Toward a Nuanced Understanding: Faculty Barriers to Navigating Academic Integrity Violations

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Abstract

This study presents the early results of an all-faculty survey on barriers faculty at one Ontario Polytechnic institution encountered while navigating and filing academic integrity violations (AIVs). While the general findings corroborate previous work, this research reveals that the number of years a faculty member has taught influences the barriers experienced. These findings have important implications for institutions as they suggest that institutions should consider implementing a more targeted approach to conversations and assurances depending on the number of years a faculty member has taught.

Keywords

academic integrity; academic integrity violations (AIVs); barriers; Canada; faculty barriers; Polytechnic; reporting misconduct

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Introduction

Academic integrity violations (AIVs) concern all institutional stakeholders (Saddiqui, 2016). Faculty specifically play an essential role in upholding an institution's culture of academic excellence as they are often the first point of contact for AIV investigations. At some institutions, faculty are also the main or only point of contact with students when misconduct occurs. Regardless of the institutional setup, faculty experience various barriers to navigating and filing AIVs. One study on why instructors ignore cheating found that almost 80% of faculty agreed that handling cheating "is one of the most onerous aspects of the job" (Keith-Spiegel et al., 1998, p. 215). While scholarship exists regarding the barriers faculty experience, there is still much to be corroborated and discovered. This study aims to provide an enriched understanding of the various barriers faculty experience while navigating AIVs and highlight that a faculty's teaching status, which is often linked to the number of years teaching, impacts which barriers they face. With this knowledge, institutions can target faculty supports and messaging to enhance their commitment to integrity.

Background

While faculty are essential to maintaining academic integrity, little recent academic integrity research has targeted the impact of investigating and filing AIVs on faculty. Current literature on academic integrity and AIVs primarily focuses on the student perspectives and experiences at Australian and United States universities, with increasing research from Canadian higher education institutions (HEIs) bringing in faculty perspectives (Eaton & Edino, 2018; Hamilton & Wolsky, 2022;

MacLeod, 2014; Openo & Robinson, 2021). Additionally, the barriers faculty experience tend to be generalized to all faculty and do not consider the faculty's status or the number of years they have taught. This research addresses that gap. Broadly speaking, the most common barriers to filing AIVs reflected in the literature are institutional barriers and personal beliefs and costs.

Institutional barriers are the least mentioned barrier in current literature. These barriers encompass a wide array of challenges, including a lack of training opportunities on teaching and assessment development, unclear institutional policies and procedures, a dearth of administrative and institutional support, and feelings of disconnect from the establishment (Bertram Gallant, 2018; Hamilton & Wolsky, 2022; McCabe et al., 2012; Saddiqui, 2016; Thomas & De Bruin, 2012), which are explicitly noted by part-time faculty (Crossman, 2019; Hamilton & Wolsky, 2022). Lack of administrative support refers to a lack of confidence in the processes and procedures in place for AIVs (McCabe et al., 2012). A belief that institutional systems (i.e., formalized policies and procedures) are unfair or insufficient can lead to faculty choosing to address incidents independently or overlooking the matter altogether; faculty's feelings of mistrust are recorded on social media platforms. In a Reddit post, RedRaiderRx09 (2020) expressed frustration over the lack of institutional support for addressing and managing AIVs, which received roughly 60 comments from other users who shared similar sentiments.

Personal beliefs and the personal cost of filing and reporting AIVs also create barriers to navigating and reporting AIVs. Although academic integrity is often regarded as an essential

component of academic excellence, prior studies show that between 10% to 20% of faculty do not report incidents of AIVs due to the belief that cheating is not a serious issue at their institution (Coalter et al., 2007; Coren, 2011), even though McCabe et al. (2012) found that "more than two-thirds of college students [report] that they have cheated" (p. 71). A consistently reported personal cost is time (Coalter et al., 2007; Keith-Spiegel et al., 1998; McCabe et al., 2012; Openo & Robinson, 2021; Thomas & De Bruin, 2012). This relates to the time it takes to investigate and report AIVs and the time to deal with the aftermath (Hamilton & Wolsky, 2022). Openo & Robinson's (2021) research shows that persistence may lead to a student requesting multiple meetings with faculty or speaking to the faculty member multiple times, which increases the amount of time faculty spend per situation. The most common reason faculty members choose not to file is that they do not have enough evidence that an AIV occurred (Coalter et al., 2007; Coren, 2011; Keith-Spiegel et al., 1998). Roughly 83% to 95% of faculty do not report because they believe they lack adequate evidence (Coalter et al., 2007; Coren, 2011). Though faculty are one among many stakeholders in HEIs, their beliefs and experiences significantly impact academic excellence and integrity.

Method

Our research leveraged a nonexperimental design, defined as any quantitative or qualitative research that is not an experiment (Reio, 2016), consisting of two parts: a survey and focus groups. The first part was an online quantitative survey administered through Qualtrics survey software. To ensure the survey questions' validity, an iterative feedback process between the research members was implemented. The research team collaboratively developed the survey questions; additional modifications were implemented based on feedback from various members, including the Academic Integrity Coordinating Committee and administrative academic team members, including executive deans, deans, program chairs, Teaching and Learning, the Registrar, the International Office, and the Research Ethics Board, which reviewed and approved each survey question. This feedback helped determine if participants would properly interpret the survey questions as the researchers intended.

The final iteration of our survey comprised up to 52 questions divided into six main sections: (1) general questions and demographics, (2) experiences of navigating the process, (3) emotional responses to navigating academic integrity violations, (4) perception of the institution's culture of integrity and personal teaching practices, (5) supports and process, and (6) feedback. The first five sections consisted of multiple choice, ranking order, and open-ended responses to allow participants to expand on their answers, while the sixth section was an open-ended text box for faculty to provide feedback on our institution's current academic integrity policies and procedures.

At the end of the survey, participants were invited to attend one of four focus groups with two Zoom and two in-person options. Due to participant interest, multiple sections of Zoom focus groups occurred at the two offered times. The survey was initially supposed to stay open for two weeks; however, based on target group requests, it remained open for five weeks. At closing, 989 faculty members completed the survey, and 203 participants expressed interest in one of the focus groups.

