Violations of academic ethics include, but are not limited to: cheating, plagiarism…, falsification, forgery, alteration, destruction or misuse of official University documents or seal" (JHU).
6	Policy does not list terms or provide definitions	Michigan, UW	N/A

majority of each policy. In contrast, the policies in the second category provide the definitions in the context of more extensive descriptions of the processes and procedures that follow allegations of infractions. The definitions provided by policies in the third category are similar to those in provided by policies in the first two categories in terms of the degree of clarity and thoroughness. However, the policies in the third category situate the definitions of academic integrity violations within the context of rather legalistic definitions of basic words.

Policies in the fourth category provide thorough definitions, but they do so without making explicit reference to the terms that are being defined. Even without naming infractions, these policies manage to provide readers with clear definitions of relevant terms rather than simply listing items that constitute academic integrity violations. In contrast, the approach to providing definitions taken by policies in the fifth category is the exact opposite. Policies in the fifth category list types of academic integrity violations without clearly defining them for readers. Finally, policies in the sixth category do not list specific academic integrity violations or provide explanations of what they might be.

As Figure 7 illustrates, the degree to which policies made use of legal language varied greatly. For the purpose of this analysis, legal language included the following terms: "appeal," "complainant," "defendant," "due process," "evidence," "evidentiary," "hearing," "judicial," "jurisdiction," "law," "legal," "proof" as well as words that use any of these terms as stems. The policies from Duke, Michigan, and Penn did not use any of these terms. Policies from the third category of Table 1 (i.e., policies that provided legalistic definitions of basic words) tended to have higher overall rates of legal language

usage. With the exception of Minnesota, this category accounted for 4 of the 6 policies with the highest levels of legal language.

Figure 7. Use of Legal Language

University	Number of instances in which a policy used legal language
Duke University	
Johns Hopkins University	92
Northwestern University	12
University of California, Berkeley	306
University of California, Los Angeles	142
University of Maryland, College Park	53
University of Michigan, Ann Arbor	
University of Minnesota, Twin Cities	29
University of North Carolina at Chapel Hill	374
University of Pennsylvania	
University of Pittsburgh	138
University of Southern California	51
University of Texas at Austin	428
University of Virginia	43
University of Washington, Seattle	272
University of Wisconsin - Madison	259

Number of instances in which a policy used legal language

Unlike the use of legal language, references to specific laws were quite rare in almost every policy. As can be seen in Figure 8, the exception to this trend was the policy from UT which made 67 references to specific laws. It should be noted that these were not unique references, but rather the same few specific laws were referenced repeatedly. References to the Family Educational Rights and Privacy Act of 1974 (FERPA) and Title

