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Criminal Justice College Instructors' Experiences, Perceptions, and Teaching Strategies Related to Undergraduate Plagiarism

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Walden University
2016

Abstract

Criminal Justice College Instructors' Experiences, Perceptions, and Teaching Strategies

Related to Undergraduate Plagiarism

by

Mark William Bond

MA, Touro University, 2006

MS, Southwest University, 2000

BS, Columbia Southern University, 1999

Doctoral Study Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Education

Walden University

August 2016

Abstract

The criminal justice program in a community college located in the southwestern United States had experienced an increase in student plagiarism. However, the current teaching practices of criminal justice instructors to prevent and manage the increased student plagiarism have not been effective. The purpose of this study was to explore criminal justice college instructors' experiences, perceptions, and teaching strategies related to undergraduate student plagiarism using Goleman's emotional intelligence theory and Daloz's mentoring theory. Employing a qualitative instrumental case study design, data were collected through semistructured interviews with 10 criminal justice college instructors. Member checking and reflective journaling ensured accuracy and credibility with initial findings from the interview data. The interview data were coded and analyzed using matrix and thematic analysis. Findings revealed 6 categories: professional development, instructor-student relationships, Turnitin reports, policy enforcement, instructor discretion, and mentoring students. To address the findings, a department plagiarism policy was proposed through a position paper to key stakeholders at the community college. The implementation of the department plagiarism policy has the possibility to create positive social change by promoting ethical writing standards and providing support for students' future academic success.

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Dedication

This study is dedicated to my wife, Lori, who has always believed in me even when I lacked confidence in my own abilities at times. She always encouraged me to stay the course with a smile. To my daughters, Nikki and Taylor, who always had words of encouragement and would check in on me when I was working late into the evening on my study. To my mother, Joan, who has always supported me and encouraged me to chase my dreams. To my father, Frank, who passed away at the beginning of my doctoral studies and taught me life lessons that I use as an educator. I will always be grateful for my family support and love on my doctoral journey.

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I would like to acknowledge my entire doctoral committee: Dr. Olga Salnikova, my Chair, Dr. Shannon Irene Decker, the 2nd committee member, and Dr. James Valadez, the university research reviewer (URR), for their scholarly guidance and educational leadership and for helping me to believe in myself. The mentoring provided by my doctoral committee is a highpoint in my doctoral journey.

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Section 1: The Problem

Introduction

In U.S. higher education, the problem of plagiarism has received attention from educational researchers, educational policymakers, and the national news media. Despite this attention, plagiarism remains a problem within higher education institutions. Efforts to combat plagiarism with current honor code policies and plagiarism detection software have not reduced incidents of academic integrity violations. Ellahi, Mushtaq, and Mohammed (2013) stated that incidents of plagiarism are on the rise and are increasing at the postsecondary level. Educational policies and technology strategies have not been effective deterrents in decreasing incidents of plagiarism in higher education (Ellahi et al., 2013). Risquez, O'Dwyer, and Ledwith (2013) claimed that plagiarism deterrence is not sustainable without classroom professors teaching students how to avoid plagiarism. Plagiarism is a complex problem in higher education that requires additional research.

The criminal justice department at a community college located in the southwestern United States has experienced an increase in plagiarism incidents, and classroom instructors have had problems confronting students constructively about plagiarism concerns. This local problem is not isolated. Within the criminal justice discipline, incidents of plagiarism have steadily increased, with students having easy access to vast amounts of information on the Internet in both traditional and online classrooms (Jonson & Moon, 2014*;* Teh & Paull, 2013). The local community college for this study defined plagiarism as:

Plagiarism includes, but is not limited to, the use of paraphrase or direct

quotation, of the published or unpublished work of another person without full

and clear acknowledgement. It also includes the unacknowledged use of materials

prepared by another person or agency engaged in the selling of term papers or

other academic materials. (Definitions of Academic Misconduct, 2015, p. 169)

The local community college policy definition of plagiarism is consistent with other

higher education institutions.

Within Section 1, I define the local educational plagiarism problem within the

criminal justice department of the community college. I discuss the significance of the

study and provide evidence of the plagiarism problem at the local level and within higher

education across the disciplines. I define the problem statement, list definitions of terms

related to the study, and include guiding research questions. Section 1 contains the

conceptual framework, literature review, evidence of the plagiarism problem in higher

education, and mentoring students. I conclude Section 1 with the implications of the

study.

Definition of the Problem

The criminal justice program in a community college located in the southwestern

United States is experiencing an increase in student plagiarism. Investigating and

documenting incidents of plagiarism have resulted in the increase of the criminal justice

college instructors' normal workload, as verified by three separate, confidential sources

at the study site (personal communication, January 12, 2015). Within criminal justice

undergraduate studies programs at community colleges, studies have shown that there has been an increased number of plagiarism incidents, and instructors lack experience in managing plagiarism incidents (Hensley, 2013; Jonson, & Moon, 2014; Polirstok, 2014; Sentleng & King, 2012). Bloch (2012) attributed the growing problem of plagiarism to the lack of understanding and definitions of plagiarism among university and college faculty. Idiegbeyan-ose, Nkiko, and Osinulu (2016) discovered that instructors cannot assume that students understand what constitutes plagiarism when there are no prior lessons on plagiarism avoidance strategies. Smedley, Crawford, and Cloet (2015) claimed that first-year students gained confidence in their understanding of plagiarism after receiving lessons on plagiarism avoidance strategies. Perry (2010) indicated that 48% of students reported that they did not remember receiving any lessons or instructions on plagiarism from their classroom instructors. According to Perry, plagiarism is reduced in the classroom when instructors provide lessons to students that address the community college's definition of plagiarism, the college's plagiarism policy, and consequences associated with plagiarism. Bloch argued that simply creating a plagiarism policy only does not reduce the problem in higher education. Plagiarism policies alone are not reducing incidents of plagiarism in higher education.

It is critical to understand the experiences, perceptions, and teaching strategies of how a criminal justice college instructor reacts and communicates with the student when plagiarism occurs. Ogilvie and Stewart (2010) stated that student plagiarism continues because instructors lack intervention skills. Bloch (2012) noted that many classroom

instructors also have problems confronting plagiarism issues because instructors desire a mentor relationship with students and avoid enforcing policies for fear of damaging that relationship. Bloch further indicated that confronting students with plagiarism problems often causes conflict and negative emotions from the classroom instructor because he or she does not want low student evaluations, which may cause conflict with institutional administrators. According to Scholar 2, criminal justice instructors' avoidance of addressing plagiarism problems is one of the reasons for repeat academic integrity violations at the local community college (personal communication, January 12, 2015). The responsibilities of criminal justice college instructors include confronting student behaviors and enforcing academic integrity standards to prevent future plagiarism violations, but this did not occur consistently at the study site.

<div style="text-align: center;">**Rationale**</div>

Evidence of the Problem at the Local Level

The criminal justice department at the local community college examined in this study experienced an increase in student plagiarism incidents over the last three years. To gain a better understanding of this problem, I spoke with three local criminal justice scholars. Scholar 1 noted that plagiarism issues at the local level were rising in criminal justice studies in both the traditional classroom and online classes (personal communication, January 12, 2015). Scholar 1 stated that the plagiarism investigation documentation showed that the plagiarized information often came from open sources on the Internet, and students cut and pasted the information into their work without giving

any credit to any source (personal communication, January 12, 2015). However, Scholar 1 indicated that criminal justice college instructors were having a difficulty counseling undergraduate students who violated the college's plagiarism policy because students lack information literacy skills regarding intellectual property and citing sources (personal communication, January 12, 2015). In addition, Scholar 1 stated that criminal justice college instructors lack professional development training opportunities on managing plagiarism and have not developed teaching strategies to understand the differences between a teaching moment and a policy violation (personal communication, January 12, 2015). Gómez-Espinosa, Francisco, and Moreno-Ger (2016) discovered that plagiarism incidents are reduced when instructors are taught to design written assignments that encourage the student to analyze the scholarly literature in their own words. Classroom teaching strategies to manage student plagiarism represent a problem at the local community college because there are no professional development opportunities to enhance teaching strategies regarding managing and preventing student plagiarism.

Like Scholar 1, Scholars 2 and 3 indicated that plagiarism incidents in the classroom had risen in the last few years (personal communication, January 13, 2015). They attributed this rise in plagiarism incidents to students having instant access to vast amounts of information on the Internet. Both criminal justice scholars stated that managing plagiarism took away from class preparation time and that it was stressful for them to confront students with evidence of plagiarism (personal communication, January

12, 2015). Personal communication with the local criminal justice scholars mirrored survey results from university and college presidents that plagiarism incidents nationally were on the rise over the years before 2011 by as much as 50% (Parker, Lenhart, & Moore, 2011). There is a gap in the teaching strategies of criminal justice college instructors when it comes to confronting and managing plagiarism incidents effectively in undergraduate classrooms at this study's site.

Enforcing the college plagiarism policy within the classroom consistently is challenging for many criminal justice college instructors. According to a community college student advisor at the study site, plagiarism violations had increased each year for the last three years; however, not all incidents of plagiarism went to the office of student affairs for possible disciplinary action (personal communication, April 28, 2015). As Sutherland-Smith (2010) stated, instructors do not report every incident of classroom plagiarism to their college or university. Instead, it is common practice for classroom plagiarism incidents to be dealt with between the instructor and student in private and not reported beyond the classroom (personal communication, April 28, 2015). Therefore, the actual number of plagiarism incidents could be higher at the local community college in this study.

This nonofficial reporting of college violations may occur because the college plagiarism policy in this study allows instructors to use discretion in the classroom, potentially keeping plagiarism incidents between instructors and students private (Definitions of Academic Misconduct, 2015). This is the reason that not every incident

that violates the community college plagiarism policy is on file with the academic affairs office. Heckler, Forde, and Bryan (2013) stated that handling plagiarism at the classroom level and not reporting the incident any further is common practice at many universities and colleges. Therefore, the scope of the overall plagiarism problem at a local community college can be underestimated, as some instructors do not report plagiarism violations (personal communication, April 28, 2015). According to Scholar 1, reporting plagiarism violations could help students avoid plagiarism in the future and facilitate their academic success (personal communication, April 28, 2015). According to Singh and Bennington (2012), instructors who believed that punishment is the appropriate action for plagiarism often dealt with the student one-on-one within the class and did not report the violation to administration. However, how classroom instructors react emotionally and make decisions regarding managing student plagiarism has not been addressed widely in the research literature.

The inconsistent reporting of plagiarism indicates a gap in local teaching practices regarding managing and preventing student plagiarism incidents. Owunwanne, Rustagi, and Dada (2010) asserted that universities and colleges are reluctant to provide reported plagiarism numbers because administrators are aware that less serious issues of plagiarism stay within the classroom; therefore, the number of overall plagiarism incidents does not actually reflect the problem. Walker and White (2014) argued a structured approach to preventing and managing plagiarism requires instructors to hold students accountable by documenting and reporting college plagiarism policy violations

to the institution. There is no required student plagiarism violation reporting at the local community college. Not documenting plagiarism incidents because of the discretionary practices allowed by college policy adds to the problem when the same student repeats the behavior in other classes and there is no evidence available to escalate the violation for increased disciplinary action to reduce plagiarism incidents.

The local community college plagiarism policy in this study allowed for instructor discretion when a violation occurs. The academic consequences for students violating the plagiarism policy of the academic misconduct standards ranged from a warning, grade adjustment, discretionary assignment, or course failure (Definitions of Academic Misconduct, 2015). The college policy allowed for the classroom instructor's discretion based on the seriousness and intent of the violation, as determined by the instructor. The warning could be verbal or a written notice to the student, detailing the violation with supporting evidence (Definitions of Academic Misconduct, 2015). The grade adjustment could be a lower grade for the assignment, including a failing grade or a lower course grade (Definitions of Academic Misconduct, 2015). The discretionary assignment includes an additional academic writing assignment determined by the classroom instructor to replace the previously submitted work that had plagiarism issues (Definitions of Academic Misconduct, 2015). Course failure means that a student receives a failing course grade in the class (Definitions of Academic Misconduct, 2015). The community college plagiarism policy provided criminal justice instructors with alternatives to addressing plagiarism incidents; however, many incidents of violations

occurred within the classroom without the instructor officially notifying the college (personal communication, April 28, 2015). Tracking actual plagiarism incidents was a problem when instructors did not have to report all violations (personal communication, April 28, 2015). Having such a wide range of authority when addressing plagiarism places the judgment of what is an appropriate consequence at the discretion of the classroom instructor. However, investigating plagiarism is time-consuming for instructors, especially for larger classes or when the instructor is teaching several different courses in the same semester (personal communication, April 28, 2015). Prior to this study, the practices of the local community college instructors when managing student plagiarism were unknown.

Teaching strategies have a direct connection to the effectiveness of managing student plagiarism. According to the educators and staff in this study, classroom instructors' emotional reactions to student plagiarism affected the criminal justice college instructors' teaching strategies to prevent violations of the college plagiarism policy and mentor students for future success (personal communication, April 28, 2015). According to Scholars 1 and 2, local criminal justice college instructors were struggling to manage their emotions when student plagiarism occurred (personal communication, April 28, 2015). Instructors struggled to self-regulate their emotions, and this directly affected instructor-student relationship, as well as the instructors' teaching strategies to help students avoid future ethical problems (personal communication, April 28, 2015). How instructors react to plagiarism policy violations affects future student academic success.

The justification to study this local educational problem came from the educators

and staff at the community college, as well as the current scholarly literature. The

scholarly literature adds validity to the local educator's identification of plagiarism and

classroom teaching strategies as a problem (Heckler, Rice, & Bryan, 2013; Owunwanne

et al., 2010; Singh & Bennington, 2012). Effective teaching strategies that promote

student confidence in their original writing have the possibility to reduce student

plagiarism (Heckler, Rice, et al., 2013; Singh & Bennington, 2012). Understanding local

teaching strategies for managing and preventing student plagiarism will provide possible

solutions to prevent future violations from occurring.

Evidence of the Problem from the Professional Literature

Plagiarism occurs in higher education; teaching plagiarism avoidance may reduce

the number of plagiarism incidents. Bailey (2011) noted that plagiarism threatens the

integrity of postsecondary education credentials by damaging the reputation of alumni

and current students. In recent years, plagiarism incidents have become national news.

Smith (2014) reported several high profile plagiarism cases, including Sen. John Walsh

of Montana, who plagiarized his 2007 thesis while attending the United States War

College. After a full investigation, the Army War College determined that Sen. Walsh's

thesis paper was plagiarized and, in October of 2014, rescinded his Master's degree

(Martin, 2014). Such high profile plagiarism cases may damage the public's perception of

the degree-granting institution and credibility associated with the degree credential

(Martin, 2014; Smith, 2014). Plagiarism can also follow a student beyond the classroom, even years after the incident occurs, and the consequences can destroy careers.

Incidents of plagiarism in higher education have not leveled out, despite the attention the problem received from researchers and the media. Ellahi et al. (2013) and Gow (2014) indicated that plagiarism was at epidemic levels within higher education. Scholars found that high numbers of students admitted to plagiarism, causing higher learning institutions to acknowledge that plagiarism is a problem (Ellahi et al., 2013; Gow, 2014). However, Risquez et al. (2013) asserted that self-reporting surveys were misleading because incidents of plagiarism are higher than what students self-disclose. Plagiarism continues to be a trend in higher education, according to scholars.

Self-reporting survey studies on plagiarism showed that students actively engaged in academically dishonest behavior across all disciplines and levels of higher education. Ahmadi (2014) surveyed 131 university students and discovered that 40.95% of students admitted to committing some form of plagiarism in violation of university policies, and 44.7% of those students indicated that they were never caught plagiarizing. Srikanth and Asmatulu (2014) asserted that 70% of U.S. students admitted that they were directly involved in academically dishonest behavior, including plagiarizing. Likewise, Bloch (2012) found that, in a survey at Cambridge University in Great Britain, 49% of students admitted plagiarizing some portion of writing assignments. Owunwanne et al. (2010) indicated that, out of 5,331 students, 56% admitted to plagiarizing portions of their papers. According to Martin (2011), of 163 business students, 72% plagiarized their final

papers. A Pew Research Center study, in association with the *Chronicle of Higher Education*, conducted a survey of 1,055 U.S. college and university presidents, and 55% of them reported that plagiarism increased in college students' submitted papers over the previous decade (as cited in Parker et al., 2011). As these studies indicated, plagiarism in higher education occurs across disciplines, occurs domestically and internationally, and the percentage of students who plagiarize is high.

As studies have shown, current plagiarism policies in postsecondary education are not deterring violations from occurring, but teaching students how and why to avoid plagiarism can be effective (Alfredo & Hart, 2011; Awdry & Sarre, 2013; Bennett, Behrendt, Boothby, 2011). The definition of plagiarism avoidance is acknowledging the contribution of other scholars within the student's work by giving credit and citing the location of the original source of information (Chien, 2014; Lei & Hu, 2014; Teeter, 2015; Wheeler, 2014). Jones (2011) concluded that teaching plagiarism avoidance strategies to students can reduce policy violations. Jones stated that the instructor is the scholarly role model who influences students' ethical writing habits. Teaching strategies to help students understand plagiarism consist of providing lessons on understanding college policy, information literacy, when to cite, and how to cite sources properly (Jones, 2011). Similarly, Spain and Robles (2011) claimed that teaching students about plagiarism avoidance is a promising approach to reducing plagiarism. Their study indicated that lessons on plagiarism avoidance strategies led to a reduction in the number of student plagiarism incidents over a five-year span (Spain & Robles, 2011). According

to Awdry and Sarre (2013), plagiarism is a growing problem in higher education, and plagiarism policies alone will not prevent violations from occurring. Well defined plagiarism policies along with teaching plagiarism avoidance strategies have the possibility to help students improve original writing.

Understanding the classroom instructors' approach to managing student interventions and counseling provides an opportunity to identify teaching practices that make a difference. Therefore, the purpose of this qualitative study is to explore criminal justice college instructors' experiences, perceptions, and teaching strategies related to undergraduate student plagiarism at a community college located in the southwestern United States.

Definitions

Andragogy: "The art and science of helping adults learn" (Knowles, 1980, p. 43).

Discretion: The instructors' authority under the community college policy to decide which consequence to apply to plagiarism violations, depending on the severity and previous violations (Definitions of Academic Misconduct, 2015).

Emotional intelligence: "The ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions" (Salovey & Mayer, 1990, p. 189).

False negative originality report: A similarity match was not discovered because the original source was not within the Turnitin databases; however, plagiarism did not occur (Best Practices, 2015; Turnitin, 2015).

False positive match: A high similarity index percentage on the originality report for matching work; however, no plagiarism actually occurred when investigated (Best Practices, 2015; Turnitin, 2015).

Experience: Practical classroom teaching based on firsthand insight and knowledge of managing educational responsibilities and instructor duties defined by the institution policies, faculty handbook, and administration guidance (Jonson & Moon, 2014).

Intervention: The instructor privately counseling the student in order to influence the outcome of the interaction by setting expectations for academic integrity and future academic success (Awdry & Sarre, 2013).

Intervention skills: Teaching practices used by the classroom instructor to manage student interventions and the ability to communicate scholarly expectations effectively (Awdry & Sarre, 2013).

Managing plagiarism: Having the responsibility and authority to interrupt, apply, and enforce the college plagiarism policy by intervening, confronting, counseling, and mentoring students (Bennett et al., 2011; Insley, 2011; Larson & Hansson, 2013; Martin, 2011).

Mentor: An influential academic sponsor who provides support, guidance, and role modeling to students (Kendricks, Nedunuri, & Arment, 2013).

Originality report: A comparison document report that details the matching or similar text between a student paper and stored sources within in the Turnitin databases (Turnitin, 2015).

Patchwork: Not properly paraphrasing a source and changing a few words around without quoting the source accurately. Even when citing sources, patchwork is a form of plagiarism (Horrom, 2012).

Perceptions: The instructors' personal opinions and feelings based on experiences and observations of the learning and teaching environment created in the classroom and the relationship established with individual learners (Estepp, Shelnutt, & Roberts, 2014; Könings, Seidel, Brand-Gruwel, & van Merriënboer, 2014).

Plagiarism: "The act of using another person's words or ideas without giving credit to that person" ("Plagiarism", n.d., para 1).

Plagiarism avoidance: Acknowledging the contribution of other scholars within students' work by giving credit and citing the location of the original source of information (Chien, 2014; Lei & Hu, 2014; Teeter, 2015; Wheeler, 2014).

Plagiarism case: Results of the completed plagiarism investigation that provide evidence of a policy violation (Bennett et al., 2011).

Plagiarism charge: Results from the plagiarism case investigation that results in student disciplinary action for violating college policy (Gourlay & Deane, 2012).

Plagiarism incident: The discovery of possible plagiarism that launches an investigation by the classroom instructor to determine if a violation occurred (Dee & Jacob, 2012).