While the full scope of our study utilized a mixed-method approach, this article focuses on the online survey's open- and closed-ended responses (single-selection and multiple-selection). The article focuses on the following research questions: What barriers do faculty members face when navigating academic integrity violations, and how do years of teaching experience impact the perception of barriers?

Results and Discussion

The results presented here focus solely on the quantitative findings and the open-ended questions within the survey. We had a response rate of approximately 40% of all faculty at the time (n = 989), with 239 (24.92%) full-time (FT); 681 (71.91%) non-full-time (NFT), including part-time, sessional, partial load; and 30 (3.17%) non-full-time faculty – administrator teaching part-time (NFT-Admin) (Table 1). Data for the latter group is not included due to its statistical insignificance.

For this study, we further analyzed six barriers (see Table 1 and Figure 1) using the following filters: faculty type (Table 2) and number of years teaching (Table 3). The data suggests that faculty experience different barriers depending on these factors, so institutions should consider the differences as they look to overcome faculty barriers and engender a sound culture of integrity.

We asked the following question regarding barriers to investigating and reporting AIVs: "If you experience barriers when investigating and filing academic incidents, *select all that apply and place in order from biggest barrier to smallest barrier* (emphasis added). If you do not experience barriers, or this does not apply, please leave blank" (Table 1). Importantly, faculty were asked to identify *all* barriers they experience and rank them from "biggest to smallest" as opposed to selecting what they feel is the single most prominent barrier. This was done intentionally to glean nuance and uncover how faculty experience multiple barriers while navigating AIVs. As far as the researchers can tell, this is the first time faculty have been asked to provide more nuanced, layered insights. Following this quantitative question, participants could elaborate open-endedly; this solicited nearly 280 written responses. These vary in intensity, breadth, and depth; a few have been provided below to corroborate the quantitative findings.

Workload/Time it Takes to Investigate/File an Incident

As seen in the tables, and consistent with previous findings (Hamilton & Wolsky, 2022; Keith-Spiegel et al., 1998), *work-*

Table 1. Barriers to Investigating and Reporting AIVs (Ranked)

Barriers (Ranked)	Frequency of *All* Rankings (total, %)	1st Ranked Barrier (total, %)	2nd Ranked Barrier (total, %)
Workload or time it takes to investigate or file an incident	317 (28.4)	211 (66.6)	65 (20.5)
Likelihood of having my decision appealed or overturned	188 (16.8)	66 (35.1)	82 (43.6)
I do not feel the college takes academic integrity seriously	175 (15.7)	89 (50.9)	55 (31.4)
Communicating with students	119 (10.7)	41 (34.5)	49 (41.2)
I feel my own teaching or assessments will be called into question	118 (10.6)	49 (41.5)	42 (35.6)
Fear of potentially compromising my relationship with my student(s)	99 (8.9)	40 (40.4)	35 (35.4)

Figure 1. Barriers to Investigating and Reporting Academic Misconduct (Net Total, Ranked)
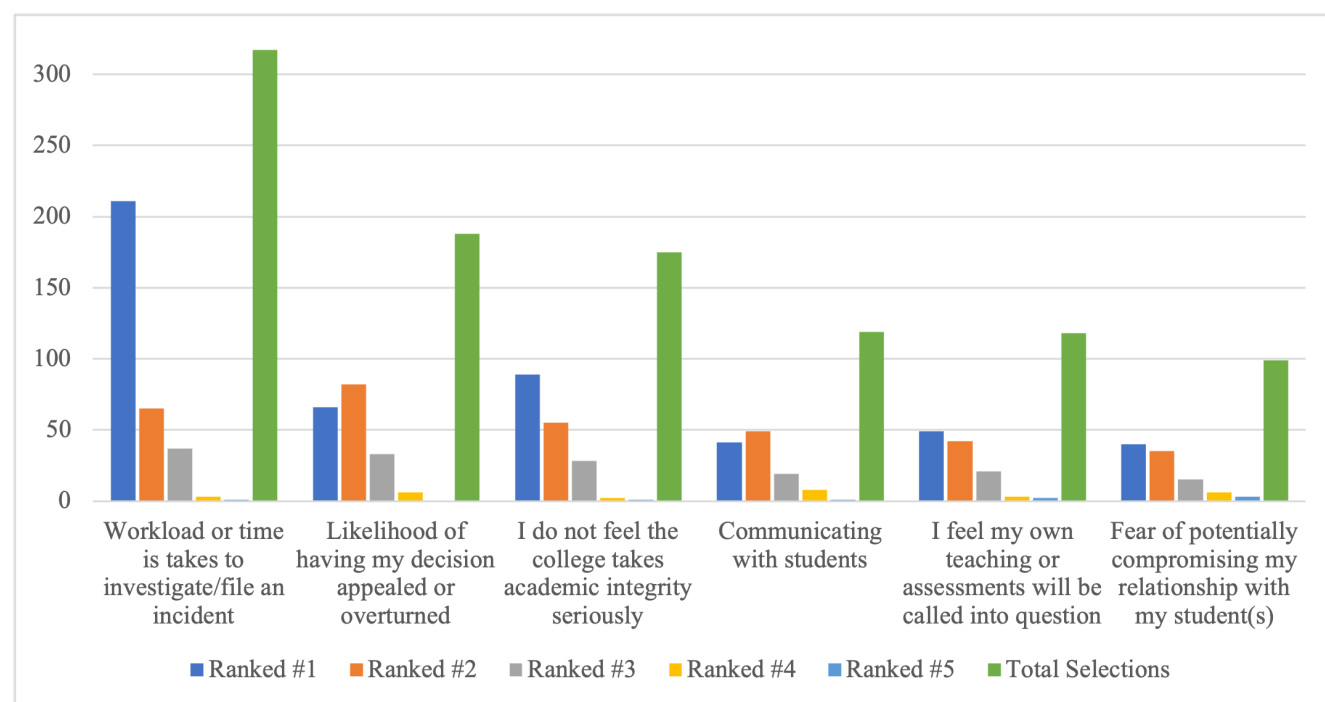
Table 2. Faculty Status. Question: *What is your role?*

Faculty Status	Frequency	Percentage (%)
Full-time (FT)	239	24.92
Non-full-time (NFT)	681	71.91

Table 3. Number of Years Teaching. Question: *How many years have you been teaching (at this institution)?*

Years Teaching	Frequency	Percentage (%)
1 year or less	237	25.16
1 year to 2 years	161	17.07
3 to 5 years	278	29.51
6 to 9 years	106	11.25
10 years and more	160	16.99

load/time it takes to investigate and file an incident was identified as the number one barrier overall, having been selected 28.4% (*n* = 317) of the time across all rankings. Of the times *workload* was selected, it was ranked first 66.6% (*n* = 211) of the time and ranked second 20.5% (*n* = 65) of the time.

