
Encouraging online faculty to engage in the universities academic integrity process: faculty perceptions and tips to keep them interested

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The Open Learning Division of Thomson Rivers University is now 14 years old. Thompson Rivers University (TRU) is the product of an amalgamation between the University College of the Cariboo (UCC) and the British Columbia Open University (BCOU) in 2005. All programs and courses of BCOU became part of TRU under the newly created Open Learning division of TRU.

Open Learning (OL) at TRU is BC's leading open and distance education provider. Today, through its legislative mandate, Open Learning provides open, accessible and flexible learning and recognition of all types of learning.

The flexible education environment offered by OL includes a continuous enrolment schedule and an open admission policy that sets it apart from other BC institutions. OL's openness also extends to students at other colleges and universities who can choose to stay at their home institution and register with OL for the courses they need.

Currently, the Open Learning Division has 250 Open Learning Faculty Members (OLFM) located across the province of British Columbia, an area 14 and a half times the size of Lithuania. These individuals may be employed full-time by other post-secondary institutions, industry or community organizations.

TRU is facing the same academic integrity issues as other higher education institutions but OL has additional challenges as our OLFMs, as well as our students, operate at a significant distance.

TRU has always considered academic integrity a priority and we have a very clear AI policy and reporting system for the whole University. The forms and processes used are currently slightly different for the Open Learning side of TRU compared with that for the campus students but ALL cases are adjudicated in the same way and at the same time by the same Academic Integrity Committee.

In 2017 we carried out an anonymous survey of our 250 OLFMs to try to understand why some OLFMs were reporting academic integrity violations but the majority were not.

This presentation will provide an overview of the results of that research survey.

We discovered that many OLFMs were unaware of the AI process at TRU, others were unsure that reporting cases made a difference or they believed they were better placed to educate the students rather than 'police' them.

We will show how we used those survey results to develop our strategy to raise AI awareness with the OLFMs, many of whom were completely unaware of the issues the being



faced across the globe and the importance of reporting cases.

We will discuss how we have attempted to engage OLFMs with the academic dishonesty process and reporting procedure. We will show how this has been successful in terms of the number of cases reported but how that also creates new challenges for a University.

We will discuss our examination procedures and AI detection strategies we are implementing in both our face-to-face Examination Testing Centers and with our newly introduced online invigilation examinations.

We will share some examples of our most interesting AI cases and some of the challenges we have had in bringing those to the Committee.

Keywords: academic integrity, perceptions, faculty engagement, case reporting.