Plagiarism prevention: Writing lessons offered by the instructor to increase student awareness of plagiarism and strategies to avoid violations (Volkov, Volkov, & Tedford, 2011).

Similarity index: The percentage of a student paper that matches sources within the Turnitin database (Turnitin, 2015).

Teaching practices: The instructor's ability to manage the classroom, interpret and enforce educational policies, and present course lessons using evidence-based teaching strategies that engages learners, thus creating a welcoming environment for all by displaying cognitive, social, and teaching presence in the classroom (Jonson & Moon, 2014).

Teaching strategies: The instructor's ability to introduce and implement a variety of teaching methods and techniques that are interactive and integrate technology into learning activities to help students take ownership and responsibility of their own learning (Hattie, 2015).

Turnitin: Plagiarism deterrence software program used in colleges and universities for checking originality of submitted student work and comparing against an electronic warehouse of published and prior submitted works (Turnitin, 2015). The

software generates an originality report that highlights areas in the paper that are not original content (Turnitin, 2015).

Significance

The significance of this study lies in adding the missing voice of classroom criminal justice instructors to the literature on managing student plagiarism. Understanding how classroom instructors address plagiarism with students is a critical part of discovering and developing teaching practices and strategies to reduce the number of plagiarism incidents (Heckler, Forde et al., 2013). Plagiarism goes beyond just researching how many students violate the academic integrity policy by using self-reporting survey data. To investigate plagiarism and reduce its occurrence, the researcher needs to understand what is happening in the classroom from the instructor's perspective. Exploring classroom instructors' experiences, perceptions, and teaching practices provides context for how instructors manage and prevent plagiarism. Understanding current teaching practices can formulate possible recommendations for improved teaching strategies when plagiarism occurs. To develop teaching strategies that have a chance of reducing plagiarism incidents, the local problem needs to be investigated through the lens of the classroom instructor, who confronts the problem directly.

Investigating classroom instructors' experiences, perceptions, and teaching strategies for applying community college plagiarism policy can lead to the identification of the emotions and feelings behind the discretionary discipline action they take when violations occur. Understanding how classroom instructors process and manage student

plagiarism interventions regarding academic integrity issues is the best way to gain the

information needed to answer the research questions (Behar-Horenstein, Roberts, & Dix,

2010; Bennington & Singh, 2013). This study has the opportunity to improve teaching

strategies and to help criminal justice college instructors manage student plagiarism in

order to prevent future ethical writing violations.

Preventing student plagiarism is the responsibility of the classroom instructor.

Jones (2011) and Spain and Robles (2011) argued that the classroom instructor is key to

preventing student plagiarism. Part of the classroom instructor's role and responsibility in

preventing student plagiarism is to provide lessons on information literacy and properly

citing sources before a plagiarism violation occurs (Jones, 2011). Spain and Robles

recommended teaching students about college plagiarism policy at the beginning of the

semester to help avoid future problems. According to the local educators in this study,

there are no plagiarism avoidance or prevention teaching strategies offered in criminal

justice classes to students at the college (personal communication, April 28, 2015).

However, there is a direct link between classroom teaching strategies and reducing the

amount of student plagiarism (Löfström & Kupila, 2013). Löfström and Kupila (2013)

claimed that instructors' role in reducing student plagiarism is to provide lessons on

ethical writing standards at the beginning of the course. Holding students accountable to

college plagiarism policy is also the responsibility of the classroom instructors (Siaputra,

2013). The instructor thus plays a critical role in establishing writing standards in the

classroom.

The Academy of Criminal Justice Sciences (ACJS) is a widely respected organization within academia for criminal justice studies. At the last several ACJS national conferences, the organization challenged its members to become active in discipline specific research in the area of scholarship of teaching and learning (ACJS, 2015). According to the ACJS (2015), the number of reported incidents of criminal justice student plagiarism has increased. Plagiarism is a problem within higher education in general (Ellahi et al., 2013; Gow, 2014; Meuschke & Gipp, 2013). The local community college criminal justice program in this study experienced an increase in plagiarism incidents (personal communication, April 28, 2015). Local classroom instructors indicated that plagiarism affected their teaching practice and relationships with students. To provide possible solutions that reduce student plagiarism in the future, there is a need to understand how criminal justice instructors manage student plagiarism problems. Evidence from the literature supports the need for this study (Ellahi et al., 2013; Gow, 2014; Meuschke & Gipp, 2013). To meet the scholarship of teaching and learning research challenge by the ACJS, and to explore the plagiarism problem within the criminal justice discipline, as well as investigate the local community college problem, this study is justified and can accomplish the research needs of both the ACJS and the local community college key stakeholders.

Guiding/Research Question

Plagiarism is an issue in higher learning. Incidents of plagiarism occur across all academic disciplines and levels within higher education. The local community college

criminal justice program in this study has been no exception to this phenomenon in

higher education, as they have experienced an increase in plagiarism incidents. In this

study, I sought to understand criminal justice instructors' experiences, perceptions and

teaching strategies for managing undergraduate student plagiarism in the classroom at the

research site. Managing plagiarism refers to the instructors' responsibility and authority

to interrupt, apply, and enforce college plagiarism policy (Bennett et al., 2011; Insley,

2011; Larson & Hansson, 2013; Martin, 2011). I investigated how instructors confronted,

counseled, mentored, and upheld academic integrity in the classroom in order to gain a

deeper understanding of teaching strategies for how plagiarism was managed and how

students who violated college plagiarism policy were mentored for future academic

success. It is important to understand how instructors interpret college plagiarism policy

and which actions they take to enforce and promote academic integrity when

recommending teaching strategies that reduce student plagiarism.

   Therefore, the research questions align with the research problem and the purpose

of this study. The guiding research questions for this study were:

   RQ1. What are criminal justice college instructors' experiences and perceptions

       related to undergraduate student plagiarism in the classroom?

   RQ2. What are criminal justice college instructors' teaching strategies related to

       undergraduate student plagiarism in the classroom?

These guiding research questions helped provide answers regarding criminal justice

college instructors' experiences, perceptions, and teaching strategies related to

undergraduate student plagiarism. Discovering answers to these guiding research questions provided me with an opportunity to explore how plagiarism affects the instructor/student relationship, current teaching strategies, interventions, and mentoring strategies. Understanding how plagiarism violations affected criminal justice college instructors will provide possible solutions to prevent plagiarism violations from occurring.

Review of the Literature

The literature review for this study focused on the plagiarism problem in higher education and mentoring students for success. This literature review used the Walden University and American Military University online libraries. I used several databases to search for scholarly articles: EBSCOhost, ProQuest, ERIC, Education Research Complete, SAGE Premier, Academic Search Premier, and LexisNexis Academic. The keywords I used in the database search engines for peer-reviewed articles included: *emotional intelligence, ethical writing standards, plagiarism, academic dishonesty, mentoring, coaching, andragogy, student cheating, patchwork experiences, perceptions,* and *teaching strategies*. In addition, a few current and relevant books from authors who researched in these areas came from the American Military University library in Charles Town, West Virginia, and they are included in the literature review.

Conceptual Framework

I used two theories to construct the conceptual framework for this study.

Goleman's (1995) emotional intelligence theory is relevant to this study to gain a better understanding of how instructors' emotions and feelings affect educators' decision-making processes when plagiarism violations occur. Additionally, Daloz's (1983) mentoring theory is relevant to this study to examine the local difficulties that instructors had with interventions and mentoring students for future academic success after an incident of plagiarism occurred. Therefore, Goleman's emotional intelligence theory and Daloz's mentoring theory guided this study.

Emotional Intelligence Theory

Emotional intelligence is a relatively new theory that has gained favor in educational research. Payne (1985) first introduced the concept of emotional intelligence in his doctoral thesis. Salovey and Mayer (1990) subsequently developed the concept of emotional intelligence into a theory. They defined emotional intelligence as the "ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions" (p. 189). Salovey and Mayer's emotional intelligence theory is the ability model, which has four parts derived from their definition: "Managing emotions, understanding emotions, facilitating thought, and perceiving emotions" (p. 189). Salovey and Mayer's emotional intelligence theory model (ability model) has guided studies on business, sales negotiations, human resources management, and corporate motivational leadership. As a conceptual framework, it has become popular with researchers for investigating leadership, business, and management issues.

Emotional intelligence received attention from academic researchers as a new way of exploring problems by rethinking how scholars viewed human intelligence. Building from the work of Salovey and Mayer (1990), Goleman (1995) further developed emotional intelligence theory into a mixed model. Goleman's model took into consideration that the understanding of human intelligence went beyond standardized testing to predict achievement. Goleman argued that the scientific understanding of human intelligence ignored the human emotion aspect of achievement and happiness (Bar-On & Parker, 2000; Goleman, 1998). Goleman defined emotional intelligence as, "Abilities such as being able to motivate oneself and persist in the face of frustration; to control impulses and delay gratification; to regulate one's moods and keep distress from swapping the ability to think; to emphasize and to hope" (p. 34). Emotional intelligence theory provides understanding of how feelings effect behaviors and relationships.

Goleman's (1995) definition of emotional intelligence included five domains in which human emotions as well as cognitive ability formulate human intelligence. These domains start with knowing emotions, which is being self-aware and the ability to recognize one's own emotions (Goleman, 1995). The second domain Goleman introduced was managing emotions, the ability to self-regulate and having the self-discipline to control emotional impulses (Goleman, 1995). The third domain was motivating oneself, which is the desire to achieve and feel personal fulfillment in striving for success (Goleman, 1995). The fourth domain introduced is recognizing emotions, or the ability to understand how different emotions affect one's reaction to a situation and

environment (Goleman, 1995). The fifth and final domain is handling relationships, which involves socially engaging others in constructive ways that benefit and promote moving towards positive outcomes (Goleman, 1995). Goleman's model of emotional intelligence became popular with researchers and the public because it weighed emotions as a valuable tool to explore and explain human intelligence.

The heart of the Goleman's (1995) emotional intelligence theory model is being self-aware of personal emotions and learning to make sound judgements by managing emotional reactions to the environment. Even though emotional intelligence is a relatively new theory, educational researchers have used Goleman's emotional intelligence theory as conceptual framework to study student motivation, teaching strategies, educational leadership, traits, collaborative group assignments, student and instructor stress, institutional change, and teacher self-esteem (Ford & Tamir, 2012; Gliebe, 2012; Görgens-Ekermans & Brand, 2012). In educational research, Goleman's mixed-model of emotional intelligence adds flexibility and consideration of personal traits, characteristics, and cognitive ability to interpret how behaviors affect relationships (Salovey & Mayer, 1990). The mixed model is a performance model that is flexible in its application by considering the complexity that human emotions have in controlling behaviors (Salovey & Mayer, 1990). This model provides a guide for how to design interview questions around gaining an understanding of instructors' emotions, motives, reasoning, feelings, and relationships when student plagiarism occurs in the classroom.

Instructors set the tone for building relationships with students. Classroom teaching skills require the instructor to model acceptable scholarly behavior. Effective teaching also requires the instructor to be knowledgeable about the topic and display cognitive presence. Understanding how instructor emotions affect teaching practices and student relationships is key to finding answers as to why the local criminal justice instructors in this study struggled to prevent the reported increase in student plagiarism. For these reasons, Goleman's (1995) mixed model of emotional intelligence was best suited to frame this study. Gliebe (2012) argued that emotional intelligence displayed by instructors plays a vital role in the learning process by communicating a positive message during conflict resolution. Goleman's emotional intelligence theory offers a framework to investigate how criminal justice instructors respond to student plagiarism, and it is relevant to this study because it provides a framework for investigating how instructors' behavior affects the learning environment, student relationships, and teaching strategies when plagiarism violations occur.

The ability to regulate emotions is a critical element for educators when planning and facilitating student interventions. Gliebe (2012) stated, "The role of the professor, as emotional coach, is as important as the professor's cognitive role" (p. 196). Instructors who can self-regulate their emotions help facilitate rather than interfere with student mediation counseling (Larin, Benson, Wessel, Martin, & Ploeg, 2014). Instructors who can recognize and regulate emotions set a positive tone for open communication.

Emotional intelligence theory guides the study research questions to get a deeper understanding of criminal justice college instructors' experiences, perceptions, and teaching strategies for managing student plagiarism. How criminal justice instructors responded to and managed student plagiarism at the local community college was unknown prior to this study. The opportunity to study how instructors managed student plagiarism conflict in their own voices will help provide possible answers to the local problem with the possibility of discovering which teaching strategies and mentoring practices create a respectful learning environment and help reduce student plagiarism.

Instructors' emotional intelligence directly affects how they manage student interventions when plagiarism occurs. Min, Tang, and Yi (2011) argued that, normally, a person's IQ level is resistant to change; however, emotional intelligence competencies have the ability to improve through workshop training. According to Goleman (1995), emotional intelligence increases with a person's age and maturity; however, one can enhance their emotional intelligence skills through training and feedback. Jorfi, Yaccob, Shah, and Rezaian (2012) stated that enhancing emotional intelligence competencies requires the desire to change, the ability to self-reflect, the ability to display empathy for others, developing active listening skills, and focusing on developing personal emotional control. Instructors who regulate emotions during conflict have a better opportunity for engaging in constructive dialogue and finding solutions to problems.

Emotional intelligence is associated with intrapersonal and interpersonal skills. According to Benson, Martin, Ploeg, and Wessel (2012), intrapersonal skills heighten

self-awareness of how emotions and feelings affect behavior. Benson et al. suggested that interpersonal skills are associated with establishing rapport with others by working cooperatively and collaboratively. Displaying high emotional intelligence is a critical component for instructors when dealing with conflict in the classroom (Min et al., 2011). Instructors who are aware of how their emotions influence their thinking and behavior are better prepared to handle conflict and build relationships using positive communication skills with students (Min et al., 2011). Thus, emotionally intelligent instructors communicate well with students (Goleman, 1995). The criminal justice college instructor who displays intrapersonal and interpersonal skills has the ability to enhance student relationships.

Scholars have also found that persons who display a high level of emotional intelligence tend to have balance in their lives and a feeling of satisfaction in their chosen careers (Görgens-Ekermans & Brand, 2012). Instructors need to feel that their work with students is meaningful; they care about upholding rigor and academic quality while they prepare students for academic success and work within their chosen career fields. Goleman's (1995) emotional intelligence theory helps explain how some instructors are more emotionally prepared to manage stressful student confrontations and make this intervention a positive learning experience for future academic growth. Görgens-Ekermans and Brand (2012) stated that increased levels of emotional intelligence help a person manage emotions associated with work-related stress and certain aspects associated with career burnout. Managing emotions is therefore healthy for educators.

The instructor sets the tone for a welcoming learning environment and role models scholarly behaviors. Emotional intelligence leadership is a promising concept for educational practitioners because it combines emotional control with cognitive skills that help students regulate their emotions during the learning process (Allen, Shankman, & Miguel, 2012; Thory, 2013). Self-regulating and managing emotions creates a respectful intervention and rapport with the student by de-escalating conflict and facilitating student counseling with a better likelihood of a constructive learning experience for the student-instructor relationship. People who use higher-level emotional intelligence tend to manage conflict resolutions in creatively positive ways that benefit the intervention participants (Allen et al., 2012). Yongdong, Junqi, Qikun, and Wang (2013) argued that educators should receive training in emotional intelligence to enhance their ability to manage conflict and reduce stress, especially since instructors are responsible for promoting student relationships.

When instructors manage their emotions, the student intervention has the potential to be constructive. Ford and Tamir (2012) noted that a person with high levels of emotional intelligence becomes aware of her or her emotions during confrontations and is able to channel this energy to produce desired outcomes. Other scholars found, "By suppressing emotions such as anger and amplifying emotions such as sympathy, these individuals may create better impressions during interpersonal encounters" (Libbrecht, Lievens, Carette, & Côté, 2014, p. 71). In addition, Parke, Seo, and Sherf (2015) indicated that a person's mood affects creativity. The instructor regulating the mood and

tone of the student intervention offers opportunities for creative solutions with the

likelihood of successful outcomes (Parke et al., 2015). Increased awareness of emotional

intelligence can therefore reduce personal stress during conflict.

Using Goleman's (1995) emotional intelligence theory will guide this study to

narrow its focus on examining criminal justice college instructors' experiences,

perceptions, and teaching strategies related to undergraduate plagiarism in an attempt to

gain a better understanding of how student plagiarism is managed in the classroom. The

literature provided the justification for selecting Goleman's (1995) emotional intelligence

theory model to help construct the conceptual framework for this study. The design of the

research questions for this study derived from emotional intelligence theory to gain an

understanding of how classroom instructors managed plagiarism and the teaching

strategies they used to intervene, confront, and mentor students. The classroom instructor

sets the tone with teaching practices to manage student plagiarism interventions.

Investigating current teaching practices and how classroom instructors react and manage

stressful student interventions has the potential to provide answers for how to reduce

student plagiarism incidents.

Mentoring Theory

Mentor has a wide range of definitions and meanings. According to Ehrich,

Hansford, and Tennent (2001), the word *mentor* first appeared in literature around 700

BC in Homer's epic story *The Odyssey*. The mentor was the person responsible for

teaching and guiding Odysseus's son (Ehrich et al., 2001). Mentoring has become a

popular concept with corporate training and academia in the last 30 years, and over 300

empirical articles have included mentoring in their studies (Ehrich et al., 2001). Despite

the enhanced attention to mentoring concepts, Eby, Butts, Hoffman, and Sauer (2015)

and Ehrich et al. stated that mentoring research has not received a lot of attention with

theory development. Mentoring models have drawn from Maslow's theory of hierarchy

of needs, Erikson's theory of psychosocial stages, and Piaget's theory of cognitive

development (Eby et al., 2015; Ehrich et al., 2001). Mentoring theories continue to

evolve in academia and corporate training programs.

Academic mentoring focuses on student growth and future success. Daloz (1983)

stated that supporting adult learners' growth requires structure with positive

communication regarding expectations. Providing structure, positive coaching, and

setting expectations is the foundation of good mentoring (Daloz, 2012). Daloz's (2012)

mentoring model is widely used in education as a guide for creating mentor programs.

Building upon previous research, Ehrich et al. (2001) proposed a mentoring theory model

that is useful to business and educational research and contains three main elements:

initiation, processes, and outcomes. I used Daloz's mentoring theory in my study to

develop interview questions to help me gain an understanding of how mentoring

strategies work in the local criminal justice department. Mentoring students after an

incident of plagiarism is an opportunity to help them improve their writing skills.

Since mentoring involves many concepts, it is important to define mentoring as it

relates to this study. A mentor is an influential academic sponsor who provides support,

guidance, and role modeling (Kendricks et al., 2013). Instructor-student mentoring is a

key component in student success, and it is a scholarly relationship of development

between an instructor and student (Li, 2015). The instructor provides personal, academic,

and additional resources to support the student's overall growth and success (Li, 2015).

Lechuga (2011) stated that, if the instructor-mentor guides the student to become

independent, the student has the opportunity to benefit from mentoring and achieve future

academic success. Kendricks et al. (2013) likewise asserted that students attribute their

academic success and growth to mentoring. According to Lillis (2011), instructor-

mentors who display high emotional intelligence when interacting with students have

better retention rates in their first-year student classes. Increased student engagement with

an instructor on multiple occasions builds a trusting relationship (Lillis, 2011). Instructors

displaying high emotional intelligence also create opportunities to build a meaningful

relationship with students that benefits the learning process (Lillis, 2011). The instructor

relationship with the student is therefore an important part of the learning and mentoring

process.

Students who struggle with original writing can benefit from mentoring, and

instructors who mentor at-risk students can make a difference in their academic success.

Komarraju (2013) argued that instructors who take interest in less self-assured students

by providing them attention and mentoring opportunities are more likely to increase

students' motivation to perform. According to Jonson and Moon (2014), when a violation

of institutional policy occurs, students responded better to positive reinforcement by the

instructor. Mentoring a student who has violated the plagiarism policy is a learning opportunity to help the student understand ethical writing expectations so that no further violations occur (Jonson & Moon, 2014). Wilson, Sanner, and McAllister (2010) stated that students used the words "cheerleader," "encourager," and "facilitator" to describe instructors who mentored them. Socially disadvantaged students especially benefit emotionally from a good instructor-student mentor relationship (Wilson et al., 2010). First-year students who establish an emotional bond with their mentors are open to new ways of collaborating (Good, Colthorpe, Zimbardi, & Kafer, 2015). When an instructor spends the time to connect with a student and builds a mentoring relationship, this increases opportunities for the student (Good et al., 2015). Good et al. (2015) also found that students who are mentored are less likely to repeat problem behaviors and bad academic habits. The literature therefore indicates that adult learners benefit from increased interaction with instructors who offer academic mentoring and career advice.

Student mentoring can occur in many different formats and at different times. Ware and Ramos (2013) indicated that e-mentoring provided students with extra opportunities to communicate and stay connected with their mentors through using social media websites. Mentoring also benefits the instructor and brings a sense of satisfaction (Akroyd, Bracken, & Chambers, 2011). According to Akroyd et al. (2011), instructors are more satisfied with teaching responsibilities when they have time to counsel struggling students. Godbee and Novootny (2013) stated that, by including a high achieving student as a comentor, the mentee benefits from the additional resource. Mentoring can be a

formal or informal process that uses different resources and alternatives to stay connected.