In the comment section, participants named *compensation* as a workload-related barrier. For instance, one faculty stated, "Doing an investigation, filing a report, attaching evidence, etc., would add significant hours of workload that a part-time instructor simply doesn't have and is not compensated for." Some faculty directly link compensation, or lack thereof, to workload. Relatedly, another faculty explained,

> There is no additional pay for the work we are doing ... Academic misconduct is a serious offence, and it is not something to be taken lightly ... This accounts for a number of unpaid hours

that I put into work in order to uphold academic integrity.

What may be taken from the comments above is that further support, training, and guidance are required for faculty, so they feel maintaining academic honesty and building a culture of integrity is crucial and "worth doing."

Filtering the data by faculty type (full-time [FT] vs. non-full-time [NFT]; see Table 2) provides further insights. *Workload* remains the most selected barrier for all faculty types, with FT faculty selecting it 26.3% (*n* = 87) of the time across all barriers and 69% (*n* = 60) of the time as the top-ranked barrier. Similarly, NFT faculty selected *workload* 29% (*n* = 216) of the time for all the total ranked and 65.3% (*n* = 141) of the time as the first-ranked barrier. Overall, all faculty types consistently ranked *workload* as the number one barrier.

Potential for Appeals and College Seriousness
The second-most identified barrier was *likelihood of having my decision appealed or overturned*, which was selected 16.8% (*n* = 188) of the time across all rankings. It was selected as the first-ranked barrier 13.3% (*n* = 66) of the time and as the second-ranked barrier 25% (*n* = 82) of the time.

Following closely as the third most selected barrier overall was *I do not feel the college takes academic integrity seriously*, which was selected 15.7% (*n* = 175) of the time across all rankings. It was selected as the first-ranked barrier 17.9% (*n* = 89) of the time and as the second-ranked barrier 16.8% (*n* = 55) of the time.

While all faculty groups selected *workload* as the first-ranked barrier, the second-ranked barrier differed between the FT faculty group and the NFT group. FT faculty selected *I do not feel the college takes academic integrity seriously* 22.7% (*n* = 75) of the time as the second most ranked barrier. However, NFT faculty selected *Likelihood of having my decision appealed or overturned* as the second most ranked barrier: PT = 16.8% (*n* = 125).

Based on comments, the barrier *I do not feel the college takes academic integrity seriously* is layered and does not appear to mean the same thing for all faculty. Some refer to their fellow faculty, who do not take academic integrity seriously, as highlighted by the comment: "Not all faculty treat academic integrity with the required seriousness." Another faculty member wrote,

> I don't feel other faculty consistently file [A]cademic Integrity Incidents/Warnings (I have witnessed this in my conversations with others). This can make me hesitant to make the effort and to be the only faculty in a multiple cohort program to follow through.

For some then, "the college" is represented by fellow faculty members. Others suggest "management" does not take academic integrity seriously, suggesting that their program

chair or dean (or equivalent) has in the past "stepped in to override the decision." One faculty simply stated, "I feel the college is too lenient." Others, however, view "seriousness" from a training lens: "Much more training should be given to faculty ... There were many gaps that I, as new faculty, had to figure out on my own." If faculty do not think their institution takes academic integrity seriously, they may disregard or circumvent formal policies, deal with cheating on their own, and/or fail to report cheating to a central authority, as many systems require (Graham et al., 1994; McCabe, 1993). This barrier, then, is broad, nuanced, and frankly, messy. In future studies, what is meant by "the college" should be teased out or separated into stand-alone categories to get a more precise picture of what faculty mean when selecting this category.

The barrier *likelihood of having my decision appealed or overturned*, which NFT faculty selected as the second most-ranked barrier, may be due to multiple factors, e.g., the fear of taking up management's time and resources to investigate an incident or being put under scrutiny regarding why an incident was filed in the first place. The interrelationship between filing incidents, management, and where faculty exists within this space is important to recognize and appears to be on NFT faculty's minds. One faculty member explained, "I typically worry that if the evidence is not airtight, or if the student complains ... concessions will be made, and I will not be supported." In other words, trepidations exist within faculty members that they may become known for causing student issues by filing incidents. Also key to the interrelationship of filing incidents, management, and where faculty exist within this space are concerns over whether NFT faculty will be given additional teaching contracts. One faculty member plainly stated, "Before I was full-time, I feared not getting hired back." Overall, this barrier may exacerbate some of NFT faculty's broader insecurities about their employment situation. For some, then, they think it more advantageous to "fly under the radar."

Communication, Teaching Practices, and Relationships
The fourth-most selected barrier is *communicating with students*, which was selected 119 times (10.7% of all ranking selections). It was selected first 41 times (8.3% of all first-ranked) and selected second 49 times (14.9% of all second-ranked).

Faculty recognize that part of navigating AIVs involves communicating with students, though they express that it still acts as a barrier. One faculty stated, "It's difficult when some students pester via email [or] in-person to not file an incident or [they] will deny they did wrong, even when you show them the evidence. It takes up a lot of to-and-fro emails in such cases." Communication, then, is closely linked to workload. Further, faculty mention that student hostility during conversations about alleged misconduct is a barrier: "Often my ... students have been hostile when speaking about an incident."