IX of the Education Amendments of 1972 (Title IX) account for the vast majority of references to specific laws. Excluding UT, only 6 policies referred to specific laws. Of those 6 policies, each had fewer than 5 references to specific laws. These references were also largely focused on FERPA and Title IX, though the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973 were both mentioned as well.
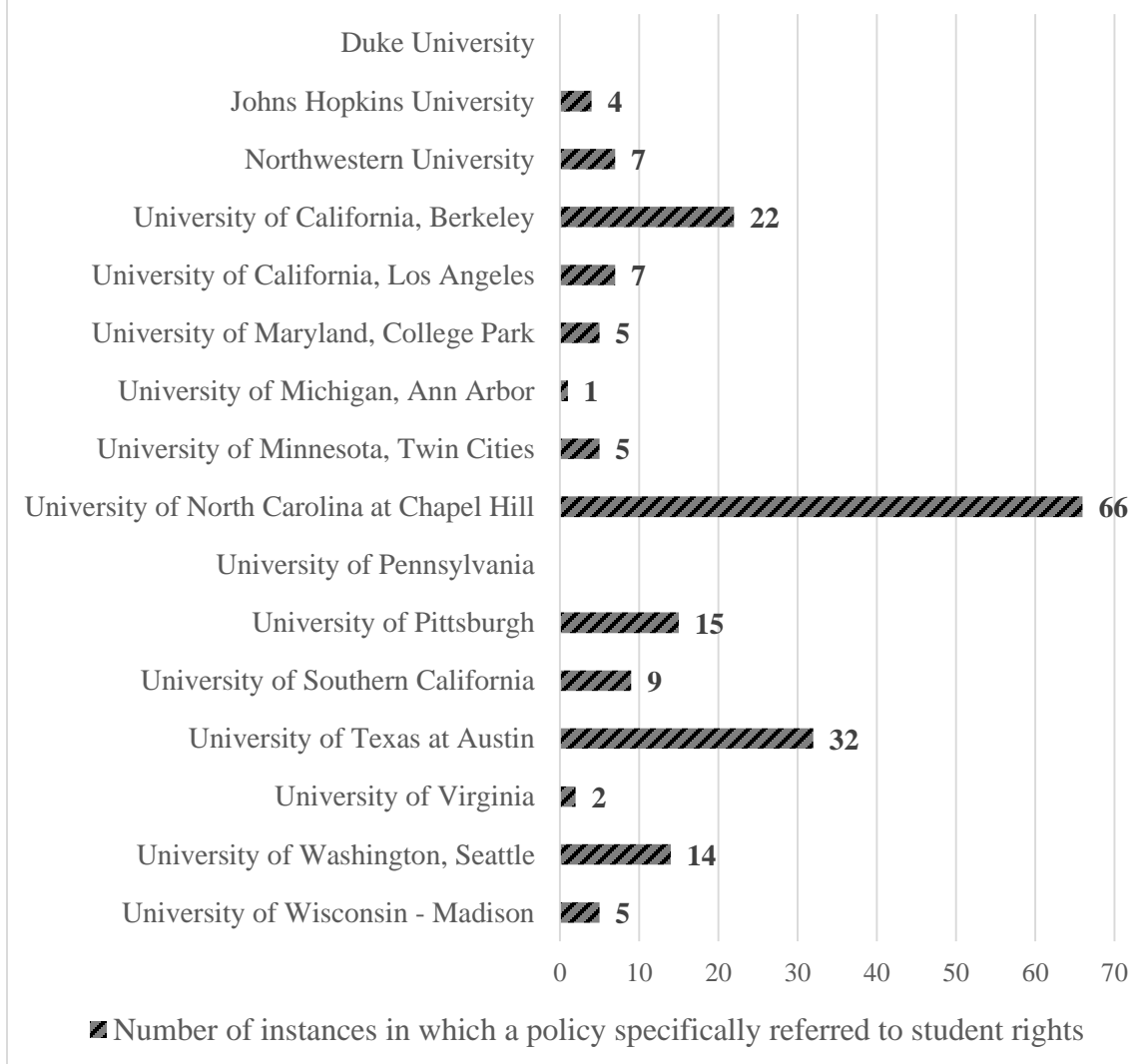