Establishing a respectful mentoring plan addresses diversity awareness and matches interest when pairing mentor and mentee. Instructors mentoring students of color indicated that many faculty members have preconceived notions and assumed that these students are low achievers (McCoy, Winkle-Wagner, & Luedke, 2015). Instructor mentoring can have positive results for students as long as they establish a relationship of trust and respect (McCoy et al., 2015). Creating a mentor plan requires mutual respect.

The first-year student mentor is a role model for new college students. When a mentor is engaging, guiding, and demonstrates study habits, the mentoring relationship is meaningful to students' future success (McCoy et al., 2015). According to Henry, Bruland, and Sano-Franchini (2011), 50% of first-year students reported that their mentors introduced them to a helpful campus resource about which they had no prior knowledge. When a mentor acts as a role model, students also improve their academic writing skills (Henry et al., 2011). Hodges, Miller Payne, Dietz, and Hajovsky (2014) stated that, the more a mentor and mentee collaborate, the more enriching and beneficial the experience. Heckler, Forde, et al. (2013) argued that professors who use a holistic approach to building a mentoring relationship with students and coach critical thinking skills have the opportunity to reduce incidents of plagiarism in the classroom. However, mentoring first-year students takes effort and planning (Hodges et al., 2014). Creating a

mentorship program can help students adjust to the rigors and academic expectations of college.

The mentoring relationship is a critical element of student development, not only academically, but also personally. Mentoring students who have had prior plagiarism incidents does not guarantee that future policy violations will not occur; however, mentoring has been shown to reduce repeat offenders from making the same ethical writing errors (Heckler, Forde et al., 2013). When a professor makes an extra effort to spend time with the student and role models positive scholarly practices, the student has more opportunities to benefit from a professor-student mentoring relationship (Hodges et al., 2014; Li, 2015). Mentoring provides additional resources for the student and is emotionally rewarding for the instructor (Henry et al., 2011; Hodges et al., 2014). As the literature demonstrates, mentoring is critical to preventing future student plagiarism violations from occurring (Heckler, Forde et al., 2013). Mentoring a struggling student can enrich the learning environment and promote future academic success.

The construction of the conceptual framework for this study uses two theories, Goleman's (1995) emotional intelligence theory and Daloz's (1983) mentoring theory. Both theories combined address the local problem and the gap in teaching practices occurring at the community college regarding instructors managing an increase in plagiarism and constructively mentoring students for future success after they have violated community college policy. The conceptual framework constructed for this study

will help guide the investigation with the best possibility to help answer the research questions.

<div align="center">**Review of the Current Literature**</div>

Instructors' Experiences

Within the scholarly literature, there is no consensus by researchers on one definition of instructor classroom experiences because of the diversity of instruction and learning platforms. Jonson and Moon (2014) argued that the definition of instructors' experiences was practical classroom teaching based on firsthand insight and knowledge of managing educational responsibilities, as well as instructors' duties defined by institutional policies, the faculty handbook, and administration guidance. Managing plagiarism violations and dealing with conflict in the classroom are part of the teaching experience.

Instructor emotions can affect teaching strategies. According to Trigwell (2012), the emotional experience of instructors affects their approach to teaching and to communicating and connecting with students. Instructors' emotional classroom experience derives from student-instructor interaction, as well as interaction with college politics and department culture (Trigwell, 2012). The author also stated that classroom instructors' anger (elevated emotional reaction) towards students occurs over classroom behaviors. Elevated emotional reactions by instructors can affect the student relationship and due process when investigating possible college policy violations (Trigwell, 2012). Instructors' elevated emotions also affect their perceptions and willingness to work with

students who violate college policy (Trigwell, 2012). Instructors' emotions therefore influence their own cognition, and this affects student perceptions, reactions, and learning opportunities (Trigwell, 2012). The ways in which instructors recognize and self-manage their emotions when interacting with students can influence their teaching experience (Trigwell, 2012). Instructors' experience and attitudes about creating a respectful learning environment influence classroom management strategies, as well as the instructor-student relationship (Trigwell, 2012). Therefore, classroom instructors' experience is connected to how student plagiarism violations are processed.

Instructors' Teaching Perceptions

Each instructor has their own perceptions of classroom teaching. Instructors' perceptions develop from personal opinions and feelings based on experiences and observations of the environment in the classroom and relationships established with individual learners (Estepp et al., 2014; Könings et al., 2014). Instructors' perceptions of student behaviors influence how they interact with students (Trigwell, 2012). Their perceptions of having positive emotions in the classroom increase their intrinsic motivation (Trigwell, 2012). Conversely, instructors who struggle with time management perceive themselves as less successful (Seaton & Schwier, 2014). Instructors who do not feel supported by their supervisors also experience feelings of stress, anxiety, and less career satisfaction (Celep & Konakli, 2013). However, Seaton and Schwier (2014) found that instructors' perceptions of acceptable scholarly activity focus on researching and publishing rather than on enhancing teaching skills through professional development

training. Understanding instructors' perceptions regarding managing plagiarism offers the possibility to discover new ways to engage students constructively, which could help reduce plagiarism.

Teaching Strategies

Instructors in higher education use many learning and teaching strategies. Hattie (2015) described teaching strategies as instructors' abilities to implement a variety of teaching methods that are interactive and integrate technology into learning activities to help students take ownership of their own learning. According to Jafari, Mohammadi, Ahmadi, Kazemnejad, and Shorofi (2014), effective adult instruction requires knowledge of teaching and learning theory, active teaching presence, discipline-specific knowledge, and role modelling scholarly behavior. Seaton and Schwier (2014) argued that the classroom instructor is responsible for facilitating the educational process by connecting the cognitive and social aspects of teaching strategies to create learning opportunities for adult learners. Trigwell (2012) stated that instructors' experiences with motivation and pride are emotions associated with student-focused teaching strategies that support students' conceptual change. Trigwell also suggested that instructors emotionally express the context of teaching in the same manner they approach teaching strategies in class. Understanding instructors' teaching strategies for managing plagiarism potentially can discover new ways to engage students constructively and has the possibility to reduce plagiarism.

Plagiarism

Several notable themes emerged from the literature on plagiarism: internet plagiarism, plagiarism-detecting software programs, and plagiarism education. Current trends within higher education indicate a major problem with plagiarism across the disciplines, but it is not a new concept in higher education. Bloch (2012) explained that plagiarism in the United States became a popular concept in the late 1800s and early 1900s because intellectual property concerns grew as universities and scholarly writing expanded. Alfredo and Hart (2011) noted the 1830 book by Charles Babbage, *Decline of Science in England and on Some of its Causes,* which investigated academic research misconduct. In 1941, a study on cheating at a women's college discovered that, of 126 participants, 37.8% had cheated on a test in one form or another (Drake, 1941). Academic dishonesty therefore has a long tradition in higher education.

Plagiarism is "the act of using another person's words or ideas without giving credit to that person" ("Plagiarism", n.d., para 1). Several types of plagiarism are common in higher education. The first is verbatim copying, which is cutting and pasting from another source and passing that off as original work without citation (Mozgovoy, Kakkonen, & Cosma, 2010). The second type is hiding the instances of plagiarism by paraphrasing, better known as patchwork (Mozgovoy et al., 2010; Sentleng & King, 2012). Another type of plagiarism involves using technical tricks to exploit weaknesses in current automatic plagiarism detection systems by using symbols in place of letters (Mozgovoy et al., 2010; Singh, 2013). A fourth type is deliberately inaccurate use of

references in an effort to disguise where the information originated (Mozgovoy et al., 2010). Another type is difficult to detect for both humans and computers because the offender uses several sources of information blended together to make one paper (Mozgovoy et al., 2010). The sixth type of plagiarism involves the student purchasing or borrowing a paper from another person and submitting it as original work (Sentleng & King, 2012). Classroom instructors cannot detect plagiarism easily when the methods used are sophisticated. However, when there are several different font types and sizes used in the same paper, it is often an indication of plagiarism and requires further investigation. Understanding the different types of plagiarism will help instructors remain vigilant for student plagiarism.

The different types of plagiarism used in higher education create a complex problem. Defining these has caused confusion and inconsistency regarding what constitutes a policy violation and what is a teaching moment (Alfredo & Hart, 2011; Fish & Hura, 2013; Halupa & Bolliger, 2013). For example, some instructors will not allow self-plagiarism, which is when a student reuses previously submitted work from another course, while other instructors allow students to reuse their prior work without penalties (Halupa & Bolliger, 2013). Halupa and Bolliger (2013) found that, of 89 instructors in their study, only 13% indicated that they teach self-plagiarism avoidance to students. Many instructors consider self-plagiarism to be academic laziness rather than plagiarism since the work is the students' (Halupa & Bolliger, 2013). However, a problem arises

when interpretations of this issue differ and instructors send mixed messages to students about acceptable writing integrity standards.

Encouraging students to engage in the writing process builds confidence and helps to identify students needing extra resources. Identifying students who plagiarize is a step toward creating those extra resources to help educate students about the consequences of plagiarism. Lewis and Zhong (2011) noted that plagiarism occurs equally between the genders. Heckler, Rice et al. (2013), however, contradicted these findings; they discovered that male students plagiarize at higher rates than female students. According to Siaputra (2013), instead of gender as a contributing factor, students who struggle in the classroom have higher plagiarism rates. Likewise, Dee and Jacob (2012) stated that students' prior achievement is an indicator of risk for writing problems, including plagiarism. Students who have lower SAT scores, for instance, plagiarized 31.7 % of the papers in their study. Students with average SAT scores plagiarized 17.7% of papers, and students with high SAT scores plagiarized 14% of the papers (Dee & Jacob, 2012). These numbers are still high; however, students who scored lower overall SAT scores plagiarized at statistically significant higher rates (Dee & Jacob, 2012). Therefore, researchers suggested that at-risk students are more likely to plagiarize their work and need more resources, such as additional mentoring with the classroom instructor, to improve their knowledge of ethical writing standards (Dee & Jacob, 2012; Stappenbelt, 2012). Providing students with these additional resources enhances learning opportunities.

Internet Plagiarism

In a technology-driven society, information on almost any topic is quickly retrievable. The Internet has made it convenient for students to plagiarize, given the endless amount of easily accessible information found there (Sohrabi, Gholipour, & Mohammadesmaeili, 2011). According to Babalola (2012), of 169 undergraduate students surveyed, 60% admitted to plagiarizing by copying and pasting from the Internet. Of the undergraduate students the author surveyed, 79% stated they plagiarized because the information they needed for their assignment was readily available and easily retrieved on the Internet (Babalola, 2012). Sentleng and King (2012) likewise found that 71.9% of students use the Internet to complete college work and believe that the information available from the Internet is free to use as needed, including in their college papers, without citing sources. The Internet contains vast amounts of instant information, and this makes it temping and easy for students to plagiarize (Butakov & Barber, 2012; Meuschke & Gipp, 2013). For example, most universities and colleges have online library databases that make locating and retrieving peer-reviewed journal articles easy. Instant, easy access to information online increases plagiarizing incidents by students who display poor study and time management skills.

Thus, scholars agree that the Internet makes it easy for students to plagiarize (Evering & Moorman, 2012). In fact, Evering and Moorman (2012) stated that the Internet is driving the plagiarizing problem in higher education and claimed that it is nearly impossible to investigate where many phrases in student papers originated because

of the overwhelming amount of information available online. Even if suspected

plagiarism occurred, without evidence to where the source originated, no action is

possible regarding a policy or honor code violation.

Existing studies indicate that student age plays a role in academic honesty.

Butakov and Barber (2012) suggested that younger students are more likely to plagiarize.

Josien and Broderick (2013) disagreed, however, as their study found that seasoned

students who are college juniors and seniors cheat at higher rates than first-year students

or sophomores. This contradicts the popular belief that younger, more computer-literate

students tend to plagiarize at higher rates simply because they are 'digital natives.'

The pressure to be successful in college and instant information available from the

Internet are among the factors driving the higher numbers of student plagiarism. Smith,

Langenbacher, Kudlac, and Fera (2013) found that academic stress and a feeling of

blocked goals were significant predictors of student plagiarism. Likewise, Ramzan,

Munir, Siddique, and Asif's (2012) study included 365 college students in Pakistan, and

80% of the students indicated they felt pressure from family to achieve high grades in

order to get a good job after graduating, and this was how many justified plagiarizing.

The evidence indicates a connection between easy access to information and academic

pressure in some students' motives for plagiarizing (Smith et al., 2013; Ramzan et al.,

2012). The Internet has made it easier to plagiarize for students who feel pressure of the

rigors of college expectations.

Scholars have argued that students must first understand plagiarism and develop strategies to avoid writing problems. Mahmood and Mahmood (2014) stated that even graduate students have misconceptions about what constitutes plagiarism and consequences associated with plagiarism, leading them to conclude that plagiarism awareness was missing from the curriculum. However, that is not always the case. For example, in a comparison study of graduate students, Ison (2014) compared 184 dissertations from traditional universities against 184 dissertations from online universities to see if there was a difference in the plagiarism rate. Ison found no significant difference between the two learning platforms. Ison's findings lead to the conclusion that doctoral programs include plagiarism avoidance strategies, no matter whether the doctoral program is in a traditional or online format. However, the different study results indicated a lack of consistency regarding educating students on plagiarism (Ison, 2014; Mahmood &Mahmood, 2014). Plagiarism avoidance lessons are a way for instructors to be proactive in helping students avoid incidents.

Plagiarism-Detecting Software

To help deter plagiarism, many higher education institutions use plagiarism-detecting software to check students' work for originality. The software highlights problem areas that match other sources and locates their origin. Sousa-Silva (2014) explained that plagiarism detection software is designed to locate and identify matches to published work. The most popular plagiarism detection software used in higher education are Turnitin, Plagium, EVE, Copycatch, and WordCHECK (Heckler, Rice et al., 2013).

However, not all instructors take advantage of the technology. Halupa and Bolliger (2013) surveyed 340 instructors across different universities and disciplines, and 68.2% indicated that they use plagiarism detection software consistently. Their findings indicate that not all instructors check for plagiarism when students submit work (Halupa & Bolliger, 2013). Instructor vigilance in teaching and enforcing plagiarism policies is not consistent across the disciplines in higher education.

Another problem is that instructors assume that students understand how to avoid plagiarism. Heckler, Rice et al. (2013) stated that instructors' lack of commitment to using plagiarism-detecting software contributed to the growing problem of plagiarism in higher education. Heckler, Rice et al. (2013) and Heather (2010) indicated that many universities now require students to submit assignments to the institution's learning management system (LMS), which automatically checks students' papers for originality through the institution's plagiarism detection software. The automated LMS system for student paper submissions eliminates the need for instructors to upload each completed assignment into the institution's plagiarism detection software, saving the instructor significant time (Heckler, Rice et al., 2013). An originality report is then viewable to the students and the instructor inside the password-protected LMS.

Plagiarism detection software is more than just technology to catch plagiarism violations. According to Heckler, Forde et al. (2013) instructors understand the value of interventions and counseling students when using plagiarism detection reports as evidence of wrongdoing; however, many instructors do not provide this support to

students. Ehrlich Hammer, Agnello, Kiser, and Osaghae (2012) noted that students indicated that using Turnitin to check papers for plagiarism improved their knowledge of plagiarism and ethical writing habits (Turnitin, 2015). Turnitin is valuable tool to help students improve their original writing skills.

Plagiarism software technology is therefore not just a tool to catch and punish, but it is also an educational tool to identify areas of improvement in the writing process. Students indicated that plagiarism detection software gives them the opportunity to enhance their learning of scholarly writing skills (Löfström & Kupila, 2013). However, Youmans' (2011) experiment showed different results. Youmans found that there was no difference in the plagiarism rates of students using plagiarism detection software and those not using it. Despite the treatment group knowing that plagiarism detection software would check their papers, the students plagiarized anyway. Thus, the author concluded that plagiarism policies and plagiarism detection software were not alleviating the problem. However, teaching practices that focus on academic integrity have an opportunity to reduce the rising number of plagiarism incidents in higher education (Youmans, 2011). Engaging in the writing process takes practice. There are no short cuts to developing ethical writing habits in higher education.

Plagiarism Education

The literature demonstrates that educating students on how to avoid plagiarism can reduce violations. Alfredo and Hart (2011) found that instructors expected students to have prior knowledge of plagiarism avoidance strategies before coming to class, and they

did not provide lessons on plagiarism in class. Sutherland-Smith (2010) also indicated that instructors believed that it was the student's responsibility to have prior knowledge and understanding of how to avoid plagiarism before submitting assignments. However, Griffith, Domenech Rodríguez, and Anderson (2014) contradicted Alfredo and Hart's (2011) and Sutherland-Smith's findings. Griffith et al. found that only half of the syllabi they reviewed included a section on the school's academic dishonesty policies.

Lessons on plagiarism avoidance help students avoid college policy violations. Estow, Lawrence, and Adams, (2011) found that students who received additional instruction on plagiarism avoidance improved significantly and had a reduction in plagiarism incidents over students who did not receive the extra instruction on plagiarism avoidance. Volkov et al. (2011) claimed that students' understanding and confidence in avoiding plagiarism increased when presented with lessons on plagiarism avoidance, along with substantial feedback from the instructor. However, instructors do not use time in class to educate students about plagiarism because they assume that institutional plagiarism policy and plagiarism detection programs are enough to prevent plagiarism incidents (Griffith et al., 2014). Nevertheless, helping students avoid plagiarism requires a holistic approach by the institution and instructors.

There appears to be a misunderstanding among some educators regarding their plagiarism teaching responsibilities. The classroom instructor plays a leading role in preventing plagiarism in higher education (Heckler, Forde et al., 2013; Siaputra, 2013). Löfström and Kupila (2013) stated, "The teacher who addresses student plagiarism by

providing adequate instruction does a favour both for the student and the academic community" (p. 241). Similarly, Insley (2011) found that plagiarism prevention approaches work when there is an open class discussion on writing strategies to avoid plagiarism problems. Joy, Sinclair, Boyatt, Yau, and Cosma (2013) found that first-year students were confused as to all the different types of plagiarism and its terminology. Joy et al. found that both students and professors struggled to determine what is acceptable and what is not acceptable in academic writing because of all of the different types of plagiarism. Instructors in another study indicated that they understood publishing standards but did not apply the same standards to student work in their classes (Heckler, Forde, et al., 2013; Joy et al., 2013). The classroom instructor has the responsibility and duty to teach plagiarism avoidance strategies.

Higher education is inconsistent about how and when to educate students on plagiarism avoidance. Many students only find out how to avoid issues with plagiarism after a violation and counseling with their instructors. Instructors, as well as educational administrators, vary on what they personally consider to be plagiarism violations in students' work (Glendinning, 2014). Gourlay and Deane (2012) stated that teaching first-year student information literacy skills is critical to future academic success. In some cultures, the perception of plagiarism is different. For example, Orim, Davies, Borg, and Glendinning (2013) found that Nigerian students who studied abroad lacked knowledge of ethical writing standards to avoid plagiarism. Ethical writing standards apply across

the disciplines; therefore, it is critical to teach plagiarism avoidance to first-year college students.

Many studies indicate that students plagiarize simply because they lack information literacy, and they have had no formal plagiarism instruction as part of required curriculum. Teaching students how to avoid plagiarism establishes a learning culture that supports ethical writing standards in higher education (Siaputra, 2013). Chien, (2014), Lei and Hu (2014), Teeter (2015), and Wheeler (2014) argued that cultural awareness should be part of plagiarism avoidance teaching strategies so that international students have a clear understanding of ethical writing standards and plagiarism. Teaching plagiarism awareness, however, does not occur across the disciplines, and the professors who do create plagiarism avoidance curriculum and use active plagiarism avoidance strategies do it on their own, without support from their university or college.

Being proactive with teaching students about the issues associated with plagiarism has an opportunity to reduce the number of incidents. Fish and Hura (2013) and Siaputra (2013) argued that teaching students plagiarism avoidance strategies reduced incidents of plagiarism. DeGeeter et al. (2014) agreed that early intervention and teaching students the proper way to cite sources possibly reduces future incidents of plagiarism. Bennett et al. (2011) stated that the classroom instructor should teach students ethical writing standards to avoid plagiarism, but this did not occur consistently across the disciplines. Some instructors taught students how to avoid plagiarism, while other instructors felt that the institution's plagiarism policy and plagiarism detection software were adequate deterrents

(Bennett et al., 2011). However, Larson and Hansson (2013) argued that deterring

plagiarism is a management issue, and it is the instructor's responsibility. Providing

plagiarism avoidance strategies in the lessons can help students avoid policy violations.

Institutional administrative support for professors who confront classroom

plagiarism is also required for sustainable efforts to deter plagiarism incidents. There is

resistance from instructors to enforcing plagiarism policy for fear of not receiving

institutional leadership support (Risquez et al., 2013). According to Heckler, Rice et al.