Some faculty find conversations downright frustrating: "I find communicating with the student [about potential AIVs] a frustrating part of the process. Most do not readily confess, and the process ends up feeling like an interrogation on a bad cop show." Frustrations appear to come in multiple forms. In this case, the faculty member highlights that the communication aspect, if gone awry, is frustrating and a real barrier. The prospect of turbulent or lengthy conversations weighs on some faculty's minds, particularly when those conversations are in person and appear to corroborate what Openo & Robinson (2021) call the emotional labour of academic integrity.

The fifth-most selected barrier was *I feel my own teaching or assessment practice will be called into question*, which was selected 118 times in total (10.6% of all ranking selections). It was selected first 49 times (9.9% of all first-ranked) and selected second 42 times (12.8% of all second-ranked).

In this question's comment section, faculty suggested a direct correlation between filing AIVs and receiving poor teaching evaluations. For instance, one faculty stated, "I've experienced that poor performing students who are caught cheating will often retaliate with poor classroom attitude and terrible SAT [Student Appraisal of Teaching] reviews." Similarly, another faculty explained, "I've seen my teaching evaluations be significantly impacted by filing incidents ... with many students appearing to pick the worst category all the way down. I haven't observed this in classes with no or few infractions filed." Not only might faculty worry about their teaching being fairly or accurately assessed, but they may also worry that the SATs will impact the view of the person hiring them, thus creating a barrier to filing incidents. New faculty may believe that receiving future teaching contracts is precarious, and by filing academic incidents, they draw attention to their teaching practices. If faculty are new, they may feel insecure or inadequate and want to limit 'exposure' to their teaching practices or wonder if they will have a job next semester (Bertram Gallant, 2018). This may not always be the case, however, since some faculty may want their filing of AIVs to be known to demonstrate what they see as their commitment to integrity; this perspective likely depends on the specific program or school culture and the messaging faculty receive. What is apparent is that administrators must make it clear to faculty that they support sound investigations of possible AIVs and must ensure faculty have the necessary support; this includes reassurances that a holistic view of their teaching practices will be considered, and 'poor' SATs will be understood within fulsome context.

The sixth-most selected barrier was *fear of potentially compromising my relationship with my students*, which was selected 99 times in total (8.9% of all ranking selections). It was selected first 40 times (8.1% of all first-ranked) and selected second 35 times (10.7% of all second-ranked).

Faculty understand the importance of the student-faculty relationship and may see filing incidents as potentially compromising that relationship. For instance, one faculty member commented, "Teaching is about relationships, and while I don't let it deter me, it is difficult to file offences and protect the relationship with students at times, but it's all in how it is worded to the student." This faculty member views the faculty-student relationship from a hindsight perspective or from the vantage point of *after* an incident is filed and fears that filing incidents may drive a wedge between them.

Overall, while *workload* is identified as the number one barrier faculty experience to navigating and filing AIVs, barriers cannot be neatly compartmentalized; overlap often exists between categories, sometimes to the point where they cannot be easily separated. We can, however, begin to nuance our understanding and see patterns when the data is filtered by the number of years a faculty has taught.

Barriers and the Number of Years Teaching

While previous studies identify various barriers to navigating AIVs, they do not differentiate between barriers relative to the length of time faculty have taught. This study reveals that the number of years a faculty has taught impacts the barriers they experience. Consider Figure 2, which highlights the barriers experienced by faculty who have taught for one year or less, a demographic that represents 25% (n = 237) of survey participants or the second most represented demographic from the survey.

Not surprisingly, *workload/time it takes to investigate and file an incident* remains the number one barrier for faculty that have taught for one year or less. It was selected 26.6% (n = 49) of the time across all rankings, selected as the first-ranked barrier 63.3% (n = 31) of the time, ranked second 20.4% (n = 10) of the time, and ranked third 16.3% (n = 8) of the time.

What is interesting is that when years of teaching experience are not filtered, as analyzed above, the barriers *fear of potentially compromising one's relationship with students* and *feeling that one's own teaching or assessment practice will be called into question* are ranked *last* and *second last*, respectively. However, those who have taught for one year or less identify the *feeling that one's own teaching or assessment practice will be called into question* as the second-most selected barrier to navigating and reporting AIVs, which was selected 17.4% (n = 32) of the time across all rankings, selected as the first-ranked barrier 37.5% (n = 12) of the time and second-ranked 34.4% (n = 11) of the time.

Tied as the third-most selected barrier by faculty who have taught one year or less is the *fear of potentially compromising one's relationship with students* (ranked last out of six options when all tenures are considered) and the *likelihood of having my decision appealed or overturned*, each of which was selected 13% (n = 24) of the time across all rankings. Based on these findings, our research suggests that the number of years a faculty member has taught impacts which barrier faculty experience.