Figure 8. References to Specific Laws
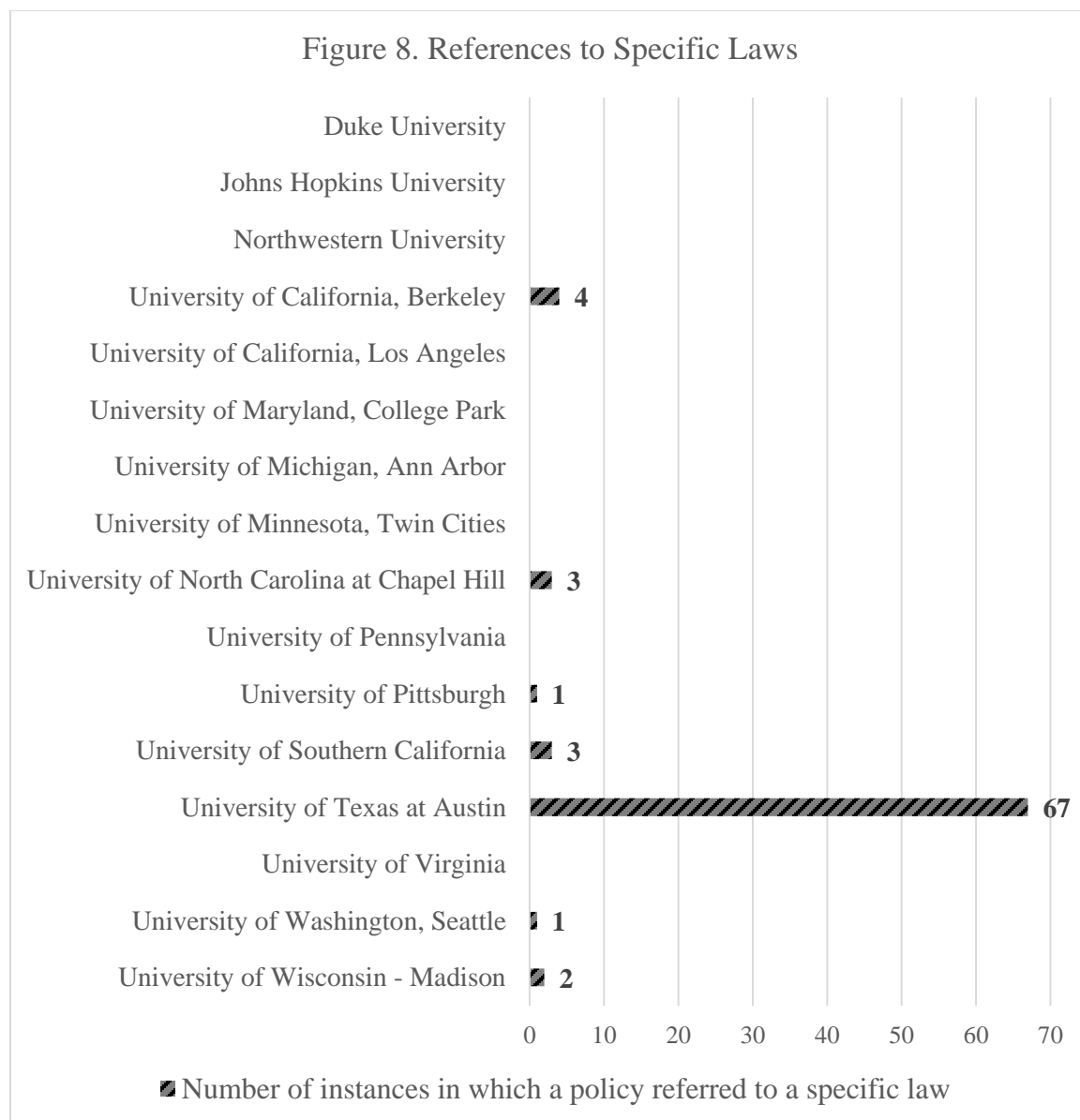
While honor codes, pledges, and statements are often grouped together with academic integrity policies, it is important to note that honor pledges and statements

function differently from codes and policies. Honor pledges and statements are specific declarations that students must sign in order to affirm their intent to comply with codes or policies. As can be seen in Table 2, more than half of the institutions included in this study do not have university-wide honor pledges or honor statements. Of the 7 institutions that do have university-wide honor pledges or honor statements, 5 mention them in their academic integrity policies while the other 2 do not.

Table 2. Inclusion of Honor Pledges or Honor Statements		
Category	**Approach**	**Institutions**
1	A university-wide honor pledge or honor statement exists and is mentioned in the academic integrity policy	UCLA, UMD, UNC, UT, UVA
2	A university-wide honor pledge or honor statement exists but is not mentioned in the academic integrity policy	Duke, UC Berkeley
3	No university-wide honor pledge or honor statement exists	JHU, Madison, Michigan, Minnesota, Northwestern, Penn, Pitt, USC, UW

Figure 9 shows the number of instances in which each policy specifically referred to students' rights. The policy from UNC mentioned students' rights significantly more often than any of the other policies with more than twice as many references as the policy with the next highest frequency of references to students' rights (UT). The first category of Table 1 (i.e., policies in which thorough definitions of academic integrity violations comprised the majority of the document) accounts for the only policies that did not refer to students' rights at all. This omission can likely be attributed to the concurrent absence of any references to sanctions or disciplinary procedures that would ordinarily prompt a discussion of students' rights.