(2013) instructors reported that, when they enforced plagiarism policy, there were no

consequences for policy violators because of student retention issues and an institutional

philosophy of "pleasing the student client" (p. 244). Teh and Paull (2013) noted that

instructors reported several reasons for not pursuing students who plagiarized in their

classes, which included emotional stress, time, effort to investigate, and fear of a lack of

support from administration that would jeopardize their professional reputations (Teh &

Paull, 2013). In another study, many instructors felt that administration leadership was

inconsistently supportive when enforcing plagiarism policy; therefore, they did not report

all incidents through the proper channels, if at all (Heckler, Rice et al., 2013). It is clear

that classroom instructors need administration support when enforcing college policies.

Implications

Following the literature review, I learned about the impact that the plagiarism

problem has on future student success. Educational research provides opportunities to

improve current teaching strategies. The purpose of this qualitative study was to explore

criminal justice college instructors' experiences, perceptions, and teaching strategies related to undergraduate student plagiarism at a community college located in the southwestern United States. Before data collection and analysis, the two possible projects that I anticipated based on the literature review were a professional development workshop and a policy recommendation. However, I did not select a professional development workshop as a potential project based on the study findings and the immediate needs of the criminal justice department. Because the study site is already in the process of creating a faculty workshop on preventing student plagiarism, I eliminated that as a possible project.

Instead, the needs of the study site required a department plagiarism policy recommendation. Therefore, the project for this study is a plagiarism policy recommendation developed through a position paper presented to the community college key stakeholders (Appendix A). The study findings indicated an immediate need to provide policy guidance to classroom instructors for using best practices with Turnitin and to create structured reporting protocols through department policies that track student plagiarism violations. The plagiarism policy recommendation is a practical solution that addressed the study findings.

<div style="text-align:center">Summary</div>

The local community college criminal justice program in this study is experiencing an increase in plagiarism incidents. The literature on plagiarism indicated that the problem exists across the disciplines in higher education (Gow, 2014). Instructors

at the local college struggle to manage the increase and find positive ways to mentor students who violated college policy. College policy and plagiarism detection software alone were not effective in reducing the problem (Bloch, 2012). Evidence from the literature review indicated that the classroom professor makes a difference with students in an effort to prevent academic writing integrity problems by educating students on plagiarism and college policy (Jones, 2011). However, confronting plagiarism issues in class is a stressful and emotional event for the instructor.

Understanding how a criminal justice college instructor manages student plagiarism in the classroom can make a difference in preventing future problems (Larin et al., 2014). Mentoring first-year students can have a positive impact on their self-esteem, motivation, and future academic success (Jonson & Moon, 2014). The purpose of this qualitative study is to explore criminal justice college instructors' experiences, perceptions, and teaching strategies related to undergraduate student plagiarism at a community college located in the southwestern United States.

In Section 2, I discussed the study project design from the selection of research methodology, research participants, data collection, and data analysis. I detailed the rationale and justification for selecting the qualitative case study design. Section 2 also contains the steps I used to protect the research participants, as well as the strengths and limitations of the design and method.

Section 2: The Methodology

Introduction

The purpose of this study was to explore criminal justice college instructors'
experiences, perceptions, and teaching strategies related to undergraduate student
plagiarism at a community college located in the southwestern United States. The
educational problem, available data, the scope of the local problem, and study
participants factored into research design selection. To investigate the local education
problem, the research method design selected for this study was a qualitative instrumental
case study.

Instrumental Case Study

The research methodology design I used in this study was a qualitative
instrumental case study (Baxter & Jack, 2008; Bogdan & Biklen, 2007; Creswell, 2012;
Lodico, Spaulding, & Voegtle, 2010; Yin, 2012). An instrumental case study is the study
of a particular problem within an identified group when the researcher seeks to provide
insight into a particular phenomenon (Baxter & Jack, 2008; Bogdan & Biklen, 2007;
Creswell, 2012; Lodico et al., 2010; Yin, 2012). For this instrumental case study, the
identified group was criminal justice college instructors at the local community college.

The instrumental case study was appropriate for exploring the criminal justice
college instructors' experiences, perceptions, and teaching strategies related to
undergraduate student plagiarism at a community college located in the southwestern
United State. Yin (2012) stated that a case study answers the "how" and "why" questions

of a problem. A case study is appropriate when the researcher cannot manipulate the behavior of study participants (Yin, 2012). It can be used when the research problem has relevant contextual conditions that need investigating to gain a deeper understanding of the problem (Yin, 2012). After careful evaluation of the purpose and research questions for this study, I determined that the instrumental case study design was the best research methodology approach to investigate the local educational problem of instructors' difficulties with managing and preventing student plagiarism at the community college.

Alternative research methods, such as quantitative research methods, mixed methods research design, or a qualitative intrinsic case study, did not align with the purpose of this study (Creswell, 2012; Yin, 2012). Quantitative research methods require larger populations and statistical analysis to compare, or identify relationships between, variables in order to generalize the findings (Creswell, 2012; Yin, 2012). The mixed method research design uses both quantitative and qualitative methods in a single study; however, this approach requires a larger population than the number of potential participants identified in this local educational problem (Creswell, 2012). An intrinsic case study design did not fit because the focus would be on the case instead of the phenomenon (Creswell, 2012; Yin, 2012). I selected the instrumental case study because the purpose, research problem, research questions, and conceptual framework I constructed for this study kept the focus on gaining a deeper understating of how instructors managed and prevented student plagiarism in the classroom.

Study Participants

The participants in this study were criminal justice college instructors teaching within the criminal justice department of a community college located in the southwestern United States. There were 10 study participants. The local community college has a total of 19 criminal justice instructors, including three full-time instructors and 16 part-time adjunct instructors. Piloting the interview protocols required that I use two participants from the target population. The community college criminal justice chair identified two instructors from within the department who volunteered to help me pilot the interview protocols.

After piloting, there were 17 criminal justice instructors at the local community college who were potential study participants. All 19 criminal justice instructors' names were on the college criminal justice active teaching roster, and this was the criterion for eligibility to participate in this study. The only exclusion was if an instructor's name was not on the active teaching roster. I realized that not every instructor would volunteer to participate, but I was able to recruit 10 study participants within the first five days of the study by using the snowball sampling strategy. The fast response from the participants led me to conclude that instructors wanted to participate in the study to help find solutions to manage the increase in student plagiarism that occurred at the study site.

The education level of the study participants included one Doctor of Philosophy in Criminal Justice, one Doctor of Philosophy in Security Management, two Juris Doctors (JD), two Masters of Science in Criminology, and four Masters of Arts in Criminal Justice, as displayed in Figure 1.
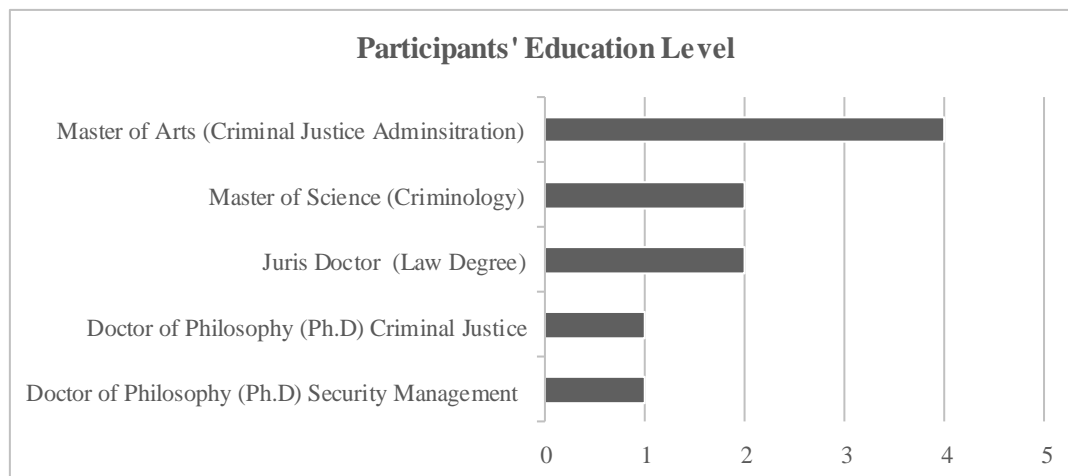
Figure 1. Participants' education level.

The participants in this study included six male instructors and four female instructors, as displayed in Figure 2.
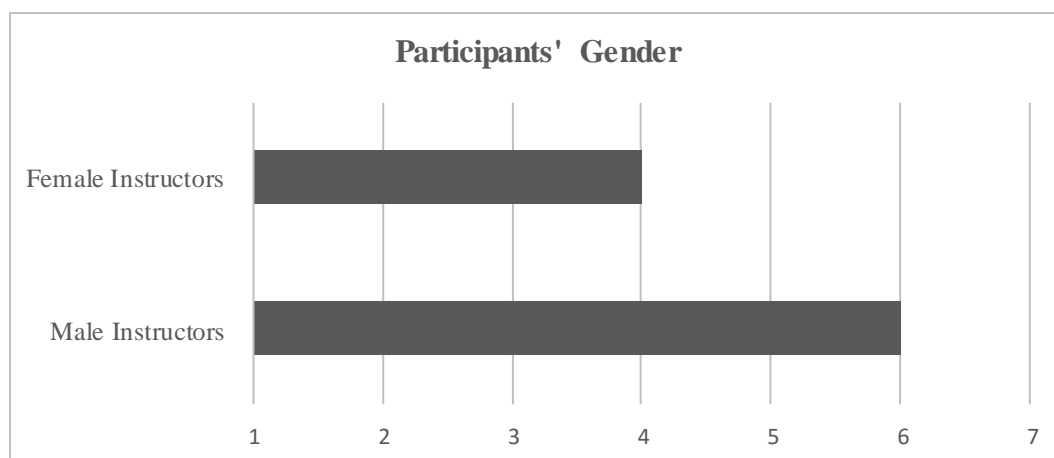
Figure 2. Participants' gender.

The criminal justice department at the local site used adjunct instructors to teach the majority of criminal justice classes it offered. The participants in this case study accurately reflected the criminal justice teaching ratio between full-time and part-time instructors. Participants' status was not an identified criterion for recruitment in the study; however, the instructors' status in the study accurately reflected the teaching status workload at the local study site and indicated that adjunct instructors did the majority of traditional, hybrid, and online teaching at local study site. The participants for this study included one full-time instructor and nine adjunct instructors, as displayed in Figure 3.
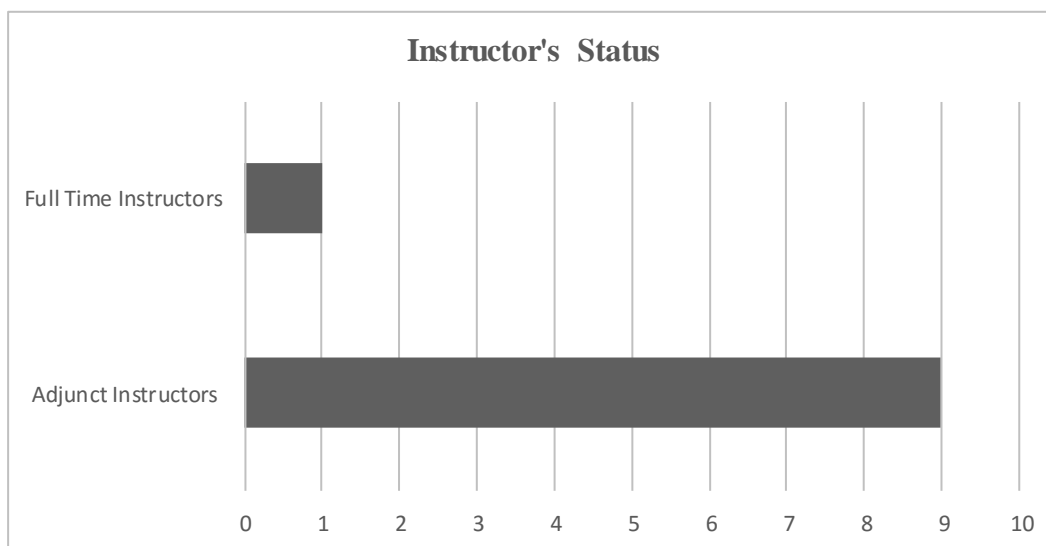
Figure 3. Instructor's status.

I used snowball sampling to recruit study participants, which is a qualitative, nonprobability sampling strategy in which study participants, who already volunteered to participate, identified other possible study participants with similar characteristics to become part of the sample for this study (Baxter & Jack, 2008; Bogdan & Biklen, 2007;

Creswell, 2012; Mack, Woodsong, & MacQueen, 2005; Yin, 2012). This approach was appropriate, since I am an outside researcher and have no affiliation with the community college in this study. The snowball sampling strategy I used created the opportunity to build rapport with potential study participants who have knowledge and understanding of the current teaching strategies used to manage student plagiarism (Yin, 2012). Since this study involved local criminal justice college instructors as study participants, the benefits of having other criminal justice college instructors within the department identify additional study participants increased participation from criminal justice college instructors in this study.

The volunteers who helped me with my snowball sampling strategy were not present when I discussed the study with other potential participants. My volunteers had no knowledge of who agreed and who did not agree to participate in the study. The volunteer instructors' role in my snowball sampling strategy was to introduce me to other criminal justice instructors to help establish a professional relationship, since I am an outside researcher with no affiliations with the college, department, or any of the potential study participants. To adhere to ethical research protocols, I maintained confidentiality throughout the study to protect participants' privacy.

Procedures for gaining access to participants. Access to the study participants required consent from the criminal justice department chair and written approval from the Vice President of Academic Affairs for the community college. I received the written authorization to conduct research at the study site two weeks after I requested it. The

criminal justice department chair supported this study and allowed me full access to the criminal justice college instructors on campus. The community college issued me a photo identification badge to wear while I was on campus, along with a faculty parking pass. This was a campus safety issue, and all faculty, staff, visiting instructors, and outside researchers wear college identification badges.

Once my community partner authorized the study and granted me access to the campus and potential research participants, the Walden University Institutional Review Board (IRB) authorized my study. Once I received the needed authorizations, and only at that time, I had access to study participants. In keeping with ethical research protocols, there was neither contact nor any communication with potential study participants at the study site until after the Walden University IRB committee officially approved this study (IRB approval number10-16-15-0419598 and it expires on October 15, 2016).

Establishing a working relationship with participants. My lack of affiliation with the community college had advantages and disadvantages. First, I had no preexisting assumptions or biases about the criminal justice faculty and no political pressure to guide the research in any direction. I thought that not having any personal relationships at the community college in the study might be a limitation because I would have to build trust with potential study participants, and this could take time. However, I encountered no resistance from anyone within the criminal justice department as an outside researcher and was accepted immediately. Fassinger and Morrow (2013) stated that, when the researcher is not from the research site, they are a culture outsider. An outside

educational researcher is unfamiliar with the established college culture and department politics (Fassinger & Morrow, 2013). Having two criminal justice volunteers from within the department introduce me to other criminal justice instructors to establish trust as an outside researcher, and in return, I made a good first impression during the initial contact with potential study participants that set the positive tone that remained throughout the study.

Once I received official IRB approval to collect data, I scheduled a meeting with the criminal justice department chair, who provided me with the current, approved teaching roster that included instructor contact information. This list only contained current criminal justice instructors who were teaching classes and who met the criteria to participate in my study. The department chair then introduced me to two criminal justice instructors, who volunteered to help me with snowball sampling and become part of the piloting interview process for this study.

I met with the two volunteer instructors separately, and I met with all study participants separately and privately to maintain confidentiality (Yin, 2012). At each of the meetings I had with the study volunteers, I explained the volunteer role in my snowball sampling strategy and my need to protect privacy when I met with potential study participants. Protecting the confidentiality of potential study participants is critical to adhering to ethical research practices (Yin, 2012). The two volunteers only introduced me to possible study participants to help me build a respectful and trusting relationship with them (Fassinger & Morrow, 2013). I only discussed the study in private with

potential participants in order to maintain confidentiality and privacy. I passed out my business card at my first meeting with potential study participants, and I explained that I would send a private email explaining the study to each potential study participant within a week of our initial introduction.

The two criminal justice instructors who helped me with snowball sampling also volunteered to participate in the interview protocol piloting. The piloting interview process consisted of recorded interviews using the interview protocol. After the recorded interviews, I asked pilot participants for feedback on clarity of questions. Both pilot participants stated that the interview questions were clear. To complete the piloting process, I sent each pilot participant a transcript of the interview via email. I then scheduled a phone meeting with the pilot participants to discuss my initial findings. Both agreed with my initial findings, and they stated that the interview protocols and member checking process worked nicely. Once the interview protocol piloting was complete, I actively recruited other potential study participants by sending each instructor whom I had met in person an individual email invitation to participate in the study. I then contacted the instructors who responded with "I consent" to schedule a date and time for their interviews.

Protection of Participants' Rights

Protection of research participants' rights is critical to the ethical research process. I completed the National Institutes of Health (NIH) "Protecting Human Research Participants" (Certificate Number: 1631821). The Walden University IRB committee

officially approved this study (IRB approval number: 10-16-15-0419598 and expires on

October 15, 2016) to ensure that the research design complies with university ethical

standards and U.S. federal regulation and laws when research occurs using human

subjects (Walden University, 2015). The following were the topics that complied with the

IRB protocols for this study: the risks were reasonable and minimized; there was

equitable selection of study participants; participants received informed consent received

prior to interviewing; and participants' perceived coercion to participate in this study was

minimized (Walden University, 2015). Using criminal justice college instructors as the

source of data collection in this study reduced the risk of any harm and burden to study

participants in this study, since college instructors are familiar with academic research

processes and protocols (Creswell, 2012; Lodico et al., 2010). I explained to the study

participants that I selected them to participate in this study because they had experience

managing the increase in student plagiarism in the classroom.

Articulating why study participants received an invitation to participate in this

study was a critical step in the recruiting process. Participants for this study were

identified by other criminal justice college instructors (snowball sampling) at the

community college as having knowledge of undergraduate criminal justice teaching,

student mentoring, and managing student plagiarism problems. I explained to all study

participants that participating in this type of study involves some risk of minor discomfort

that can be encountered in daily life, such as stress (Walden University, 2015). Being in

this study would not pose a risk to the safety or wellbeing of participants (Walden

University, 2015). The potential benefits of this study can influence classroom teaching strategies and possibly affect the community college's future policy on plagiarism.

Full disclosure and articulating what it means to participate in this study is an ethical requirement of researching with human participants. Participation in this study was voluntary, and study participants could withdraw at any time (Creswell, 2012; Lodico et al., 2010; Walden University, 2015). No study participant's real name, personal identity, or institutional affiliation was included in the study findings in order to protect the privacy of study participants who volunteered to participate (Walden University, 2015). I replaced each participant's name in this study with Participant 1, Participant 2, etc. to ensure their privacy (Creswell, 2012; Lodico et al., 2010). The community college partner's name was not included in the reported findings to protect the study site privacy (Creswell, 2012; Lodico et al., 2010). Confidentiality was maintained throughout the study.

Before any interviews occurred, volunteer study participants consented to participate by informed consent, which included full disclosure of the study purposes to include participant protection, background information, procedures, privacy, risks and possible benefits, no payment or compensation for participation, contact information, and possible dissemination of the findings. Explaining what was required of study participants before they made an informed decision to participate is an ethical requirement of educational research. The study participants who volunteered to

participate in this study responded via email invitation and consent form with the words "I consent."

The research logs (Appendix B), reflective journaling, and personal cataloging system to organize the data for this study will be stored in a safe location in my home office for a period of at least five years. Any electronic data associated with this study will be password protected and transferred from the password protected files, saved to a computer disk, and stored with other study data and logs locked in my home office safe (Walden University, 2015). Safely securing the data is part of ethical research planning, and there were no confidentiality or security issues with data during this study.

Data Collection

Deciding which type of data can best help answer the research question and the best means available for collection is a critical part of the research plan. Yin (2012) stated, "Reliance on theoretical concepts to guide design and data collection remains one of the most important strategies for doing successful case studies" (p. 27). Designing research questions using the literature review, conceptual framework, and the college plagiarism policy for the study offered the best opportunity to collect rich data and keep the study focused on the local problem. The semistructured, open-ended research questions designed for this study were within the interview protocols (Appendix C). Collecting interview data from study participants who had direct knowledge and understanding of managing the increase in student plagiarism provided the best source of information to answer the research questions of this study.

Data collection instrument. I used semistructured interviews with local

community college criminal justice college instructors to collect data for this study.