Figure 2. Barriers Experienced by Faculty who have Taught One Year or Less (Ranked)
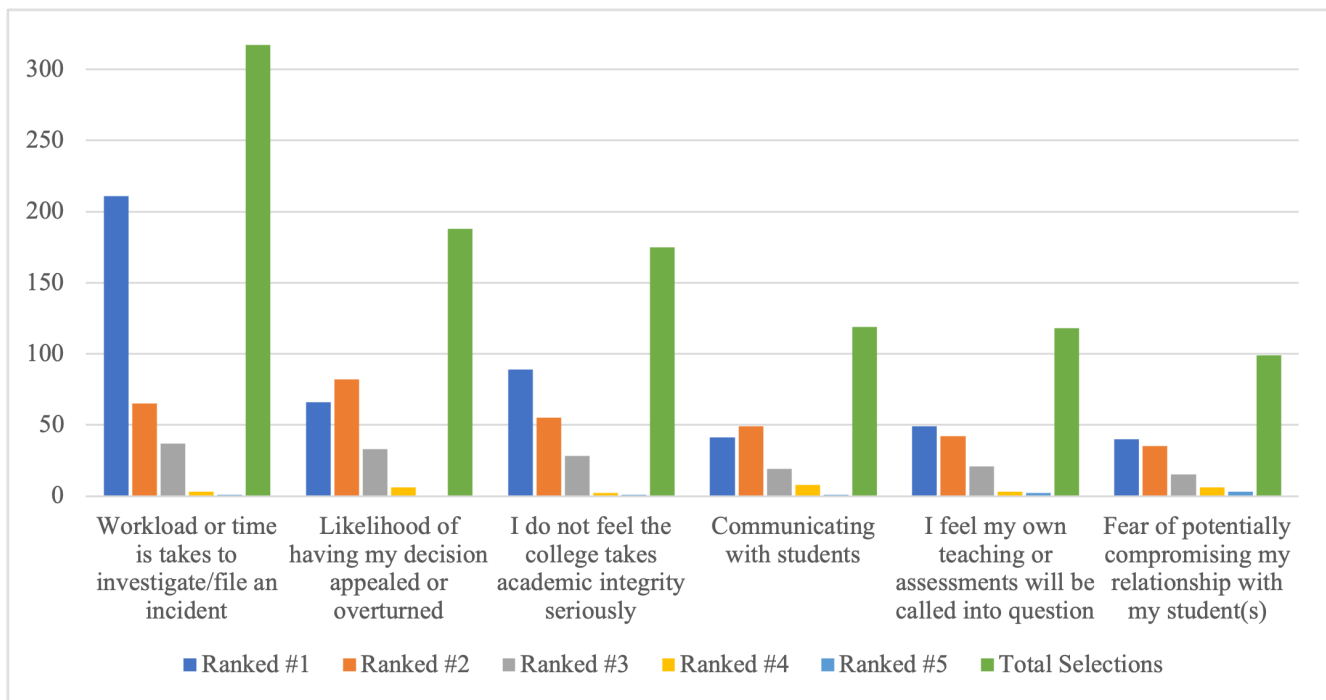
Previous research suggests that part-time faculty are less committed overall to the institution where they teach compared to their full-time counterparts (Akroyd & Engle, 2014). Baldwin & Wawrzynski (2011) state that part-time faculty often have less time to interact with students, use active and collaborative instructional strategies, or prepare for classes, all of which may contribute to them being disadvantaged when it comes to implementing best integrity practices (Bertram Gallant, 2018). Also, if a faculty member has never navigated and filed AIVs, they may simply not know how to do it, what to look for, or know the institution's expectations (Eagan & Jaeger, 2009; Eaton et al., 2020; Hamilton & Wolsky, 2022). If they ask for help, they may feel it suggests a level of incompetence or ineptitude, ultimately compromising possible future contracts. Of course, doing anything for the first time tends to take longer and more cognitive load; however, once the process is completed for the first time, the burden tends to diminish.

Also intriguing are the barriers identified by faculty who have taught for ten years or more, a demographic that comprises 16.2% (*n* = 160) of survey participants or the third-most represented demographic. While *workload/time it takes to investigate and file an incident* is still identified as the number one barrier, the percentage difference between the first-, second-, and even third-most identified barriers shrinks when analyzed from the perspective of faculty who have taught ten years or more (see Figure 3).

Workload/time it takes to investigate and file an incident was selected 24.2% (*n* = 53) of the time across all rankings; it was selected as the first-ranked barrier 62.6% (*n* = 33) of the time,

ranked second 22.6% (*n* = 12) of the time, and ranked third 13.2% (*n* = 7) of the time.

Close behind is the barrier *I do not feel the college takes academic integrity seriously*, which was selected 22.4% (*n* = 49) of the time across all rankings; it was selected as the first-ranked barrier 59.2% (*n* = 29) of the time and second-ranked 24.5% (*n* = 12) of the time. One faculty member in this group stated, "The college clearly doesn't take academic integrity seriously ... [D]ecisions are always made in favour of the student. Experienced faculty are aware of this. For this reason, many faculty don't report incidents."

The third-most selected barrier was *likelihood of having my decision appealed or overturned*, securing 21.1% (*n* = 45) of all rankings. This category was selected as the first-ranked barrier 28.9% (*n* = 13) of the time and ranked second 53.3% (*n* = 24) of the time.

The percentage difference between the first-ranked (*workload*) and the third-ranked barrier (*fear of decision being overturned/appealed*) is 3.1%, which suggests the barriers for navigating AIVs are more evenly distributed and, arguably, viewed less 'transactionally' from a time-management perspective for faculty who have been teaching for 10 years or more. In other words, it is not just about 'time spent' but rather about the *feelings* faculty have about the AIV being overturned, which are nearly as important as the quantifiable time spent navigating AIVs.

This point is highlighted further when juxtaposed with the 9.2% difference between the first-ranked barrier (*workload*)