Figure 9. References to Student Rights

- Duke University
- Johns Hopkins University: 4
- Northwestern University: 7
- University of California, Berkeley: 22
- University of California, Los Angeles: 7
- University of Maryland, College Park: 5
- University of Michigan, Ann Arbor: 1
- University of Minnesota, Twin Cities: 5
- University of North Carolina at Chapel Hill: 66
- University of Pennsylvania
- University of Pittsburgh: 15
- University of Southern California: 9
- University of Texas at Austin: 32
- University of Virginia: 2
- University of Washington, Seattle: 14
- University of Wisconsin - Madison: 5

Number of instances in which a policy specifically referred to student rights

5. Discussion

The survey results suggest that although academic librarians understand and are cognizant of their universities' academic integrity policies, they are not strongly influenced by these documents. This attitude may be particular to librarians, or it may be prevalent throughout campus communities or at least within certain subsets of those communities. Additionally, though most respondents indicated that they had a thorough understanding of their universities' academic integrity policies, it is impossible to know whether this is actually the case based on self-reported data alone. Evaluating librarians' actual knowledge of their universities' academic integrity policies would be an interesting area for further research.

With regard to the document analysis, certain aspects of the quantitative results may be less meaningful than they initially appear to be. In terms of the varied length of the policies, some of the disparity could be accounted for by differences in scope. The briefest policies certainly did not aim to convey the same amount of information or even address as many issues as the lengthiest policies did. This is particularly evident when comparing policies that only define academic integrity violations to policies that cover every detail of the processes for handling allegations of these violations as well as non-academic rule infractions. While the decision to address the issue of academic integrity in a broader policy may in itself be meaningful, it is difficult to assess this without greater contextual detail.

Similarly, the assessment of policy readability is not particularly informative. The readability metrics are designed for assessing documents written in full sentences. As a result, these measures do not account for section headings, bulleted or numbered lists, or other formatting elements particularly well. In consequence, the readability grade levels, indices, and scores for policies that make significant use of these types of elements were artificially inflated. This is especially problematic for the policies from Duke, Penn, and Michigan due to their brief overall length (434, 451, and 253 words, respectively).

Nevertheless, the other aspects of the document analysis did shed light on the clusters of common traits present in the academic integrity policies examined for this study. As the various elements of the documents were analyzed, four main policy types emerged. These categories, which can be seen in Table 3, are primarily shaped by policy length, use of legal language, and purpose or intent.

Table 3. Policy Types		
Category	Description	Institutions
1	Policies that delegate responsibility for creating academic integrity policies to individual colleges or departments within the university	Michigan, Pitt
2	Brief policies that focus on defining academic integrity violations while using a conversational tone and avoiding legal language	Duke, Penn
3	Mid-length policies that contain low levels of legal language	JHU, Minnesota, Northwestern, USC, UVA
4	Lengthy policies that contain a great deal of legal language	Madison, UC Berkeley, UCLA, UMD, UNC, UT, UW

The issue of purpose is especially clear in the first category because rather than establishing specific definitions, rules, or procedures as the policies in the other 3 categories do, the policies in this category actually delegate those responsibilities to smaller

units within their universities. For instance, Pitt's academic integrity policy is actually a set of policy guidelines. At Pitt, responsibility is delegated to individual academic units (e.g., colleges, regional campuses, etc.) that are expected to adopt their own academic integrity policies. Pitt's policy guidelines provide a "suggested code" template that covers student obligations as well as faculty obligations and student rights. In framing academic integrity as a collection of rights and responsibilities pertaining to students and faculty, Pitt is one of the few universities included in this study that explicitly acknowledges academic integrity as an institutional issue rather than a student issue.

It would be interesting to know whether policies like those at Pitt and Michigan are connected to concerns expressed by one of the survey respondents regarding the effect of a decentralized university environment on campus norms regarding academic integrity. Because the survey responses were anonymized, it is impossible to know whether there is a connection, but it certainly suggests an area for further study.

The policies that comprise the second category in Table 3 were particularly notable for their brevity and narrow focus. At fewer than 500 words each, these policies could presumably be read and understood without a significant time commitment. The concise nature of the policies in this category is facilitated by their emphasis on a single objective: explaining what academic integrity violations look like. Neither policy in this category makes any mention of the process for dealing with allegations of these sorts of violations or the potential sanctions that might result from that process. In addition to distinguishing the policies in this category from those in the third and fourth categories, the omission of disciplinary procedures prevents these policies from being associated with either the rule compliance strategy or the integrity strategy (Gallant, 2008).