Semistructured interviews use pre-designed questions, and each study participant

received the same open-ended questions, which allowed the respondents freedom to

express their experience and perceptions in their own voices (Cachia & Millward, 2011;

Creswell, 2012; Mack et al., 2005; Yin, 2012). The semistructured interview design

allowed me the flexibility to ask follow-up questions for clarification (Cachia &

Millward, 2011; Creswell, 2012). The interview questions for this study focused on

gaining an understanding of how instructors currently managed the increase in student

plagiarism in their classes. I used the college academic misconduct code, plagiarism

policy, and the honor code policy of the study site to develop the interview questions

(Definitions of Academic Misconduct, 2015). The alignment between the interview

questions, the conceptual framework, and the literature review is shown in Table 1.

Table 1

*Alignment Between Research Questions, Interview Questions, Emotional Intelligence
Theory, and Mentoring Theory*

Research Questions (RQ)	Interview Questions (IQ)	Emotional Intelligence Domains	Mentoring Theory
RQ1	1, 2, 3, 4, 5, 7, 8, 9	1, 2, 3, 4, 5	IQ: 4, 5
RQ2	1, 3, 4, 5, 6, 7, 9, 10	2, 3, 4, 5	IQ: 6, 8, 9, 10

Note. Alignment between research questions, interview questions, and the study conceptual framework theories.

College policies are the sources for best teaching strategy guidelines and are available to the public through the community college website (Definitions of Academic Misconduct, 2015). The data collection plan for this study strategically included semistructured interviews with criminal justice college instructors to allow for the richest data source available from the local site that helped to answer the research questions.

Interviewing study participants can yield rich data. I used a digital audio recorder and transcribed interviews to capture the interview data (Baxter & Jack, 2008; Bogdan & Biklen, 2007; Creswell, 2012; Mack et al., 2005; Yin, 2012). The study participants participated by phone interview, which used the same project study introduction, informed consent form, and interview protocols (Appendix C) established for this study. For the phone interviews, I used a digital audio recorder, along with the Apple iPhone 6 speaker function, for hands free recording so that I could take field notes during the interviews (iPhone 6, 2015). Recording phone interviews is legal in the study state. United States federal law 18 U.S.C. 2511(2) (d) permits recording telephone and in-person conversations with the consent of at least one of the parties (Recording Law, 2015). Including the option of interviewing by recorded phone conversation increased the opportunity for additional participation in this study. Several study participants indicated that the phone interview provided an extra layer of privacy which offered them the opportunity to express themselves openly.

Establishing interview protocols for this study ensured presentation of identical interview questions to each participant so that the data collected were comparable for

analysis. Piloting the interview protocols helped to create accuracy and reliability during the interview data collection (Creswell, 2012; Lodico et al., 2010). There were two piloting interviews to test the interview protocols for this study. No data collection occurred before the official approval from the Walden University Institutional Review Board (IRB) committee (Walden University, 2015). The piloting interviews and member checking indicated that the data collection plan worked as planned. No revisions occurred to the interview protocols or member checking process after I completed piloting interviews for this study.

The data from the criminal justice instructor interviews identified major themes which offered a thick, narrative description of the criminal justice college instructors' experiences, perceptions, and teaching practices related to student plagiarism and helped to answer the proposed research questions for this study (Baxter & Jack, 2008; Creswell, 2012; Lodico et al., 2010). A thick, narrative description refers to the level of detailed analysis and transparency of the research protocols and processes used in this study when I am reporting the findings (Baxter & Jack, 2008; Creswell, 2012; Lodico et al., 2010). The interview sessions with study participants lasted approximately 45 minutes each.

After the interviews, the digital audio interview recording mp3 files were transferred to a password-protected portal for transcribing the recording. I used the confidential transcribing services of TranscribeMe to create transcripts of the interviews (Appendix D). A sample interview transcript from the study that was prepared by TranscribeMe is in Appendix E (TranscribeMe, 2015). As part of the formal interview

process, member checking occurred via email communication, with each study

participant verifying my initial findings and interpretations (Creswell, 2012; Lodico et al.,

2010; Yin, 2012). Member checking was voluntary; however, each participant agreed and

participated in the member checking process with me.

       Tracking data. A research journal allowed me to document my actions, thoughts,

and observations of the study in chronological order, instead of relying on memory and

possibly losing important information. I kept a research journal throughout the study to

self-reflect, document study concerns, and acknowledge any bias or assumptions that I

had during the study (Creswell, 2012). Keeping a research journal was especially useful

during the interviews (Creswell, 2012; Lodico et al., 2010; Yin, 2012). Journaling

allowed for immediate documentation during the interviewing process (Creswell, 2012).

It was an opportunity to capture my thoughts as they occurred (Creswell, 2012). I was

able to reflect and acknowledge any bias in the research journal during the study for later

analysis (Creswell, 2012; Lodico et al., 2010; Yin, 2012). Journaling adds credibility and

accuracy by openly disclosing any possible limitations to the findings (Creswell, 2012;

Lodico et al., 2010; Yin, 2012). I used a password-protected Excel spreadsheet with

several different tabs to organize and keep track of emerging descriptive codes, interview

schedules, private communications, reflective journaling, member checking, and personal

cataloging system that helped me to organize the study, keep progressing forward, and

manage the findings.

The Role of the Researcher

I was an outside researcher in this study, so I did not have any ethical conflicts, preconceived biases, or professional and/or personal conflicts of interest with the community college or the criminal justice department and faculty in this study. I had no current or past professional or personal affiliation with anyone at the community college or the criminal justice department prior to this study. As an outside researcher, I worked on building trust and professionalism whenever I had contact with the faculty and staff (Fassinger & Morrow, 2013). Each college and academic department develops its own culture that works for the students they serve. Being respectful and professional at all times sent a message that my presence as a researcher was friendly and approachable. This allowed me to stay in the outside researcher role during the study, thus allowing me the opportunity to collect rich, meaningful interview data from study participants and to check any personal bias that I had regarding student plagiarism. I did not share my teaching experience, perceptions, or teaching strategy with any participant during this study so as not to influence or corrupt the data.

Researcher's experience with plagiarism issues. As a criminal justice undergraduate instructor for the past 15 years, I have professional teaching experience both online and in the traditional classroom with student plagiarism, managing student interventions, and mentoring at-risk students. As a former faculty director for an accredited university, I have experience with how other criminal justice instructors enforce ethical writing standards, manage student plagiarism interventions, mentor at-risk

students, and how criminal justice instructors enforce or do not enforce university policy. My knowledge of criminal justice undergraduate plagiarism has allowed me to gain a unique perspective and understanding of how instructors manage classroom plagiarism and mentor students.

Researcher's bias. To establish accuracy and credibility, my bias was transparent and articulated throughout the study and findings. In qualitative research, the researcher is the instrument for data interpretation (Yin, 2012). Therefore, identifying bias is critical to ensure accurate reporting on what actually occurred at the local setting and just not what I thought was occurring (Yin, 2012). Bias is reduced when the researcher does not interfere or inject personal experiences into the data collection process and study participants are free to share their experiences openly (Creswell, 2012; Lodico et al., 2010; Yin, 2012). Member checking and verifying my interpretation of the meaning of answers ensured accuracy of the interview data I collected (Creswell, 2012; Lodico et al., 2010; Yin, 2012). Recognizing and acknowledging possible researcher's bias added transparency to this qualitative study.

Data Analysis

Defining the qualitative data analysis procedures used determines the credibility and accuracy of the study findings. Miles and Huberman (1994) argued that the strength and credibility of qualitative data relies on transparency and competence within the stages of the analysis process. According to Miles and Huberman, there are three stages of qualitative data analysis: data reduction; data display; and conclusion

drawing/verification. Adopting Miles and Huberman's qualitative matrix analysis as a

frame for using thematic analysis, I defined my data analysis process for this study as

shown in Table 2 (Guest, MacQueen, & Namey, 2012). Combing the qualitative data

analysis strategies into an organized and defined process added rigor to this study and

ensured accuracy.

Table 2

Data Analysis Strategy and Process

Matrix Analysis Frame	Thematic Analysis Process Steps
Data reduction	Data familiarization, generating initial codes
Data display	Discovering themes, reviewing and reexamining themes
Conclusion drawing/verification	Defining and naming themes/categories, writing the analysis

Note. Miles and Huberman's (1994) matrix analysis frame using the three stages of qualitative data analysis (pp. 10-12). Guest et al.'s (2012) thematic analysis six-step process (p. 10).

I sought to gain a deeper understanding of the problem that local criminal justice

instructors had with preventing student plagiarism and mentoring students. The goal of

the data analysis for this study was to use inductive analysis of the criminal justice

instructor interview data set through an organized process of thematic analysis, which

allowed emerging categories and themes to surface (Guest et al., 2012; Miles &

Huberman, 1994). This process is similar to the grounded theory, except that the goal of

this study was to gain a deeper understanding of the local problem by investigating the

main actors and not to develop a theory (Guest et al., 2012; Miles & Huberman, 1994). I

did not use any qualitative data analysis software to analyze the interview data set

(Creswell, 2012; Lodico et al., 2010; Yin, 2012). I organized the data analysis for this

study manually to become intimately familiar with the interview data in order to discover

emerging themes and patterns (Creswell, 2012; Lodico et al., 2010; Yin, 2012). Miles and

Huberman (1994) argued that coding should be valid and accurately reflect the

educational problem researched. Coding is mutually exclusive and distinct with no

overlapping of categories. The data analysis process was the guided stages I followed in

this study. The matrix analysis frame had three stages.

Stage 1. Initial data coding and data reduction. I used the confidential

transcribing services of TranscribeMe (2015) to create transcripts for analysis from the

interviews (Creswell, 2012; Guest et al., 2012; Lodico et al., 2010; Yin, 2012). After that,

I familiarized myself with the content and substance of the interview responses (Guest et

al., 2012; Miles & Huberman, 1994). During the first cycle of coding, I used descriptive

coding (Appendix F). Miles, Huberman, and Saldaña (2014) defined descriptive coding

as using a word or short phrase to summarize the content of the data. Descriptive coding

is a qualitative inquiry using a word or a short phrase to assign labels about the

phenomenon being studied (Miles & Huberman, 1994; Miles et al., 2014). I generated

descriptive codes (Appendix G) from frequencies and underlining meaning of words or

phrases used by participants within the interview data (Guest et al., 2012; Miles &

Huberman, 1994; Miles et al., 2014). I also used this method to focus and organize

categories and to prepare higher order coding of the data that occurred in the second

cycle coding (Miles, Huberman, & Saldaña, 2014). Data reduction was beneficial to reducing duplication of categories. My analysis called for data reduction and discarding irrelevant information if needed; however, all interview data collected were relevant, analyzed, and reported in this study (Miles & Huberman, 1994; Miles et al., 2014). The next stage in data analysis was data display.

  Stage 2. Data display and discovering themes. In the second cycle coding, I used axial coding, which is the process of describing categories and exploring how the categories, themes, and subthemes relate to each other (Miles & Huberman, 1994; Saldaña, 2015). Axial coding involves constant evaluation and reevaluation of categories and themes to discover emerging patterns (Miles & Huberman, 1994; Saldaña, 2015). During axial coding, I expanded and reconfigured categories to ensure that emerging themes were assigned accurately to a distinct category, and there was no duplication or overlapping of emerging themes between categories.

  Displaying the data helped to organize the analysis. Miles and Huberman (1994) suggested creating tables, graphs, and charts as needed to organize data in order to visualize categories and emerging themes. This ensured continued evaluation and reflection on analysis throughout the study. I initially displayed the emerging themes on a poster board in my home office so that I could see the patterns and separation of different categories and emerging themes as I listened and read the interview transcripts (Miles & Huberman, 1994). By visually displaying the emerging themes, I was able to synthesize developing categories to discover patterns (Miles & Huberman, 1994; Saldaña, 2015).

Each time I read a participant's response, I compared the comments to the other participants' transcripts, looking for similar meaning or something new (Miles & Huberman, 1994; Saldaña, 2015). My goal during the second cycle of coding was to reorganize, expand, and describe categories so that patterns emerged from the themes (Guest et al., 2012; Lodico et al., 2010; Miles & Huberman, 1994; Saldaña, 2015). Reflecting on the data analysis is part of a thorough process to ensure rigor and accuracy in the findings.

I let the data sit for a few days so that I could reflect on the names I assigned to the categories and emerging themes. Displaying the data openly allowed for constant reflection and analysis (Miles & Huberman, 1994). Subthemes emerged from participant interviews, and the title names accurately reflected the interview data (Guest et al., 2012; Miles & Huberman, 1994). I grouped the subthemes for each research question according to identified titles to form broad themes (Guest et al., 2012; Miles & Huberman, 1994). The broad theme names emerged to represent a group of organized subthemes (Guest et al., 2012; Miles & Huberman, 1994). To reduce the data to relevant and meaningful findings that represented the instructors' experiences, perceptions, and teaching strategies with managing and preventing student plagiarism, I created categories for each of the guiding research questions (Guest et al., 2012; Miles & Huberman, 1994). I identified and named the categories to represent the main themes that emerged from the data for each guiding research question (Guest et al., 2012; Miles & Huberman, 1994). The matrix display tables included descriptive codes, subthemes (Appendix F), broad themes,

and categories (Appendix H). The matrix displayed the emerging themes from the findings and showed how categories derived from the data analysis (Miles & Huberman, 1994; Miles et al., 2014). I transferred the categories and themes from my poster board into tables that I used in presenting my findings in the data analysis results. In the next stage of my data analysis, I made conclusions based on the evidence.

Stage 3. Conclusions, verification, and defining categories. In the third stage of my data analysis plan, I developed conclusions and defined the main categories. Miles et al. (2014) explained that the reasons for data reduction and display were to assist in helping to draw conclusions. This stage consisted of analytical analysis of the data that focused on discovering patterns, regularities, and explanations in the codes in preparation to organize broad themes into distinct categories that would accurately represent the study findings (Miles et al., 2014). At this point, I verified my findings by drawing on the existing literature and defining the main categories of the phenomenon I investigated (Guest et al., 2012; Lodico et al., 2010; Miles & Huberman, 1994; Miles et al., 2014). Miles et al. (2014) argued that using matrices to display data is helpful with making inferences, drawing conclusions, and presenting the study findings. During the third stage of the analysis, I wrote my findings in a narrative format, encapsulating the entire process (Guest et al., 2012; Lodico et al., 2010; Miles et al., 2014; Yin, 2012). To present my findings, I created summary tables on the two guiding research questions that showed alignment between the categories, emerging themes, and subthemes. Ensuring that the study is reliable depends on accuracy and transparency of the data analysis.

Accuracy and Credibility

Accuracy and credibility of the study are dependent on following qualitative research protocols and transparency in reporting the findings. I asked the study participants to participate in member checking (Appendix I). Once the transcript was ready, I sent it to participants via password-protected email, along with my initial findings, so that the participants could look them over. Member checking "is a qualitative process during which the researcher asks one or more participants in the study to check the accuracy of the account" (Creswell, 2012, p. 623). In qualitative research, the internal validity is the degree to which interpretations and concepts have the same meaning to the research participants and me as the researcher (Creswell, 2012; Yin, 2012). Qualitative external validity is the extension of the findings in the study (Creswell, 2012; Yin, 2012). The internal and external validity in qualitative research refers to the accuracy and credibility of the findings (Guest et al., 2012; Miles et al., 2014). Credibility of qualitative research depends on building trustworthiness.

Trustworthiness

In qualitative research, the goal is to establish the study's trustworthiness, which is the reliability and validity found within the design and processes selected to investigate the problem (Miles & Huberman, 1994; Yin, 2012). To establish trustworthiness in this study, I used member checking to validate my initial findings and interpretations (Miles & Huberman, 1994; Yin, 2012). I also documented the process and my thoughts during the study using a research journal (Appendix B) to ensure that I was objective and that I

limited or acknowledged my bias (Miles & Huberman, 1994; Miles et al., 2014; Yin, 2012). Using a research journal established an audit trail, so that, when I wrote the findings of this study, others could evaluate my processes to make conclusions on the trustworthiness of my study (Miles & Huberman, 1994; Miles et al., 2014). Another benefit of the research journal is that I reflected on my role as the researcher and acknowledged my biases that could have influenced data collection, analysis, and findings (Miles & Huberman, 1994; Miles et al., 2014). Creating a data analysis plan and being transparent added rigor to this project study (Miles & Huberman, 1994). Using these steps to establish trustworthiness, I sought to avoid errors that could invalidate my findings. I also searched for discrepant cases during data analysis.

Discrepant Cases

Enhancing qualitative research accuracy and credibility is achievable by looking for discrepant data to analyze and include in the study. Discrepant data provide a variant perspective and an opportunity for not overlooking other possibilities (Creswell, 2012; Miles et al., 2014; Yin, 2012). Yin (2012) urged the researcher to maintain skepticism throughout the data analysis process, because a discrepant case more than likely will emerge to strengthen the study's credibility and validity. Discrepant cases strengthen the study findings when there is transparency (Yin, 2012). In this study, a discrepant case emerged and was presented in the data analysis results for Research Question 1.

Data Analysis Results

The purpose of this qualitative case study was to explore criminal justice college instructors' experiences, perceptions, and teaching strategies related to undergraduate student plagiarism at a community college located in the southwestern United States. After analyzing the interview data, categories and themes emerged that provided answers to the research questions. The study participants openly shared their experiences, perceptions, and teaching strategies regarding preventing the increase in student plagiarism. This study had two guiding qualitative research questions that helped me to explore how criminal justice instructors managed and prevented student plagiarism in the classroom. As a result, the following findings represent the study participants' experiences, perceptions, and teaching strategies using direct quotes, as well as a synthesis of the patterns, themes, and categories that emerged during data analysis, to produce a thick, narrative description of the findings.

Research Question 1

The first guiding research question (RQ1) focused on understanding criminal justice college instructors' experiences and perceptions related to undergraduate student plagiarism in the classroom. To help answer RQ1, I asked a total of eight interview questions (IQ) to each study participant during the individual interview sessions (Appendix C). Table 3 shows the subthemes, broad themes, and categories that emerged from participants' answers to the interview questions.

Table 3

Summary of RQ1 Categories and Themes

Categories	Broad Themes	Subthemes
Professional development	Increased instructor's workload	Time management
	Increase in student plagiarism	Student plagiarism in online classes
		Instant information access online
		Gap in information literacy
		No plagiarism workshop offered at the college
		Mandatory training on plagiarism
Instructor-student relationships	Instructor emotions	Relationship negatively affected after student plagiarism
	Student academic success	Student retention
Turnitin reports	Interpreting the originality report	Turnitin usage
	Administrative support	Supportive supervisors

Note. Alignment of subthemes, broad themes, and categories for RQ1.

Professional development. The category of professional development emerged from the data analysis. Participants experienced an increase in student plagiarism violations at the study site and shared their perceptions of instructor workloads, online classes, information literacy, and related professional development. The matrix analysis of instructors' experiences and perceptions for the category of professional development is shown in Table 4.

Table 4

Matrix Analysis of Instructors' Experiences and Perceptions of Professional Development

Experiences & Perceptions of Study Participants	Number of Participants	Percentage of Participants	Examples
Increase in student plagiarism violations	10	100%	Student plagiarism has increased within the criminal justice department
	10	100%	No plagiarism workshop offered at the college
	9	90%	Gap in student information literacy (Students enter the criminal justice classes not prepared for college writing expectations)
	9	90%	Student plagiarism increased with the expansion of online criminal justice classes
	7	70%	Required professional development workshops on best practices using Turnitin and managing student plagiarism
	5	50%	The perception that open sources on the Internet is causing the increase in plagiarism violations
Increased instructor's workload	8	80%	Perceptions are that increase in plagiarism violations has increased the instructor's workload

Note. RQ1. Matrix analysis of instructors' experiences and perceptions for the category of professional development.

Increase in student plagiarism. Participants believed that the increase in student plagiarism was due to the expansion of online criminal justice course offerings at the study site. Participants' perceived that student plagiarism in the traditional classroom had

not increased. Participant 2 stated, "I believe, for me, more plagiarism occurs online because there is more writing and higher chance to get caught." Participants attributed the increase and problems managing student plagiarism to their online classes.

Professional development workshops. All of the participants shared from their experiences and perceptions that the community college provided no professional development training to faculty on preventing student plagiarism, policy enforcement, or using Turnitin. Five out of 10 study participants indicated that they had participated in plagiarism workshops offered at other schools. The adjunct instructors who only taught at the local study site did not have the opportunity to participate in a workshop on managing and preventing student plagiarism. The data indicated a gap in professional development training of instructors with using Turnitin, and the participants shared that the lack of training opportunities affected the quality of their teaching. Participants claimed that professional development workshop training would benefit their ability to manage student plagiarism more effectively.

The study participants recommended required faculty training on managing and preventing student plagiarism. They indicated the need for additional teaching tools and strategies to help manage and prevent the increase in student plagiarism that occurred at the local study site. The data also indicated the need for professional development training. Participant 1 asserted, "I personally believe that professional develop is a good thing for instructors. I would even go as far as saying the college should require faculty training." Participant 10 stated, "You would think, it would be required training like

mandatory HR training we all must take each year." The participants' experiences and perceptions were that professional development training on managing and preventing student plagiarism should be a requirement to ensure faculty participation.