Figure 3. Barriers Experienced by Faculty who have Taught Ten Years or More (Ranked)
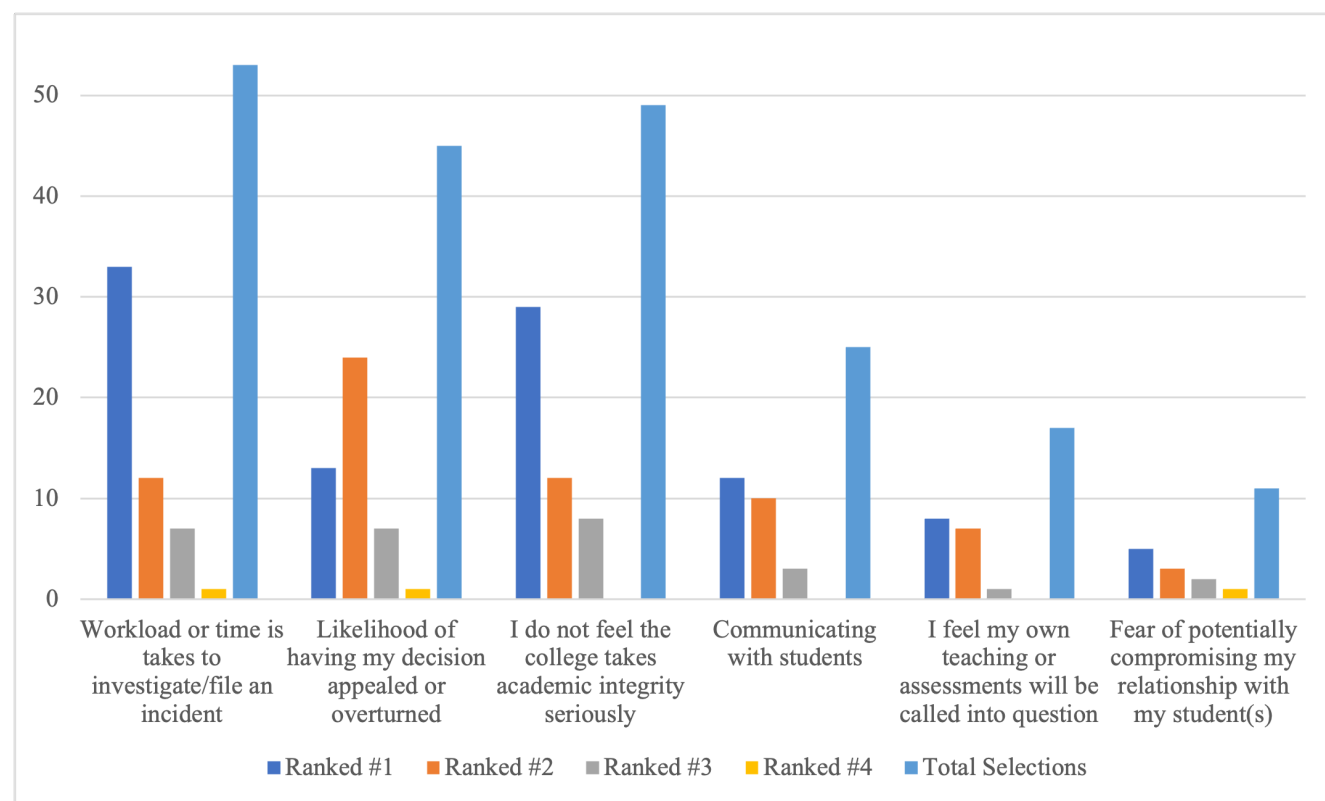
and the second-ranked barrier (*feeling that one's own teaching or assessment practice will be called into question*) for faculty who have taught one year or less.

Interestingly, both demographics selected *likelihood of having my decision appealed or overturned* as one of their top three barriers. However, from the researchers' anecdotal experiences, this barrier seems to arise from different notions. Explained differently, each group's selection of the barrier *likelihood of having my decision appealed or overturned* may be motivated by different circumstances or factors.

For faculty who have taught one year or less, 'flying under the radar' may be a motivating factor that dissuades them from filing AIVs; thus, the fear of having one's decision appealed or overturned may result from fear that an overruling will cause a negative perception of their teaching abilities, ultimately leading to not receiving a future teaching contract. These fears likely have less impact on faculty who have been teaching for a while.

The closeness in rank of the top three barriers for faculty who have taught ten years or more suggests at least some interrelationships between these factors. A faculty member from this group, linking workload and the level of the college's seriousness regarding academic integrity, commented, "I used to file every incident. Now, I don't bother. I don't have the time for this ... [and] the college doesn't care, and there are

no consequences." Similarly, another faculty member stated,

> It takes a lot of time to 'prove' an offence and make sure that you can back it up when it is disputed ... Having students email me multiple times begging for me to change my mind also takes time and effort to deal with.

Arguably, faculty in this group have the power to influence their less-experienced colleagues, especially since those with less experience may reach out to their more senior colleagues for support and guidance. Therefore, supporting this group is a vital step to engendering an institution-wide culture of integrity, given their potential power to influence their colleagues.

The most-represented faculty group by number of years of teaching was those who have between three and five years of teaching experience. This demographic represented 30% ($n = 278$) of survey participants. The barriers this group experienced are represented in Figure 4.

Workload/time it takes to investigate and file an incident was selected 29.4% ($n = 106$) of the time across all rankings; it was selected as the first-ranked barrier 62.3% ($n = 66$) of the time and ranked second 22.6% ($n = 24$) of the time.

In a way, this faculty group represents the 'bridge' between the attitudes and barriers of those who have taught less than

Figure 4. Barriers Experienced by Faculty who have Taught Between Three–Five Years (Ranked)
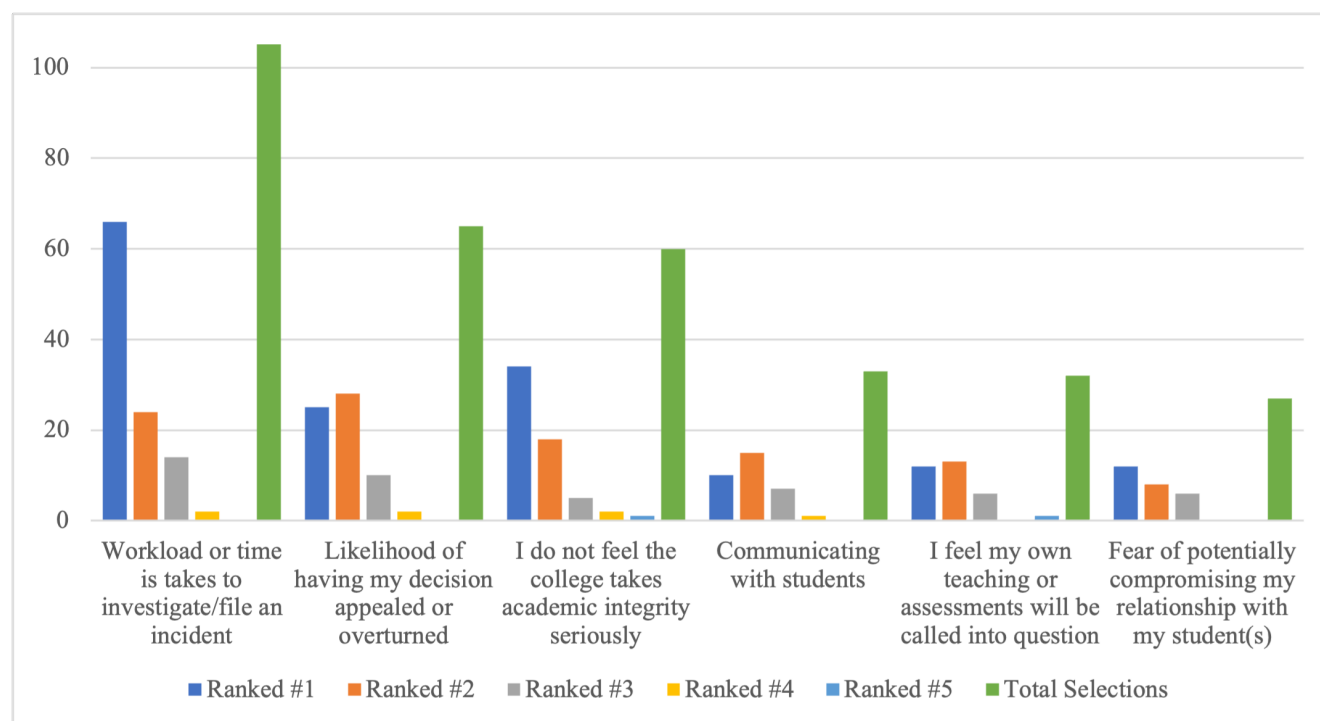
a year and those who have taught more than ten years. This point is illustrated if we isolate the barriers *I do not feel the college takes academic integrity seriously, likelihood of having my decision appealed or overturned, fear of potentially compromising my relationship with my student(s)*, and *I feel my own teaching or assessments will be called into question.* Consider Figure 5.