With regard to purpose, the policies from the third and fourth categories of Table 3 are actually quite similar. The policies in both of these categories outline in great detail the procedures for disciplinary actions related to academic and non-academic rule infractions. The categories differ in that the policies in the fourth category rely more heavily on legal language in order to communicate this information. However, the higher sentence and word counts for the policies in category 4 may account for this disparity. Further analysis that normalizes the values for use of legal language in relation to policy length would be useful in determining the actual significance of the distinction between categories 3 and 4.

Irrespective of the degree of difference between the third and fourth categories of Table 3, it is worth noting that together they account for 75% of the policies analyzed in this study. The vast majority of the policies focus on describing procedures, possibly in reaction to a mostly unfounded fear of litigious students (Kibler et al., 1998). However, even with more information about institutions' approaches to disciplinary action, it is difficult to effectively judge whether they subscribe to the rule compliance strategy or the integrity strategy without knowing more about how campus communities perceive these policies or how they are enforced. While document analysis does shed light on certain facets of the issues surrounding academic integrity, it cannot present a full picture of how policies shape practice.

6. Conclusion

In analyzing academic integrity policies and surveying librarians from sixteen universities, this study aimed to answer two related questions. The first question asked, what are the different ways that institutions from a fairly homogenous group have codified their approaches to promoting academic integrity? The results of the document analysis identified at least three distinct types of policies defined by their length, use of legal language, and overall intent. These results are consistent with the observations made nearly three decades ago by Sabloff and Yeager (1989) in their study of reporting structures for academic integrity violations at AAU member institutions.

The second question for which this study sought an answer asked, how do academic librarians perceive these varied policies and how are they influenced by them? The vast majority of the survey respondents agreed that they understand and are aware of their universities' academic integrity policies and that those policies do not exert a negative influence on campus culture and norms. However, the respondents were quite divided on the matter of whether these policies affect their pedagogical decisions in the context of library instruction.

This study contributes to the existing literature on academic integrity policies while also beginning to bridge the gap between that body of literature and our understanding of the roles played by librarians in supporting academic integrity. Moreover, the results of this study suggest areas for further research, particularly at the intersection of the two

methods employed here. Such research might be approached through an in-depth study that explores a particular university's academic integrity policy holistically in order to gain a sense of how the policy has been implemented, how it fits with other institutional policies, and how it is understood and perceived by various stakeholders. Research that can connect the perceptions of librarians and other stakeholders to specific policies while also gauging actual understanding would have the potential to significantly illuminate the issues at hand.

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Appendix A: Institutions Included in Study

The institutions included in this study are the University of North Carolina at Chapel Hill and its system-defined peer group. As of 2011, that group is comprised of the following universities:

- Duke University ("Duke")
- Johns Hopkins University ("JHU")
- Northwestern University ("Northwestern")
- University of California, Berkeley ("UC Berkeley")
- University of California, Los Angeles ("UCLA")
- University of Maryland, College Park ("UMD")
- University of Michigan, Ann Arbor ("Michigan")
- University of Minnesota, Twin Cities ("Minnesota")
- University of Pennsylvania ("Penn")
- University of Pittsburgh ("Pitt")
- University of Southern California ("USC")
- University of Texas at Austin ("UT")
- University of Virginia ("UVA")
- University of Washington, Seattle ("UW")
- University of Wisconsin-Madison ("Madison")

(University of North Carolina at Chapel Hill, Office of Institutional Research & Assessment, n.d.).

Appendix B: Systematic Method for Policy Harvesting

Policies were located on institutional websites using two main strategies outlined below.

Navigate - The following tabs/sections of each institution's website were explored in the order listed (if a particular tab/section did not appear on an institution's website, it was skipped over). Within each tab/section, the page was scanned for the phrases "academic integrity", "academic honesty", "academic dishonesty", "academic misconduct", "honor", "conduct", "cheating", and "plagiarism" using the browser's "Find…" function.

- Academics
- (Office of the) Dean of Students
- Student Affairs
- Campus Life/Student Life
- Center for Teaching and Learning

Search – Policies that could not be located by navigating an institutional website were then identified using the website's search function and/or Google. (Many institutional websites have search functions powered by Google, so in some cases it was not necessary to use both).