Information literacy. Participants shared their experiences with the gap in student information literacy and using acceptable scholarly references to support their argument or position in writing assignments. Participants stated that students' lack of information literacy skills was one of the causes they believed was increasing student plagiarism violations. Participant 2 claimed, "Many times, students struggle because they have not developed library skills to hunt for articles to use, and this can lead to problems." Although participants perceived that students lack of information literacy skills, the majority of participants did not create specific lessons to address this noted deficiency. The participants' perceptions were that students should have been taught information literacy skills prior to taking criminal justice classes.

Open sources. The findings from the data indicated that the participants discovered students were using open sources from the Internet to plagiarize. Participants stated that the Turnitin reports confirmed that the plagiarized information came from the Internet. The findings further indicated that the participants' experience and perceptions were that students copying and pasting information from the Internet was a common problem and was more prevalent in online classes.

Increased instructor workload. The perceived increase in student plagiarism impacted the instructors' workload and time spent addressing plagiarism violations at the

study site. Participant 1 shared, "I spend at least three hours a week on student plagiarism, from using Turnitin, investigating, emailing, talking with the student on the phone, or just trying to get the student to understand writing expectations." Study participants indicated that student plagiarism, whether online or in the traditional classroom, was time consuming for the instructor.

Discrepant case within RQ1. During the initial data analysis, a discrepant case emerged, which forced reevaluation and reflection. Yin (2012) argued for the researcher to maintain skepticism throughout the data analysis process and to be mindful of discrepant cases. The author also indicated that during data analysis, a discrepant case more than likely will emerge to strengthen the study's credibility and validity (Yin, 2012). Yin counseled that there are two ways of dealing with discrepant cases: set it aside and acknowledge the case for possible future research, or seek additional clarification. I sought clarification, since the discrepant case emerged during my initial findings in preparation for member checking (Yin, 2012). The participant instructor explained the misunderstanding during the member checking process. The instructor's initial response to IQ1 only reflected the instructor's traditional classroom teaching experience and excluded the instructor's online teaching experience with plagiarism. During the member checking process, the instructor shared experiences and perceptions that teaching online required more time because of the perceived increase in student plagiarism and that the perception of this participant was that traditional classes had less student plagiarism violations. The extra scrutiny I used during the member checking process discovered the

misunderstanding with this discrepant data. The clarification from the instructor

explained the original discrepancy, and I included the information in my research journal.

After the instructor's clarification, my initial findings were confirmed with the participant

as an accurate reflection of the instructor's experiences, perceptions, and teaching

strategies. This discrepant case is part of the data analysis narrative for transparency in

reporting the findings.

Instructor-student relationships. The category of instructor-student

relationships emerged from the data analysis. Plagiarism violations affected instructor-

student relationships. Participants also shared concerns that plagiarism violations

affected student classroom retention. Participants shared their emotions and feelings

when student plagiarism occurred in the classroom, as shown in Table 5.

Table 5

Matrix Analysis of Instructors' Experiences and Perceptions of Instructor-Student Relationships

Experiences and Perceptions of Study Participants	Number of Participants	Percentage of Participants	Examples
Instructor emotions	9	90%	Feeling of anger when student plagiarism occurs
	9	90%	Feeling of disappointment when student plagiarism occurs
	7	70%	Instructor-student relationship negatively affected after student plagiarism occurs
	3	30%	Feeling of frustration when student plagiarism occurs
	2	20%	Feeling of hurt when student plagiarism occurs
	1	10%	Feeling of exhausted when student plagiarism occurs
	1	10%	Feeling of sad when student plagiarism occurs
Student academic success	6	60%	Student retention after a plagiarism violation was a concern

Note. RQ1. Matrix analysis of instructors' experiences and perceptions for the category of instructor-student relationships.

Instructor emotions. The data indicated that instructors' emotional intelligence decision making affected relationships, based on the strong responses from participants regarding how they felt when student plagiarism occurred in the classroom. Participants shared that it negatively affects the instructor-student relationship. Participant 1 commented, "It breaks the trust tremendously." Participant 3 asserted, "Plagiarism does affect my relationship with the student. How could it not? There is a loss of trust that is

hard to earn back, a sense of being academically violated." Participant 7 was the only one who indicated that a student plagiarism violation had the opportunity to bring the instructor and student relationship closer, but only if the student accepted responsibility for their behavior. The study participants expressed that student plagiarism possibly affects the scholarly relations between instructors and students.

Participants responded to student plagiarism violations with a wide range of emotions, including anger, sadness, frustration, exhaustion, and disappointment. The interviews indicated that instructors reacted to student plagiarism emotionally. All of the study participants expressed their emotions and feelings based on their experiences and perceptions when students plagiarized in the classroom. Participant 1 offered, "I have the feeling of being hurt when my students plagiarize. I take it personally because I care." The two most mentioned emotions from the participants' responses were anger and being disappointed when student plagiarism occurs.

Student academic success. The participants shared that student retention after a plagiarism problem was a concern. Participant 1 claimed that student retention was a major concern at the college and stated further that the seriousness of the violation was taken into consideration when determining a consequence so that the student did not withdraw from the class. Participant 2 stated that the first meeting with the student to confront the plagiarism issue was critical to helping the student improve original writing and not drop the class. Participant 6 observed that students often withdraw from class when confronted with plagiarism and revealed that many times students will disengage

after plagiarism. Participants shared perceptions that plagiarism policy violations affect class withdrawals and student retention at the study site.

Turnitin reports. The category of Turnitin reports emerged from the data analysis. The themes that supported the Turnitin reports category were: (a) Turnitin usage; (b) interpreting the originality report; and (c) administrative support. Table 6 displays the matrix analysis of instructors' experiences and perceptions of Turnitin reports.

Table 6

Matrix Analysis of Instructors' Experiences and Perceptions of Turnitin Reports

Experiences and Perceptions of Study Participants	Number of Participants	Percentage of Participants	Examples
Turnitin usage	10	100%	Turnitin being used by instructors
Interpreting the originality report	5	50%	No college policy or standards as to the matching originality percentage report generated by the Turnitin software
Administrative support	7	70%	Participants indicated they felt supported by college administrators when enforcing the plagiarism policy
	2	20%	Participants indicated they do not know if they would receive support from administration
	1	10%	The college administration would not be supportive of instructor's enforcing the college plagiarism policy

Note. RQ1. Matrix analysis of instructors' experiences and perceptions for the category of Turnitin reports.

Turnitin usage and interpreting the originality report. All of the participants

shared that they used Turnitin as their primary source for plagiarism checking at the local

study site. Participant 2 commented that the college plagiarism policy did not include best

practices for using Turnitin. Participant 3 claimed that the college plagiarism policy did

not include guidance on how to use the Turnitin originality report percentage. Participant

6 asserted that the college had no policy on the Turnitin similarity index report. The

participants' responses showed a wide range of experiences and perceptions when

interpreting the Turnitin originality reports when deciding if student plagiarism violations

occurred. Participant 2 reported, "If the Turnitin report is over 17% matching, I consider

this plagiarism." Participant 6 stated, "When I use Turnitin to check for plagiarism and

read the report, anything over 60% I consider plagiarism and anything under I do not."

The participants' responses indicated inconsistencies in interpreting the Turnitin reports

when checking for student plagiarism.

   Administrative support. Participants felt that their supervisors and the college

administrators were supportive of their efforts to uphold rigor and college policy in the

classroom. Participants 8 and 10 stated that they were unaware whether they would

receive support because they never approached an administrator for support. Participant 9

perceived that the college administration would not be supportive. The findings in this

study showed that seven participants felt supported by college administrators when

enforcing the college plagiarism policy. Two participants stated they had not had a

classroom issue that involved a supervisor intervening. One participant perceived that the

instructor would not receive administrative support when enforcing the college

plagiarism policy.

Summary of RQ1. To help answer RQ1, I asked eight IQ's to the 10 study

participants. Three categories emerged from the themes and subthemes during the data

analysis. The three categories for RQ1 were: (a) professional development; (b)

instructor-student relationships; and (c) Turnitin reports, as shown in Figure 4.
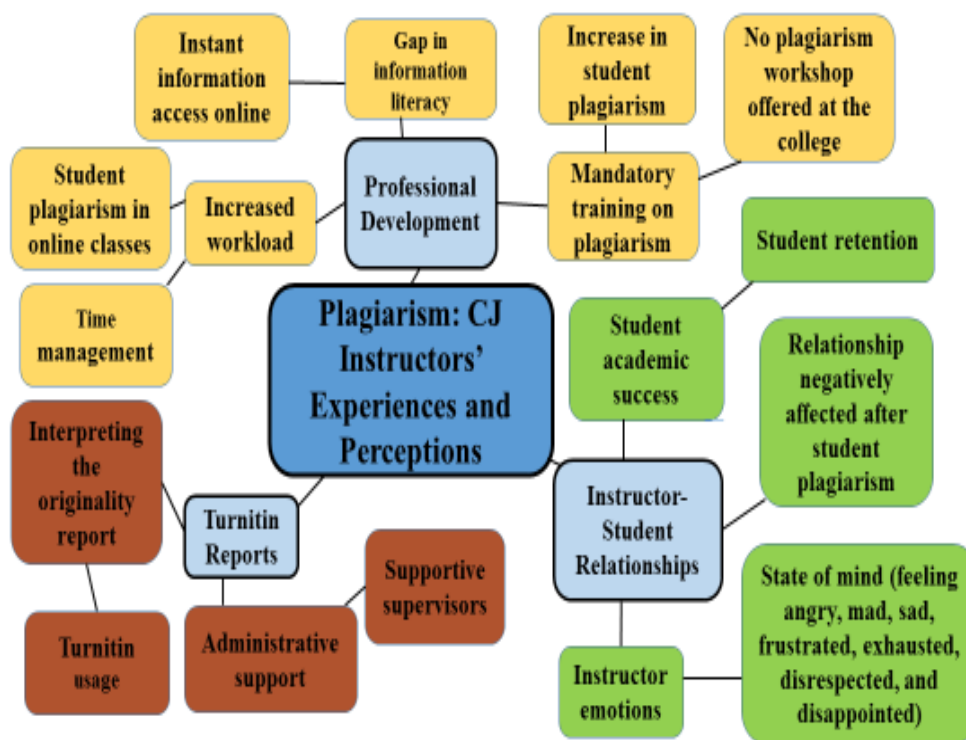
Figure 4. RQ1: Criminal justice college instructors' experiences and perceptions related

to undergraduate student plagiarism in the classroom.

Participants shared that they had not participated in a professional development workshop on managing student plagiarism sponsored by the local study site. Participants expressed the need for faculty professional training on managing student plagiarism and best practices for using Turnitin. The data also indicated additional professional development training on first-year college student's information literacy skills to include learning to teach plagiarism avoidance strategies would benefit instructors within the criminal justice department at the local site. Participants indicated that professional development training on managing student plagiarism and best practices using Turnitin should be required training for instructors in the criminal justice department.

The study participants expressed how student plagiarism solicits instructor emotions, such as anger and disappointment, and this potentially affects scholarly relations between the instructor and student. Participants indicated two emotions they felt the most when plagiarism occurred in the classroom were anger and disappointment. Participants' emotional responses to student plagiarism affected the instructor-student relationship. They indicated that, when student plagiarism occurred in the classroom, it negatively affected their relationships with students.

The data also indicated inconsistences with using Turnitin to check for original student writing within the criminal justice department. There was a strong feeling of support from college administrators; however, participants shared that there was no college policy or standards regarding the matching originality percentage report generated by the Turnitin software. Participants indicated that their perceptions of the

Turnitin originality report percentage varied when determining if plagiarism occurred because there are no college or department standards to guide instructors. Participants shared the need for department guidelines on best practices using Turnitin.

Research Question 2

The second guiding research question (RQ2) focused on understanding criminal justice college instructors' teaching strategies related to undergraduate student plagiarism. To help answer RQ2, I asked a total of eight interview questions (IQ) to each study participant during the individual interview sessions (Appendix C). Subthemes, broad themes, and categories emerged from participants' answers to the interview questions and data analysis, as shown in Table 7.

Table 7

Summary of RQ2 Categories and Themes

Categories	Broad Themes	Subthemes
Policy enforcement	Role modeling scholarly behavior	Strategies for confronting students
		Student attitudes factor into the instructors' decision-making process
		Taking a step back and processing emotions before engaging students
	Classroom management	Documenting plagiarism
		No plagiarism reporting; working with students in private
	Communicating plagiarism policy	Syllabus
		Teaching assumptions on student knowledge
		Student responsibility to understand the plagiarism policy
	Connecting with online learners	New online teaching strategies to promote adult learners
	Plagiarism detection strategy	Google search engine
	Subject matter expert (SME)	Recognizing prior published work
Instructor's discretion	Critical to learning	One-on-one instructions
		Evaluate the Turnitin report with student
	Learning from mistakes	Resubmissions of work
		Select a new topic to research and write
	Department plagiarism policy	Plagiarism policy vague on instructor requirements and responsibilities
Mentoring students	Building first-year student confidence	Teaching strategies for academic writing success
		Vigilance
		Helping learner develop a personal plan for improvement
		Providing writing resources

Note. Alignment of subthemes, broad themes, and categories for RQ2.

Policy enforcement. The category of policy enforcement emerged from the data analysis. Seven teaching strategies that participants shared for this category were: (a) communicating college policy; (b) no plagiarism policy violation reporting; (c) connecting with online learners; (d) role modeling scholarly behavior; (e) plagiarism detection strategies; (f) classroom management; and (g) the Turnitin originality report comparison. The matrix analysis of instructors' teaching strategies for policy enforcement is shown in Table 8.

Table 8

Matrix Analysis of Instructors' Teaching Strategies for Policy Enforcement

Teaching Strategies Used by Study Participants	Number of Participants	Percentage of Participants	Examples
Communicating college policy	10	100%	The college plagiarism policy is embedded within the class syllabus
No plagiarism violation reporting	9	90%	Plagiarism is not reported outside of the classroom and managed privately with students
Connecting with online learners	5	50%	Connecting with the learner from a distance builds trust and creates a friendly learning environment
Role modeling scholarly behavior	5	50%	Deescalated emotions before confronting students with a plagiarism violation
Plagiarism detection strategy	5	50%	Instructor's use Google search engine to compare students writing against open sources on the Internet
	4	40%	Subject matter expert (SME) familiar with the disciplines published scholarly literature and can recognize familiar work as well as guide students to credibly scholarly literature
Classroom management	4	40%	Documenting plagiarism violations and coaching the student to take responsibility for plagiarism violations
Using the Turnitin originality report as a visual teaching tool	3	30%	Using the Turnitin originality report as a visual teaching strategy to show students areas for improvement and ways to avoid plagiarism

Note. RQ2. Matrix analysis of instructors' teaching strategies for the category of policy enforcement.

Classroom management. Student attitudes factor into the classroom management and instructors decision-making process when plagiarism violations occur. The findings indicated that instructors' teaching strategies and decision-making on consequences for student plagiarism depends on the student's attitude and taking responsibility. Participant 1 noted, "Depending on the reaction of the student, determines what steps I take next. If the student takes no responsibility or acknowledge the mistake, I issue a zero for the assignment and just move on." The severity of the consequences for plagiarizing is determined by the student's attitude when confronted with a policy violation. The teaching strategy for classroom management is that the instructor investigates and then documents the plagiarism violation to share with the student.

The classroom management teaching strategy used by participants centered on coaching the student to take personal responsibility. Participant 1 indicated that, after presenting the student with evidence of plagiarism, the teaching strategy is to use a positive tone on how to avoid plagiarism in future writing. Participant 2 shared the teaching strategy of explaining the Turnitin report to the student to start a dialogue for ethical writing expectations. Participant 4 believed that a good teaching strategy is for the student to take ownership of mistakes in order to learn and move forward. Participant 7 asserted that the first meeting was to reassure the student that this is a learning process, and the student has the opportunity to correct the writing mistakes. The data indicated that classroom instructors coached and encouraged students to take responsibility for violating the college plagiarism policy.

Role modeling scholarly behavior. The data indicated that instructors who remain professional, self-regulate their behavior, and do not engage students immediately when emotional can make rational decisions about managing student plagiarism. The study findings indicated that the teaching strategy shared by participants for confronting students about plagiarism was to wait until personal emotions were subdued before engaging. Participants recognized that their personal emotions affected their ability to make rational and good decisions when student plagiarism occurred. Participant 1 stated, "I won't send an email or call a student immediately, until I cool off." Five of 10 participants' responses to the interview question demonstrated the teaching strategy of self-regulating behaviors, knowing that if they immediate address student plagiarism when they are emotional, it places the focus on personal feelings and not on discussing the academic integrity problem.

Two study participants had a different teaching strategy for initially confronting students with plagiarism. Participant 10 used punitive action when plagiarism occurred and then just monitored for future problems. Participant 10 revealed the teaching strategy of issuing a failing grade for student plagiarism violations. Participant 6 stated, "I give a failing grade for the assignment and a warning if it happens again, you fail the class." Participants 6 and 10's teaching strategy was enforcement of the college plagiarism policy by issuing a failing grade for students who violated the policy. Thus, the data indicated that participants used different teaching strategies to confront plagiarism;

however, the participants shared that there is no guidance offered by their administration as to the best teaching practices when confronting student policy violators.

Turnitin originality report. Participants used the teaching strategy of sharing the Turnitin originality reports as a visual learning tool for students to help improve original writing. Three participants used the Turnitin originality reports to deliver lessons for student understanding of intellectual property by comparison. The data indicated that the instructors used the Turnitin originality report as a teaching tool to help students improve their writing and not just as a tool to provide evidence of a plagiarism violation.

No plagiarism policy violation reporting. Reporting plagiarism to the college administration was not a teaching strategy embraced by the study participants to help prevent further violations from occurring. Nine of 10 study participants had not reported plagiarism violations outside of the classroom. Participant 2 was the only instructor who reported student plagiarism to the college, but only in the previous few semesters. Participant 6 asserted, "The best part about the plagiarism policy is the freedom it offers to me as a professor to decide what to do and how to do it." Participant 10 shared, "Because I handle my own problems in my class, my Chair doesn't even know of the problem. How could they if I don't report it to him?" The teaching strategy to manage student plagiarism in private and not to report the policy violation to the college has not shown to be a deterrent for students, given the reported increase in plagiarism cases shared by participants. The data indicated that the norm in the criminal justice department is not to report student plagiarism violations outside of the classroom. Participants shared

that the practice of not reporting plagiarism to the college administration had no effect on preventing or decreasing student plagiarism.

Communicating college policy. All of the study participants reported that they included the college plagiarism policy within their syllabi. Participant 10 also shared the teaching strategy of sharing with students the 10 most common types of plagiarism to generate a dialogue in the class discussion on avoiding plagiarism (Huang, 2015). The data further indicated that six of 10 participants assumed that first-year students understand the plagiarism policy from reading the syllabus because there are no additional lessons offered to students on understanding the plagiarism policy until after a violation occurs. Six participants believed that first-year college students should be aware of ethical writing expectations and college policies prior to entering criminal justice classes. Including the college plagiarism policy within the syllabus and not providing lessons on plagiarism avoidance strategies has not been an effective deterrent, given the reported increase in student plagiarism incidents by participants.

Connecting with online learners. The data indicated that new teaching strategies are required to be an effective online instructor. Five of the study participants shared that their online teaching strategy was to spend time connecting to their adult learners and building relationships through phone calls, in-person conversations, or classroom emails. Making students feel like they are a part of the learning community within the electronic classroom was the online teaching strategy that instructors believed had helped to keep the students engaged in the learning process when a writing integrity problem occurred.

The data indicated that five out of 10 study participants used the same teaching strategies regardless of the classroom platform. Participant 1 claimed to use the Canvas, the college's LMS, to communicate with students in both traditional and online courses (Canvas, 2015). Participant 1 strived to maintain consistency between the courses whether they were taught online or traditionally. Participant 1 earlier stated that there were more plagiarism incidents in online classes compared to the traditional classroom; however, there was no change in the participant's teaching strategies online. Participant 3 stated, "My teaching doesn't change, I do the same thing online as well as my campus classes, but for some reason, I have different results and more cheating." Participant 4 reported, "I just have more plagiarism online, and don't know how to stop it." Participant 10 shared, "I need to develop my online teaching skills to address plagiarism, and perhaps this could help with online class plagiarism." Five out of 10 study participants were not using or discovering online teaching strategies that could help reduce student plagiarism violations.

Plagiarism detection strategy. Five of 10 participants stated that they used Google search engine as a teaching strategy to check students' writing originality. When an instructor suspects that portions of a student's writing are not original, the instructor will copy a small portion of the suspected work and paste it into Google to search for the original source on the Internet. If the sources are not original, Google will list the website from which the information was retrieved. The instructor can investigate the website to determine if the student's writing is similar or is an exact copy without crediting the

source. Google search engine can therefore help to determine the accuracy of referencing (Moore, 2014). However, using Google to check for student plagiarism is a manual process and can be time consuming, as indicated by the participants' earlier perception of time management regarding plagiarism. The data indicated that, when instructors use Google to help detect student plagiarism, they also use Turnitin to provide the documentation required for a plagiarism violation.