Feeling that the college does not take academic integrity seriously is not a popular choice among new faculty members, yet it is the second-most selected barrier (following *workload*) among faculty that have been teaching for ten years or more. What the data reveals is that the faculty group that has taught for three to five years falls somewhere between these two groups, suggesting that a 'trajectory of perception' may occur, especially regarding the following two categories: *I do not feel the college takes academic integrity seriously* and *likelihood of having my decision appealed or overturned.* In other words, faculty may follow a predictable trajectory regarding specific barriers they experience as they move from being a novice to a more seasoned faculty. To highlight this trajectory further, see Figure 6, which includes the faculty groups that have taught one-to-two years and six-to-nine years. (For brevity's sake, this is the only time these two faculty groups are considered in this study.)

Interestingly, in an almost too-perfect trajectory, the data shows that the longer a faculty member teaches, the more commonly they experience the following barriers: *I do not feel the college takes academic integrity seriously* and *likeli-*

hood of having my decision appealed or overturned. Recall the above discussion and how the barrier *likelihood of having my decision appealed or overturned* is likely motivated by different factors depending on where the faculty is on their 'teaching journey.' Put bluntly, it appears faculty may become more cynical about navigating and filing AIVs the longer they teach. This finding has significant implications for how institutions communicate their expectations to faculty, as well as the resources they provide. Institutions must work to alleviate these feelings and strive to provide clear communication and support since our faculty, particularly those who are seasoned, are the backbone of our institutions and can influence their colleague's perceptions.

Limitations

This research study involved participants from one community college in Ontario, Canada. As a result, the findings may not be generalizable to other institutions (colleges and universities) in Ontario or Canada. As Hamilton & Wolsky (2022) point out, "Institutional culture at colleges varies to that at research-intensive universities"; like them, we acknowledge that experiences may vary between institution types. Additionally, how individual colleges navigate and handle AIVs differs, and varying institutional cultures may contribute to how faculty identify and interpret barriers.
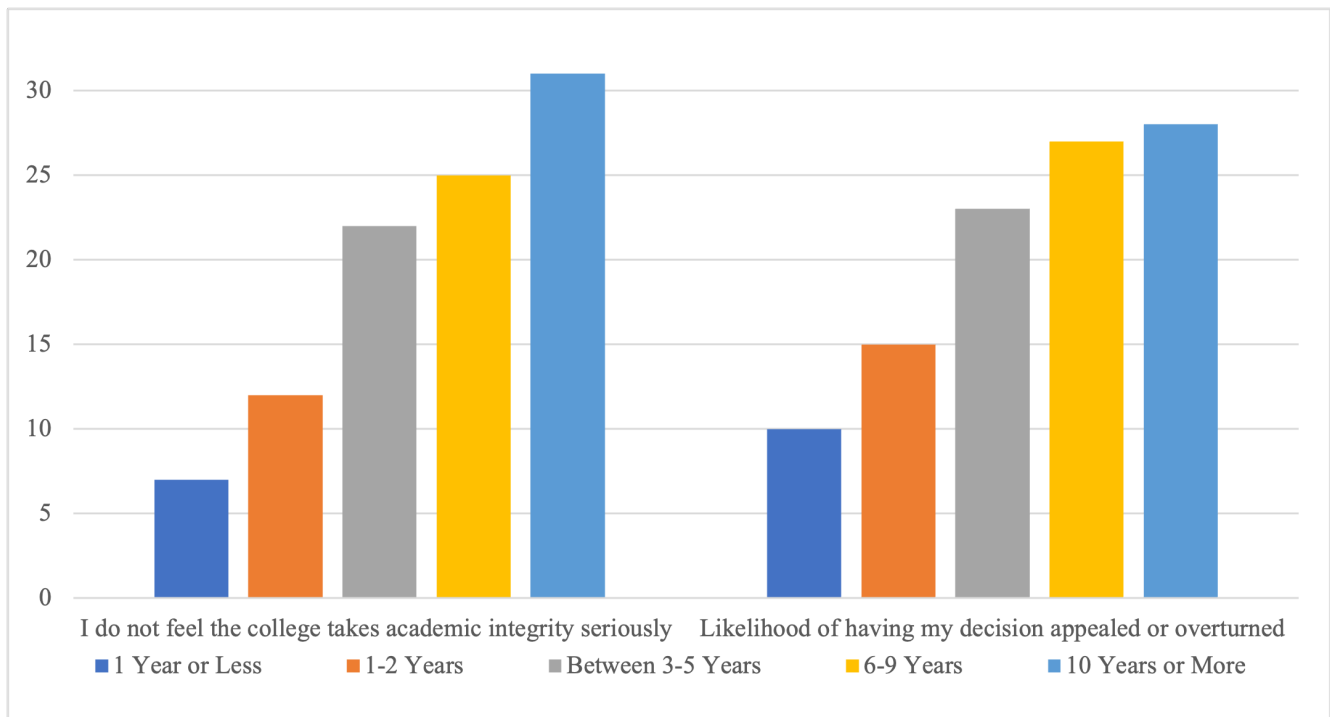
One particular bias existed in our study: a disproportionate number of faculty responded from the School of Business ($n = 318$, or 32.35%) and the School of Workforce Develop-