- Search terms to enter in institutional website search function
  - Academic integrity
  - Academic honesty
  - Academic dishonesty
  - Academic misconduct
  - Honor code
  - Code of conduct
  - Cheating
  - Plagiarism
- Search terms to enter in Google
  - Institution name + [search terms listed above]

The contingency plan for policies that could not be located was as follows: If no policies could be found for a particular institution, or if there were references to an inaccessible policy on the website, an inquiry would be sent via email to the institution's Office of

Student Affairs, Office of the Provost or Dean of Academics, and any other relevant offices or departments.

For each policy harvested, the following steps were taken:

1. The policy was downloaded as a PDF file.

2. Adobe Acrobat's OCR text recognition tool was applied to the PDF file to ensure that the text was machine-readable.

3. The webpage on which the policy appears was saved using the Internet Archive's Wayback Machine (https://archive.org/web/).

Appendix C: Readability Metrics

Flesch-Kincaid Grade Level

$$Grade\ level = 0.39\left(\frac{Total\ words}{Total\ sentences}\right) + 11.8\left(\frac{Total\ syllables}{Total\ words}\right) - 15.59$$

Gunning-Fog Index

$$Index = 0.4\left[\left(\frac{Total\ words}{Total\ sentences}\right) + 100\left(\frac{Complex\ words}{Total\ words}\right)\right]$$

Complex words are defined as polysyllables (≥ 3 syllables) excluding proper nouns, familiar jargon, and compound words

Coleman-Liau Index

$$Index = 0.0588 \times \left(Average\ number\ of\ letters\ per\ 100\ words\right)$$
$$-0.296 \times \left(Average\ number\ of\ sentences\ per\ 100\ words\right) - 15.8$$

SMOG (Simple Measure of Gobbledygook) Grade

$$SMOG\ Grade = 1.0430\sqrt{P\left(\frac{30}{S}\right)} + 3.1291$$

Where:
P = Number of polysyllables ($\geq$ 3 syllables) in sample
S = Number of sentences in sample
(Sample must include at least 30 sentences)

Automated Readability Index

$$Index = 4.71\left(\frac{Total\ characters}{Total\ words}\right) + 0.5\left(\frac{Total\ words}{Total\ sentences}\right) - 21.43$$

(Child, 2015).

Appendix D: Survey Materials

Recruitment email

[The following email was sent to 76 librarians at UNC and its system-defined peer institutions who are directly involved with library instruction and undergraduate or first-year experience. Staff directories and organizational charts available on the libraries' websites were used to identify these individuals.]

Re: Academic integrity policies survey

Dear [recipient name],

My name is Julia Glauberman, I'm a grad student at UNC Chapel Hill's School of Information and Library Science, and I'm currently researching several universities' academic integrity policies. As part of this research, I've created a brief survey in order to gain a better understanding of librarians' perceptions of these policies. Your participation in this survey would be greatly appreciated. The survey can be accessed by clicking here [link to Qualtrics survey].

The survey contains 4 questions and should only take about 5-7 minutes to complete. Your participation is voluntary, and your responses will be completely anonymous. There are no risks or benefits to you for participation, and no one will know whether you did or did not complete the survey.

If you have any questions about the study, please contact me at [email address]. If you have questions about your rights as a research participant, you can contact the UNC Institutional Review Board by emailing IRB_Subjects@unc.edu or calling (919) 966-3113 and referencing study number 15-3343.

Thank you very much for your time,

Julia Glauberman
MSLS Candidate 2016, University of North Carolina at Chapel Hill
[email address] | [cell phone number]

Survey questions

1. Does the university you work at have an academic integrity policy? (Such a policy may be included in honor codes, codes of student conduct, statements on academic honesty, statements on academic dishonesty, student handbooks, faculty handbooks, etc.).

- Yes
- No
- I'm not sure

[Based on each subject's answer to the first question, they were directed to answer one of the following two sets of questions listed below.]

Questions for subjects who select "Yes" for question 1

2. Select one of the options listed below to complete the following statement.

   The influence of my university's academic integrity policy on the campus's culture and norms is generally _____.