Being subject matter experts (SME) within the criminal justice discipline benefited several study participants' teaching strategies. Four of 10 study participants shared a teaching strategy of using their knowledge of the criminal justice discipline published literature to detect possible problems with original writing. Participants indicated that being a SME in the criminal justice discipline made it easier to identify prior published work that was not students' original writing. Participant 1 shared, "I had a student plagiarize using one of my peer-reviewed journal articles and parts of the paper copied word for word, so that one stands out." Participant 6 claimed to have a large collection of criminal justice scholarly work in a personal library. Participant 5 stated that being a SME in the discipline made student writing that is not original easy to identify. Participant 7 stated that being an SME helped to identify work that was published previously. Participants 1, 5, 6, and 7 indicated that their knowledge of the scholarly literature in criminal justice studies helped to identify possible writing integrity issues. Participants with criminology degrees tended to view themselves in the role of a SME. Participant 7 further noted that being a SME helped to identify possible originality

problems; however, further investigation was required to determine if any writing integrity issue occurred. In addition, the participants who self-identified as SMEs within the criminal justice discipline used their knowledge of the scholarly literature as a teaching strategy to guide students to credible academic sources.

Instructor discretion. The category of instructor discretion emerged from the data analysis. The three teaching strategies that participants shared for this category were: (a) private instruction; (b) learning from mistakes; and (c) instructor/student evaluation of a Turnitin report. The matrix analysis of instructors' teaching strategies for instructor discretion is shown in Table 9.

Table 9

Matrix Analysis of Instructors' Teaching Strategies for Instructor Discretion

Teaching Strategies Used by Study Participants	Number of Participants	Percentage of Participants	Examples
Private instruction	8	80%	Work one on one with student privately
Learning from mistakes and resubmission of work	5	50%	Allowing student to edit and re-submit work for a lower grade or selecting a new topic for the student to research and write
Instructor/student evaluation of a Turnitin report	4	40%	Instructor and student evaluate the Turnitin report together to determine seriousness of the violation and consequence for violating the plagiarism policy

Note. RQ2. Matrix analysis of instructors' teaching strategies for the category of instructor discretion.

Private instruction. The data indicated that participants preferred to use instructor discretion to work one-on-one with students when a plagiarism violation occurred. Participants 6 and 9 reflected that instructor discretion with student plagiarism allowed for a better outcome when they managed such problems in private. Participant 10 believed that instructor discretion benefits the student by keeping plagiarism violations private and working with the student within the class. Working one-on-one is also time consuming for the instructor who has other students who need attention. Study participants previously indicated that instructor workloads had increased due to the amount of online student plagiarism policy violations occurring at the study site.

Learning from mistakes. Five of 10 study participants shared an effective teaching strategy to allow students to resubmit previous work or select another topic to explore. The participants reported that instructor discretion showed empathy for first-year student adjustment to the expectations and rigor of college writing. Participants 6 and 9 reflected that instructor discretion with student plagiarism allowed for a better outcome when they managed the problem in private. Participant 8 emphasized that mistakes are part of the learning process. The teaching strategy of having students learn from their mistakes was one of the reasons that participants gave for not reporting plagiarism outside of the classroom. Participant 3 was worried that a plagiarism incident report to the college would stay on the student's college record. Study participants stated that the teaching strategy of learning from mistakes was effective; however, the data indicated

that participants reported an increase in student plagiarism incidents even when the teaching strategy of learning from mistakes was employed.

Instructor-student evaluation of a Turnitin report. The data indicated that the teaching strategy of instructor-student evaluation of a Turnitin report on the plagiarized work promoted opportunities for collaboration and dialogue about ethical writing standards. The instructor-student evaluation teaching strategy opens a dialogue about the seriousness of plagiarism regarding the student's credibility as a scholar. Participants reported that the teaching strategy of instructor-student evaluation created learning moments for understanding consequences of behavior. Study participants claimed that instructor discretion benefited students by allowing the authority and responsibility to adjudicate the plagiarism case in private to remain with the instructor. Participants indicated that the process initiated by the instructor-student evaluation was effective in that no repeat violations for that student were noted. Without participants officially reporting plagiarism violations to the college for tracking; however, this claim was limited to the instructors' individual classrooms.

Mentoring students. The category of mentoring students emerged from the data analysis. The four teaching strategies that participants shared for mentoring students were: (a) vigilance; (b) building first-year student confidence; (c) making a personal plan for student's success; and (d) using additional resources. The matrix analysis of instructors' teaching strategies for mentoring students is shown in Table 10.

Table 10

Matrix Analysis of Instructors' Teaching Strategies for Mentoring Students

Teaching Strategies Used by Study Participants	Number of Participants	Percentage of Participants	Examples
Vigilance	7	70%	Monitoring students work
Building first-year student confidence	5	50%	Biographies
			Outlines
			APA style quiz
			Teaching successful study habits
			Class discussion on scholarly literature
			Weekly writing tips in class announcements
Making a personal plan for success with learner	5	50%	Guide the student to discover learning strategies for success
Using additional resources	5	50%	Provide links to YouTube videos
			Refer students to the college library peer-tutoring program
			Direct students to the open sources at Purdue Owl for APA Style formatting guidance
			Creating a graduate-undergraduate tutoring program

Note. RQ2. Matrix analysis of instructors' teaching strategies for the category of mentoring students.

Vigilance. Seven of 10 participants asserted that they used the teaching strategy of vigilance after a student plagiarized so that no further violations occurred. Participants 1 and 2 stated that being vigilant with student writing was part of the mentoring process. Participants 5, 6, and 10 noted that they monitor student work to ensure that no further violations occurred. The data indicated that participants used the teaching strategy of vigilance when mentoring students who had a prior academic writing integrity problem.

Building first-year student confidence. Five of 10 study participants shared teaching strategies they used to help first-year students develop good writing skills and build confidence. Participant 1 required bibliographies and outlines to help students prepare for writing assignments. Participant 4 showed students how to use the college library academic databases to find peer-reviewed articles. Participant 5 stated that creating lesson on how to build an outline and organizing the paper benefited first-year students. Participant 7 asserted that teaching first-year students how to locate acceptable scholarly sources and cite in APA style built student confidence. Participant 8 sent out a welcome letter via email at the start of the class to all students with information about the plagiarism policy and tips for how to avoid ethical writing problems. The data indicated that five of 10 study participants had teaching strategies that focused on helping first-year students adjust to the writing expectations of college and building confidence. Participants further indicated that criminal justice instructors were not required to create writing lessons to offer additional help to first-year students.

Not all participants shared the same teaching strategy for faculty mentoring responsibility. Participant 9 noted, "In this college, I just watch students and do not get paid extra to mentor past the class." Participant 2 indicated that there was no time to mentor students. Participant 2 stated, "After an incident, I know to watch the students' work more closely. I really do not have the time to do mentoring beyond feedback in the class. It would be nice, but the workload will not allow a lot of independent time with any one student." Thus, not all participants were mentoring students after a plagiarism violation.

Making a personal plan for success with learner. Five of 10 participants shared that they used the teaching strategy of helping students make a personal plan for improvement after they had a problem with writing integrity. Participant 7 reported that mentoring students built relationships that benefited students' future academic success. Participant 1 shared a recent mentoring story that a student plagiarized, and the instructor and student made a personal mentoring plan for improvement together. Participant 5 stated that mentoring students included using school resources and bringing passion and energy to the mentoring process. Participant 8 asserted that mentoring is a rewarding experience for both the instructor and student. The data indicated that five of 10 participants used the teaching strategy of making a personal plan for success with the learner by helping the student discover beneficial learning strategies.

Using additional resources. Five of 10 participants shared teaching strategies of introducing students to additional resources outside the classroom. Participant 3 referred

students to the college library peer-tutoring program for extra help with academic writing. Participant 4 displayed empathy for first-year students and used technology to help mentor them. Participant 5 directed students to the open sources at Purdue Owl for APA Style formatting guidance (Purdue OWL, 2015). Participant 9 directed students to YouTube clips that provide academic writing tips. Participant 10 created a graduate-undergraduate tutoring program to help students overcome ethical writing problems. The data indicated that five study participants used the teaching strategy of additional resources to help students progress with their academic writing in an effort to prevent future plagiarism problems.

Summary of RQ2. To help answer RQ2, I asked eight IQ's to the 10 study participants. Three categories emerged from the themes and subthemes during the data analysis: (a) policy enforcement; (b) instructor discretion; and (c) mentoring students, as shown in Figure 5.
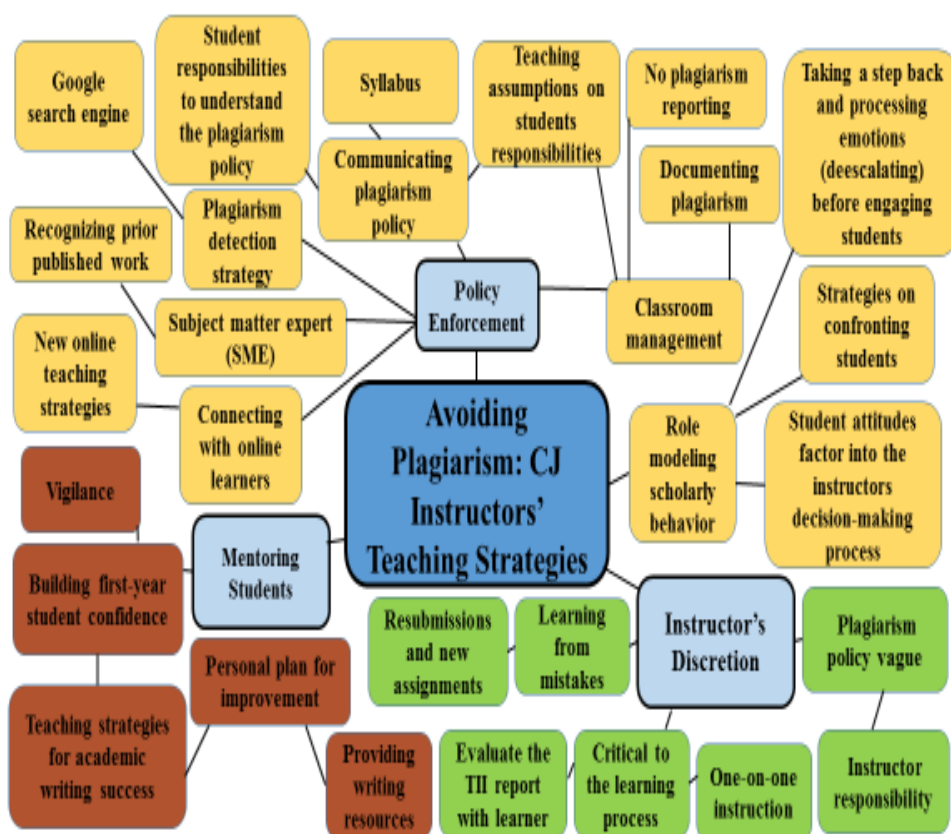
Figure 5. RQ2: Criminal justice college instructors' teaching strategies related to undergraduate student plagiarism in the classroom.

Students' attitudes when confronted with plagiarism factored into instructors' teaching strategies for processing the violation. Participants indicated that their strategies and decision-making regarding consequences for student plagiarism depended on the student attitude and the student taking responsibility for the violation. Each plagiarism case was managed differently depending on the instructor-student relationship. The findings showed that participants' teaching strategy for confronting students about plagiarism was to wait until their personal emotions were subdued so that they displayed

a professional and scholarly demeanor to students. Participants were aware of self-regulating behaviors and that confronting students in a productive manner needed to occur after initial emotions associated with student plagiarism violations subsided.

The findings showed that study participants had not reported plagiarism violations to the college. According to the participants, that approach had not helped to reduce plagiarism policy violations. The college administrators were unaware of how much plagiarism occurred in the criminal justice classrooms because of the lack of official reporting by criminal justice college instructors. Moreover, plagiarism policy enforcement was not consistent among criminal justice college instructors, according to participants. They observed that there was no administrative guidance on best teaching strategies to deploy when student plagiarism occurred.

Participants noted teaching strategies that focused on helping first-year students build their confidence for academic success. Participants shared several strategies for mentoring students who violated the college plagiarism policy. They indicated that they used vigilance, helped students create a personal plan for improvement, and offered extra writing resources, such as links to video guides. Participants used teaching strategies for mentoring students; however, not every participant in the study valued mentoring at-risk students who previously violated the college plagiarism policy.

Conclusion

In this qualitative instrumental case study, I explored criminal justice college instructors' experiences, perceptions, and teaching strategies related to undergraduate

plagiarism. The participants included 10 criminal justice instructors from a community college located in the southwestern United States. Data collection included qualitative semi-structured interviews with criminal justice college instructors. I analyzed the interview data using Miles and Huberman's (1994) matrix analysis and Guest et al.'s (2012) thematic analysis six-step process. Categories and themes emerged during data analysis for both guiding research questions, and I displayed them in a summary table of the matrices in the data analysis results. I further presented the findings in a narrative format for transparency and credibility to accurately reflect the participants' interview data.

The categories that emerged from the findings indicated gaps in best teaching practices using Turnitin, policy enforcement, and the need for professional development training. Additional themes emerged from the findings regarding areas to strengthen criminal justice teaching strategies. The findings indicated that improvement is needed with online teaching strategies, first-year student teaching strategies, and teaching strategies to mentor at-risk students. Section 3 outlines the project and how the position paper on recommended plagiarism policy changes serves as a practical solution for key stakeholders at the local community college. The position paper will address the gap in criminal justice instructors' teaching strategies regarding preventing and managing the increase in student plagiarism.

Section 3: The Project

Introduction

At the conclusion of the data analysis for this study, I developed a project to address my findings. The objective of the project was to produce a position paper on plagiarism policy recommendations for the community college to improve instructional guidance with teaching strategies in order to help instructors manage and prevent student plagiarism consistently and fairly. I described the goals of the project, its rationale, and provided the literature review that framed the development of the project. In addition, I described potential implementation for the project, necessary resources needed for implementation, potential barriers to implementation, and roles and responsibilities of key actors at the study site. I concluded this section with the project evaluation process, explanation of the implications for possible social change for the local community, and far-reaching potential social change possibilities. The position paper itself is located in Appendix A.

Description and Goals

The project for this study was a direct result of the findings and immediate need within the criminal justice department. It addressed the current gap in plagiarism policy to integrate best practices using Turnitin to help instructors manage student plagiarism more effectively, consistently, and fairly to reduce writing integrity violations. The project is a position paper policy recommendation entitled, "Integrating Turnitin Best Practices into the Plagiarism Policy". The purpose of the project was to produce a

position paper on plagiarism policy recommendations for the community college to improve instructional guidance with teaching strategies to help instructors manage student plagiarism consistently and fairly. The position paper might also address the required instructor professional development training to manage student plagiarism with faculty in other academic departments at the community college. In the project, I communicated the rationale to the Dean of the School of Social Sciences (DSoSS) and the Criminal Justice Department Chair for the importance of providing a plagiarism policy to include best practices for using Turnitin to promote writing integrity, teaching excellence, and student success. The data analysis generated several themes from the study participants' experiences, perceptions, and teaching strategies that are explored in the literature review.

Rationale

The project for this study is a position paper on plagiarism policy recommendation. The current community college plagiarism policy does not include technology guidance and instructional strategies to use Turnitin, which is the college's plagiarism detection software program (Best Practices, 2015; Turnitin, 2015). From the study participants' experiences, perceptions, and teaching strategies, my data analysis indicated that the current community college plagiarism policy failed to offer clear guidance on best practices for using Turnitin. It also created inconsistency and confusion for the criminal justice instructors regarding their responsibilities and duties to manage plagiarism effectively and fairly.

Study participants reported that instructors received no training or guidance on using Turnitin. Furthermore, the data indicated that instructors' interpretations of the meaning of the similarity report and matching percentage index generated by Turnitin varied widely (Best Practices, 2015; Turnitin, 2015). Participants also shared perceptions on their interpretations of the plagiarism policy as "academic freedom" with instructor discretion, and this prevented official reporting of plagiarism violations to the college. An updated plagiarism policy that integrates best practices for using Turnitin will require professional development training for criminal justice instructors on understanding and working with the new plagiarism policy, Turnitin training, lessons on how to teach students to interpret the Turnitin report, and teaching strategies to managing student plagiarism.

Developing the project required using evidence-based theories to construct the framework for the position paper policy recommendation. The purpose of the project was to address the gaps in teaching practices by creating a comprehensive plagiarism policy recommendation that offered guidance and instructions to help instructors manage student plagiarism. The findings of this study indicated gaps in the teaching practices of criminal justice instructors with using andragogy teaching strategies to managing student plagiarism; however, no professional development training opportunities were available to instructors at the local site to help them manage student plagiarism. Participants in the study indicated their need for required professional development training on managing student plagiarism because of the increase in policy violations. The key themes that

emerged from the findings were: the plagiarism policy; best teaching practices with Turnitin; and professional development training. Additional themes also emerged from the data analysis, such as the lack of developing online teaching strategies to address the increase in student plagiarism, lack of teaching plagiarism avoidance strategies to first-year students, and inconsistency with teaching strategies for developing mentoring opportunities for students who had prior ethical writing integrity problems. Recommending a criminal justice department policy change on integrating best practices with Turnitin into the plagiarism policy was a plausible solution to closing the identified gaps in teaching strategies.

Review of the Literature

The emerging themes from the data analysis findings identified the following topics that included: theories to construct the conceptual framework for the project; policy recommendations; best practices for using Turnitin; professional development training; online teaching strategies; first-year student teaching strategies; teaching information literacy to first-year students; and mentoring at-risk students. The project literature review focused on the specific topics of the study findings to provide scholarly evidence to support project development. The literature review provided supporting academic evidence for the themes that emerged from the study findings.

I used the Walden University and American Military University online libraries. I used several databases to search for scholarly articles: EBSCOhost, ProQuest, ERIC, Education Research Complete, SAGE Premier, Academic Search Premier, and

LexisNexis Academic. The keywords that I used in the database search engines for peer-reviewed articles included: *andragogy theory, educational policy, college policy, policy recommendations, position paper, change theory, policy change, resistance to change, professional development, online teaching, teaching strategies, online andragogy, Turnitin, teaching with emotional intelligence, best teaching practices, first-year student, information literacy, mentoring, at-risk students,* and *coaching*. In addition, the literature review explored a few current and relevant university websites on best practices for using Turnitin plagiarism detection software.

Project Conceptual Framework

Framing the project in evidence-based literature adds credibility to the project development. The project's conceptual framework uses Knowles' (1980) andragogy theory and Kotter's (1996) change theory. I selected these framework theories for this project based on the findings of the study and an extensive literature review. To create change with an educational organization, there must be a need and justification (Kotter, 1996). The findings of the study produced evidence that the current plagiarism policy at the local site was not effective, and this created teaching gaps for criminal justice instructors with andragogy teaching strategies to manage student plagiarism. Therefore, there was a need for change (Knowles, 1980; Kotter, 1996). The data analysis provided the justification of the criminal justice department's need for a plagiarism policy change that incorporated andragogy teaching strategies for using Turnitin plagiarism avoidance software. I therefore created a project position paper to recommend a new plagiarism

policy to provide structured guidance in order to help criminal justice instructors manage

student plagiarism. Using Knowles' (1980) andragogy theory and Kotter's (1996) change

theory to construct the project's conceptual framework provided scholarly structure for

the project and met the immediate needs of the study site.

Andragogy Theory

Incorporating andragogy learning theories into this project derived from the

findings in the study that indicated that instructors had a gap in their teaching strategies

regarding fostering meaningful relationships with students when ethical writing

violations occurred. The theorist and educational researcher who developed andragogy

into modern adult learning theory was Malcolm Knowles. Knowles (1980) disclosed that

the word *andragogy* is an ancient Greek word the meaning "to lead." Knowles asserted

that the term andragogy was associated with the art and science of adult learning.

Knowles argued that adult learners needed a specific learning theory that used a

humanistic approach to make learning useful and relevant. Adult learners want a

productive and friendly relationship with the instructor.

Adult learners also want to increase their understanding about learning.

Knowles's (1980) andragogy theory placed the instructor into the role of a facilitator to

support adult learners and encourage discovery of new knowledge for themselves.

Knowles asserted that developing adult students into self-directed learners capable of

discovering their own answers created problem solvers. Andragogy theory includes four

assumptions about adult learning: self-concept; adult learner experience; readiness to

learn; and orientation to learn (Knowles, 1980). Andragogy theory encourages adult learners to take ownership of their learning.