Figure 5. Comparison of Four Barriers by Years of Teaching (by percentage)
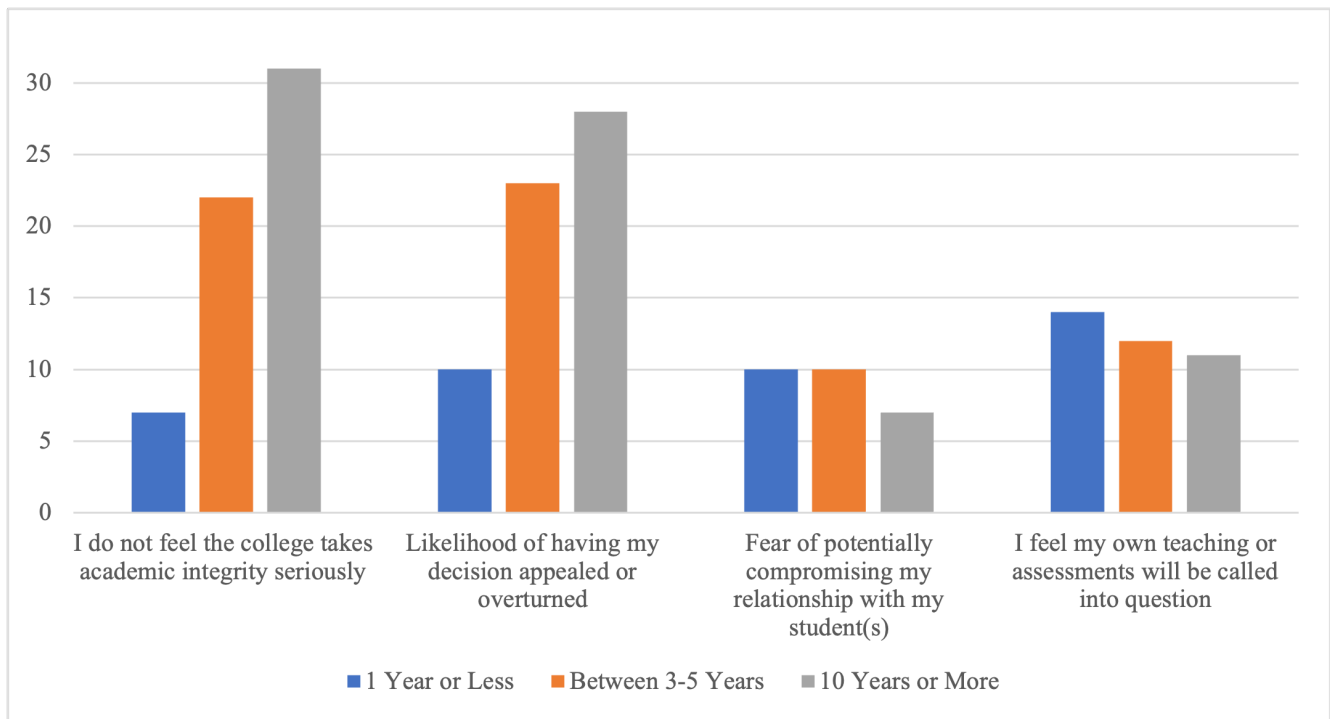
Figure 6. Comparison of Four Barriers by All Years of Teaching (by percentage)

ment, Continuing Education, and Online Learning ($n = 230$, or 23.40%), albeit, at the time of the questionnaire, they were the two largest schools at the college. All other schools were represented by less than 10% of survey responses.

Conclusion

Based on the survey results, one thing is clear: while barriers can be compartmentalized (relatively) cleanly in a survey, the barriers faculty experience on the ground converge and overlap, and ultimately, grouping them by themes has its limitations. Our findings highlight that the barriers faculty experience are influenced by their teaching status (FT versus NFT), which often correlates with the number of years they have taught; of course, some faculty who have taught for many years do so in a NFT capacity.

Our findings highlight a crucial point: institutions must communicate to all faculty groups that engendering a culture of integrity is of paramount importance, part of which includes pursuing potential AIVs. More importantly, it must be stressed that engendering academic integrity is woven into the fabric of sound teaching and learning techniques, rather than 'policing' students. Furthermore, colleagues, management, and senior leaders must provide onboarding and clear messaging (Burke & Bristor, 2016). How barriers may be broken down has been explained in previous research (Bertram Gallant, 2018; Crossman, 2019; Eaton et al., 2020; Gottardello & Karabag, 2022; Hamilton & Wolsky, 2022), but it may be helpful to consider how these recommendations can be more targeted depending on teaching status and the number of years teaching. Increasing professional development opportunities during program or department meetings or simply through direct email (or other) communications may help. Regardless of the modality, the onus is on the institution to ensure clear communication so all faculty feel supported when navigating AIVs.

With this in mind, we recommend the following:

- Offer a space/forum where faculty can speak openly about the barriers they experience when navigating AIVs and ensure an expert on Teaching and Learning is present to steer the conversation in a positive direction.

- Break down barriers between faculty and administrators/management regarding navigating AIVs. This should come from heads of programs or schools communicating the value of pursuing AIVs and how it will not negatively impact future teaching assignments.

- Target messaging to different faculty groups (e.g., novice versus seasoned faculty) and create positive synergies with these faculty groups by recognizing and acknowledging their specific struggles, meanwhile collaborating on innovative strategies to engender integrity in the classroom.

- Institutions may want to consider 'closing the loop' with faculty in certain circumstances when a more

severe penalty is or is not applied. This may alleviate the notion that the institution does not take AIVs seriously by providing clear messaging on the decision rationale.

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