- Positive
- Negative
- Neutral
- Other [space provided to explain]

3. Please indicate the degree to which you agree or disagree with the following statements.

	Strongly Disagree				Strongly Agree
	1	**2**	**3**	**4**	**5**
I have a thorough understanding of my university's academic integrity policy.					
When designing library instruction, I am aware of my university's academic integrity policy.					
When I work directly with students, I am aware of my university's academic integrity policy.					
My approach to designing and/or delivering library instruction is directly influenced by my university's academic integrity policy.					

4. If you have any other thoughts on your university's academic integrity policy or how it influences your work, your library, or your campus as a whole, please share them in the space below.

Questions for subjects who select "No" or "I'm not sure" for question 1

2a. Select one of the options listed below to complete the following statement.

The absence of an academic integrity policy at my university has a generally _____ influence on the campus's culture and norms.

- Positive
- Negative
- Neutral
- Other [space provided to explain]

3a. Please indicate the degree to which you agree or disagree with the following statements.

	Strongly Disagree				Strongly Agree
	1	**2**	**3**	**4**	**5**
If my university were to adopt an academic integrity policy, I would be interested in gaining a thorough understanding of it.					
If my university were to adopt an academic integrity policy, my approach to designing and/or delivering library instruction would be directly influenced by it.					

4a. If you have any other thoughts on the absence of an academic integrity policy at your university or how that absence influences your work, your library, or your campus as a whole, please share them in the space below.

Appendix E: Links to Academic Integrity Policies

The following list provides links to archived snapshots of the policies analyzed in this study. The snapshots were captured using the Internet Archive's Wayback Machine (https://archive.org/web/) and show the policies as they appeared in April 2016.

Duke University ("Duke")
https://web.archive.org/web/20160411040434/https://studentaffairs.duke.edu/conduct/z-policies/academic-dishonesty

Johns Hopkins University ("JHU")
https://web.archive.org/web/20160411041031/http://e-catalog.jhu.edu/undergrad-students/student-life-policies/

Northwestern University ("Northwestern")
https://web.archive.org/web/20160411041530/http://www.northwestern.edu/provost/docs/academic-integrity-basic-guide.pdf

University of California, Berkeley ("UC Berkeley")
https://web.archive.org/web/20160411041443/http://sa.berkeley.edu/sites/default/files/UCB-Code-of-Conduct-new%20Jan2012_0.pdf

University of California, Los Angeles ("UCLA")
https://web.archive.org/web/20160411042030/http://www.deanofstudents.ucla.edu/Student-Conduct-Code (This links to the page above the UCLA Student Conduct Code because the policy document itself has a robots.txt script which prevents it from being archived)

University of Maryland, College Park ("UMD")
https://web.archive.org/web/20160411042920/http://president.umd.edu/policies/docs/III-100A.pdf

University of Michigan, Ann Arbor ("Michigan")
https://web.archive.org/web/20160411043107/http://www.provost.umich.edu/faculty/handbook/8/8.D.html

University of Minnesota, Twin Cities ("Minnesota")
https://web.archive.org/web/20160411043246/https://regents.umn.edu/sites/regents.umn.edu/files/policies/Student_Conduct_Code.pdf

University of Pennsylvania ("Penn")
https://web.archive.org/web/20160411043511/https://provost.upenn.edu/policies/pennbook/2013/02/13/code-of-academic-integrity

University of Pittsburgh ("Pitt")
https://web.archive.org/web/20160411043413/http://www.provost.pitt.edu/info/acguidelinespdf.pdf

University of Southern California ("USC")
https://web.archive.org/web/20160411043600/http://policy.usc.edu/student/scampus/part-b/

University of Texas at Austin ("UT")
https://web.archive.org/web/20160411043838/http://catalog.utexas.edu/general-information/appendices/appendix-c/student-discipline-and-conduct/

University of Virginia ("UVA")
https://web.archive.org/web/20160411044144/http://www.virginia.edu/honor/wp-content/uploads/2013/09/Green-Book-PDF-2013-for-Recruitment.pdf

University of Washington, Seattle ("UW")
https://web.archive.org/web/20160411044532/http://apps.leg.wa.gov/WAC/default.aspx?cite=478-120&full=true

University of Wisconsin-Madison ("Madison")
https://web.archive.org/web/20160411044652/https://students.wisc.edu/doso/docs/UWS14.pdf