As research on adult learning and andragogy continued, it developed the concepts of andragogy theory. An additional study discovered that adult learners need motivation to learn (Knowles, 1984; Knowles, Holton, & Swanson, 2011). Besides the five assumptions of adult learners associated with andragogy theory, there are three guiding principles to andragogy theory: (a) adult learners want and need to be involved in planning their learning; (b) adult learners need to learn from their mistakes and experiences in order to make learning meaningful and relevant; (c) adult learners need and want exposure to learning opportunities that are relevant to their personal lives or careers so that the learning has value for immediate application to help solve problems; (d) and taking personal ownership of the learner's own learning process creates independent learners (Knowles, 1980; Knowles, 1984). Engaging the learner is relevant to professional development training. The study participants stated that they believed that required professional development training would provide teaching strategies to enhance engaging adult learners in new and relevant ways to prevent plagiarism violations.

Andragogy theory learning assumptions and principles are relevant to this project because the policy change requires instructors' professional development training, active participation, and ownership of change. Andragogy theory is relevant to professional development training and is directly related to the desired change in instructors' behavior within the proposed plagiarism policy change (Coley, 2015). Applying this theory to

professional development training makes the learning relevant and useful for instructors for immediate application in the classroom (Coley, 2015). Having compassion for adult learners by trying to remove roadblocks to academic success demonstrates andragogy principles of relationship building (Knowles, 1980; Knowles et al., 2011). When instructors engage the training material and connect the relevance of the lessons to teaching application, it creates an effective learning environment (Leigh, Whitted, & Hamilton, 2015). Promoting acceptance of training occurs when participants actively engage in the process.

Professional development training promotes faculty collaboration on creating department change. Krajnc (2011) argued that andragogy teaching continues to be an adult learning theory that facilitates change and innovation. Proactive andragogy teaching strategies that focus on teaching ethical writing standards have the possibility to reduce plagiarism violations (Tackett, Shaffer, Wolf, & Claypool, 2012). Instructors influence student moral development when communicating ethical academic writing expectations and standards (Thomas & De Bruin, 2012). The study participants indicated that required professional development training would provide an opportunity for them to facilitate change to create a culture of teaching excellence within the criminal justice department.

Combining theories can produce new teaching strategies. Several researchers and scholars have recognized the relationship between andragogy theory teaching strategies and teaching with emotional intelligence concepts (Leedy & Smith, 2012; Ramos-Villarreal & Holland, 2011; Sadri, 2012). Role modeling scholarly behavior extends

beyond the classroom and includes private instructor-student conversations (Awdry & Sarre, 2013; Trigwell, 2012). Recognizing that emotions do affect teaching practices is the first step to teaching with emotional intelligence and using andragogy strategies (Leedy & Smith, 2012). The instructor is responsible to establish a scholarly and professional relationship with students to enhance learning opportunities.

Role modeling positive scholarly behavior helps to build relationships. Enhancing emotional intelligence benefits instructors by offering strategies for self-regulating and displaying positive social interaction skills when confronting student plagiarism (Benson et al., 2012). Instructors who self-regulate and use emotions to generate reasoning have the ability to develop stronger personal relationships with students compared to those who cannot regulate their emotions (Ghosh, Shuck, & Petrosko, 2012). Learning to enhance emotional intelligence to deal with student conflict creates a respectful learning environment (Ford & Tamir, 2012; Gliebe, 2012). Professional development training promotes this positive instructor role modeling.

Instructors are responsible to guide learners towards academic success. Instructors can help first-year students adjust to college-level expectations for academic rigor (Ramos-Villarreal & Holland, 2011). Sadri (2011) asserted that empowering learners to take charge of their studies creates independent, self-guided learners. Combining andragogy theory with concepts of emotional intelligence empowers instructors to build relationships and guide students to create learning networks to achieve desired learning outcomes (Leedy & Smith, 2012; Sadri, 2012). Displaying

emotional intelligence in the classroom consists of the instructor's awareness of personal emotions, self-regulation of those emotions, social awareness, social interaction skills, and motivation (Barthwal & Som, 2012). When current teaching strategies do not produce desired results, making a change that combines evidence-based theories can create learning opportunities for instructors and students (Ramos-Villarreal & Holland, 2011). Creating a learning environment designed for adult learning takes planning.

Instructors strive to create a learning environment that supports opportunities for student growth. However, it is difficult for them to self-regulate emotions when academic integrity becomes a problem in the classroom (MacCann, Joseph, Newman, & Roberts, 2014). Instructors must take action to uphold academic integrity; however, maintaining emotional management as the class scholarly leader is critical to addressing policy violations fairly (MacCann et al., 2014). Study participants shared their experiences and perceptions for how emotions affected their relationships with students when plagiarism occurred. The participants indicated that they struggled to self-regulate their emotions when confronting student plagiarism, and this is negatively affected their relationships with students.

The instructor is the educational leader in the class. Effective educational leadership requires managing emotions and acting with care and good judgement to address conflict (Hui-Wen, Mu-Shang, & Nelson, 2010). The instructor taking the time to allow emotions and feelings to subside is the best approach when confronting students on a topic that draws strong personal emotions (Hui-Wen et al., 2010). Reacting emotionally

from anger over the plagiarism violations forfeits the opportunity to turn plagiarism into a teachable moment that has the opportunity to prevent further violations from occurring (Trigwell, 2012). Keeping student communication professional and focused provides the best opportunity for constructive and helpful results (Awdry & Sarre, 2013; Trigwell, 2012). Instructor management of personal emotions is critical to creating a respectful learning environment (Trigwell, 2012). The instructor sets the scholarly tone in the classroom.

Instructors feel responsible both to protect academic integrity and to create a respectful learning environment. When college policy violations occur, it is the responsibility of the instructor to take action (Behrendt, Bennett, & Boothby, 2010; Trigwell, 2012). How the instructor reacts can affect the future relationship with the student (Trigwell, 2012). Students who reported that the instructor relationship fosters hope and pride tend to take responsibility for personal improvement (Trigwell, 2012). Students who felt guilt and shame over their coursework from the instructor's reactions and comments tend to withdraw and have a negative learning experience (Trigwell, 2012). Instructors can have high standards for students, hold them accountable to meet scholarly expectations, and follow college policy without becoming emotionally invested when policy violations occur (Trigwell, 2012). Professional development training can enhance andragogy teaching practices and provide strategies to help instructors with self-regulating emotions.

Learning new ways to engage adult learners requires training. Using andragogy theory assumptions and principles to make learning meaningful and relevant for adult learners requires using emotional intelligence to engage adult students constructively (MacCann et al., 2014). Reporting plagiarism is also part of using good andragogy teaching strategies and encourages adult learners to take responsibility for their own learning to prevent future violations of the plagiarism policy.

Change Theory

There are many theories on change, but model most relevant to the findings in this study is Kotter's (1996) change theory. The study site experienced growth and expanded course offerings online and in hybrid formats using a new LMS platform that required all instructors to train on the new system over the last year. The accelerated pace of change occurring at the college required a theory that incorporates rapid change (Kotter, 2014). Kotter's model introduced an 8-step process. Kotter's research indicated that the majority of organizational changes fail because the leadership did not incorporate a consistent, holistic approach to accelerate change. Kotter (2014) expanded the original 8-step process of the theory through his continued research on change to an accelerated 8-step process to help manage organizational change. Planning is key to managing growth successfully.

Change requires an organized process. The first step in Kotter's (2014) 8-step change process is to create a sense of urgency to get members excited and to generate a positive feeling about the change. The second step is to build a guiding coalition with the

positive energy and drive to lead a collaborative effort (Kotter, 2014). The third step is to

create a strategic vision and initiatives to steer the change (Kotter, 2014). The fourth step

in the process is to enlist volunteers to support and drive change (Kotter, 2014). The next

step is to remove barriers to change and find solutions to take corrective action (Kotter,

2014). Sixth is the celebration of short-term wins and keeping the positive momentum

(Kotter, 2014). The seventh step is to sustain change by introducing new policies (Kotter,

2014). The final step in the process is to institute change and articulate the new behaviors

that changed the organization culture (Kotter, 2014). Kotter's change theory has

continued to develop through ongoing research, but this theory offers a blueprint to help

the community college create, implement, and sustain a culture of teaching excellence

within the criminal justice department.

Developing organizational change takes planning. Appelbaum, Habashy, Malo,

and Shafiq (2012) argued that Kotter's (1996) eight-step change model is an excellent

blueprint for organization leaders; however, following each step does not guarantee

success. Cheng and Ko (2012) stated that Kotter's change model can provide guidance to

educational leaders for implementing instructor professional development workshops to

create a culture of teaching excellence. Educational leaders should create community

college policy for addressing faculty professional developing training in a shared

decision-making process with instructors (Cheng & Ko, 2012). Creating and sustaining

educational change requires member participation in the planning and implementation

process.

The findings in this study indicated that instructors suggested that professional development training on student plagiarism become a requirement for instructors to be permitted to teach in the criminal justice department. The study participants' self-awareness that teaching strategies must change to better manage student plagiarism also indicated the instructors' support for a policy change. A university in South Africa used Kotter's (1996) change theory to implement online classes for the school's course offerings by creating an e-Learning awareness program around the 8-step change process (Stoltenkamp & Kasuto, 2011). That university created a successful and sustainable cultural change by creating new policies that incorporated required professional development training to adhere to the policy changes (Stoltenkamp & Kasuto, 2011). Managing educational bureaucracy diplomatically allows change to occur rapidly with open communication and a shared vision (Kotter, 1996; Stoltenkamp & Kasuto, 2011). The findings in this study indicated the need for a recommended plagiarism policy change to incorporate best practices for using Turnitin. For this educational change to occur; however, a shared vision is required by all stakeholders regarding the benefits that the new behaviors will have on the organization and the learning environment.

Identifying limitations to a theory helps to avoid implementation problems. One disadvantage of Kotter's (1996) change theory when applied to post-secondary education is that all eight steps need to occur in order in a timely manner to create sustainable organizational change (Schriner et al., 2010; Vesely, 2012). For Kotter's change theory to create sustainable organizational change with this project, the criminal justice department

chair must identify and navigate the institutional bureaucracy so that all eight steps of

Kotter's theory are followed (Kotter, 1996; Schriner et al., 2010; Vesely, 2012).

Institutional bureaucracy in colleges and universities can often be a roadblock to

educational change. If the process requires several layers of approval, that slows down

the initiative (Schriner et al., 2010; Vesely, 2012). By identifying possible problems that

will occur through the change process, a plan to reduce or eliminate problems will benefit

the project implementation.

Developing a meaningful and relevant project from the findings of the study and

literature serves the needs of the criminal justice department. Selecting Knowle's (1980)

andragogy theory and Kotter's (1996) change theory to build the theoretical construct for

this project aligned with the study's findings and the scholarly literature. Creating

educational change is not an easy task, even with justification and need. This project

serves as a blueprint for key stakeholders at the community college to guide them in

addressing the gap in teaching strategies regarding managing and preventing student

plagiarism.

Review of the Literature Related to the Project

The emerging themes of the study findings generated the specific topics analyzed

in this review of literature related to the project. Topics included in this literature review

are policy recommendations, Turnitin best practices, professional development, online

teaching practices, first-year students, information literacy, and mentoring at-risk

students. The literature review provides the academic research evidence and scholarly

structure for the position paper on a recommended plagiarism policy change for the local

criminal justice department.

Policy Recommendations

Educational policies are the foundation of any institution of higher learning.

These policies support the mission and learning philosophies of the institution

(Gonçalves, Gomes, Alves, & Azevedo, 2012). According to Sykes, Schneider, and Plank

(2009), the goal of educational policy research is to provide scientific evidence that

informs decision-makers about strategies to improve educational standards and practices.

Educational policy recommendations require theoretical framework supported by

scholarly literature (Gonçalves et al., 2012). Adopting new educational technology

policies for instructor use therefore requires planning.

When an institution adopts new technology, it must reevaluate its current policies.

Fenwick and Edwards (2011) argued that a new educational policy requires new

theoretical sensibilities to address evolving technology challenges. This, in fact, is the

same need discovered from the participants' experiences and teaching practices in this

study, who used Turnitin without any guidelines or policies to outline the most effective

teaching practices for that technology to help manage student plagiarism. The community

college plagiarism policy currently does not include a discussion of Turnitin best

practices; however, the college supplies instructors with the Turnitin software to help

manage student plagiarism (Best Practices, 2015; Turnitin, 2015). Integrating best

practices for using Turnitin into the plagiarism policy will provide instructors with

guidelines for evaluating the originality of student writing and will lead to consistency in their use of Turnitin.

Creating and sustaining change will require instructors to actively participate in the process. The recommended plagiarism policy change will also require instructors to participate in professional development training to become educated on best practices for using Turnitin (Konstantinidis, Theodosiadou, & Pappos, 2013; Stoltenkamp & Kabaka, 2014). Many colleges make changes to faculty handbooks to disseminate policy changes to faculty; however, failing to offer workshop training on the new policy to faculty members who are responsible for enforcing it is not effective (Ellahi & Zaka, 2015; Stoltenkamp & Kabaka, 2014). Kotter's (1996) change theory's eight-step process has proven successful at other universities when policy changes require professional development training and instructor support (Stoltenkamp & Kasuto, 2011). Communicating change in the institution and the reasoning for those decisions creates an opportunity for scholarly dialogue with faculty and staff. Stoltenkamp and Kabaka (2014) argued that not communicating new policy changes openly to faculty indicates that there is no institutional commitment to change. Implementing educational policy change therefore requires planning and professional development training.

Turnitin Best Practices

With the increase in plagiarism in higher education, many colleges and universities use plagiarism detection software to detect possible plagiarism policy violations. Turnitin is the plagiarism deterrence software used in many colleges and

universities. The program checks the originality of submitted student work by comparing it against an electronic warehouse of published scholarship and prior submitted student work (Graham-Matheson & Starr, 2013; Turnitin, 2015). Turnitin then generates an originality report that highlights areas in the paper that are not original content (Heckler, Rice et al., 2013; Turnitin, 2015). However, the software's similarity index report does not by itself indicate that a student paper violates academic integrity standards; the instructor must determine if plagiarism actually occurred by analyzing the report (Graham-Matheson & Starr, 2013). Because instructor discretion is necessary in this process, adopting this technology for faculty requires policy review and training.

The community college in this study provides Turnitin to instructors for student plagiarism management in the classroom, but the college has not adopted an institutional policy that governs faculty use of Turnitin. The study participants' experiences and perceptions indicated that, under the current plagiarism policy, instructors have the academic freedom whether or not to use Turnitin (Turnitin, 2015). Heckler, Rice et al. (2013) argued that colleges and universities have been reluctant to expand institutional policies on plagiarism for fear of negatively affecting student retention initiatives. However, creating a policy for using Turnitin would ensure consistency and fairness when managing student plagiarism.

Adopting a new technology to manage student plagiarism thus requires the institution to reevaluating its current plagiarism policy. With the expansion of technology used in higher education to detect plagiarism, many institutions have failed to create or

expand on plagiarism policies encompassing the use of plagiarism detection software, such as Turnitin (Heckler, Rice et al., 2013). Stoltenkamp and Kabaka (2014) asserted that using Turnitin should be a mandatory requirement for instructors; however, most colleges have no policies or requirement regarding instructor use of Turnitin. Reed (2014) suggested that policies on minimum standards are dependent on strong educational leadership and professional development training to use the new educational technology effectively. Colleges must adopt Turnitin policies and guidelines on best practices for using the similarity index reports generated by the software in order to have consistency when instructors manage student plagiarism (Heckler, Rice et al., 2013). Poon and Ainuddin (2011) also argued for creating such policies so that departments and faculty are consistent when responding to ethical writing problems. Creating best practices for using Turnitin is in keeping with best educational practices for staying current when teaching with technology.

Turnitin is useful when users understand effective ways to use the program. Evidence suggests that Turnitin has reduced student plagiarism violations, especially when combined with teaching lessons on writing integrity (Ballard, 2013; Stapleton, 2012). Batane (2010) reported that Turnitin deterred plagiarism when students were aware that their papers were checked by the software. As my study found; however, no criminal justice instructors at the study site received training on using Turnitin. The study participants stated that instructors used their own personal guidelines to interpret the Turnitin reports, and their personal guidelines varied widely regarding what percentage of

unoriginal writing constituted plagiarism. These findings indicated inconsistences in the

instructors' use of Turnitin to detect plagiarism.

Based on the participants' experiences, each instructor interpreted how best to use

Turnitin to manage student plagiarism differently. Participants shared their perceptions of

inconsistent standards for using Turnitin regarding percentages of unoriginal work

indicated by the Turnitin reports. These reports; however, clearly tell instructors and

students that there is a problem with original writing (Heather, 2010; Heckler, Rice et al.,

2013). The study participants indicated that Turnitin was for documenting evidence of

plagiarism policy violations. Both instructors and students need training on the Turnitin

software program so they can use that tool to help students improve their academic

writing (Heckler, Rice et al., 2013). Students have reported that Turnitin is a useful tool

in preparing academic papers (Graham-Matheson & Starr, 2013). To address its gap in

teaching practices regarding Turnitin, the institution in this study would benefit from a

policy change regarding best teaching practices for using Turnitin plagiarism detection

software. Policy change dissemination would occur through professional development

training, department meetings, and the faculty handbook.

Turnitin recommendation. Turnitin can help students establish good writing

habits, as well as provide a deterrence for student plagiarism. The Pennsylvania State

University (Penn State) developed best practices for instructors and students for using

Turnitin plagiarism detection software, which included guidance for students and

instructors for how to use the functions of Turnitin (Best Practices, 2015; Turnitin, 2015).

The best practices for Turnitin for instructors provide guidelines for how to use the software effectively and fairly when evaluating a student's paper (Best Practices, 2015; Heckler, Rice et al, 2013). Ballard (2013) and Stapleton (2012) argued that Turnitin can reduce student plagiarism, but it does not eliminate it. However, in a five-year study that included 1,003 U.S. colleges and universities, Harrick (2014) found that student unoriginal writing reduced by 39% percent over the study period because of Turnitin. Establishing guidelines for using Turnitin thus creates consistency, fairness, and can help instructors manage student plagiarism.

Understanding how the Turnitin software originality reports work is the first step in creating guidelines for institutional use. Turnitin generates an originality report that highlights areas in the paper that are not original content (Best Practices, 2015; Turnitin, 2015). When papers are submitted to Turnitin, the software checks against three databases: Internet content, prior student papers, and published academic books, articles, and other scholarship (Turnitin, 2015). The originality report generates a percentage number to indicate where Turnitin has discovered similarities between the submitted work and its databases. It highlights these areas within the paper in different colors and provides the location where that work was originally published (Best Practices, 2015; Turnitin, 2015). Learning to interpret the Turnitin originality reports requires clear guidelines and policy.

A high percentage score generated by Turnitin does not automatically indicate that plagiarism has occurred. The originality report is a warning to the instructor of a

possible problem that will require further investigation (Best Practices, 2015; Turnitin, 2015). A high similarity index percentage could occur because of direct quotes used in the paper or the references that others used when they submitted papers to Turnitin (Best Practices, 2015; Turnitin, 2015). Participants in this study did not indicate consistently that they understood how the Turnitin originality report worked because they indicated they used a wide range of Turnitin originality report percentage when deciding if a student's work was plagiarized.

The community college in this study provided individual Turnitin accounts for instructors, as well as the Turnitin app, available in the Canvas LMS. With the Turnitin app inside of Canvas (LMS), students can also view the Turnitin report (Canvas, 2015; Turnitin, 2015). The Turnitin instructor account allows the instructors to set up class accounts that require students to use a class code to submit work to Turnitin (Turnitin, 2015). Only the student and class instructor can view the originality report for that student's paper within Turnitin to protect privacy and confidentiality.

Once inside the Turnitin originality report, the instructor has the option to use filters to set a matching word count, as well as exclude quotes and bibliographies. By using these settings, instructors can investigate remaining matching sources for originality (Turnitin, 2015). Turnitin uses four color codes for a visual display in the originality report (Turnitin, 2015). The green color code indicates zero to 24% matching text in the originality report (Turnitin, 2015). Yellow indicates 25% to 49% matching text (Turnitin, 2015). Orange indicates 50% to 74% matching text, and red indicates 75% to

100% matching text in the originality report (Turnitin, 2015). Turnitin recommends that each institution set its own matching text percentage (Turnitin, 2015). Grand Canyon University set its Turnitin matching text percentage at 20% (GCU, 2015). For anything above 20%, the student must contact the instructor to explain the high Turnitin percentage matching text (GCU, 2015). Understanding how Turnitin originality reports work can save instructors' grading time and narrow the scope of the plagiarism investigation to the areas highlighted in the originality report.

All of the instructors in this study indicated that they used Turnitin as the primary tool to check for possible plagiarism; however, many participants indicated that they taught themselves to use Turnitin and were not confident about how to use the software or interpret the originality report effectively. The Turnitin originality report can generate a false positive match with a high percentage number (Best Practices, 2015; Turnitin, 2015). This can occur for several reasons. If the student submitted a rough draft, this will generate a false positive match because Turnitin will characterize the rough draft as a prior student submission and will indicate that the final draft is a match for the rough draft (Best Practices, 2015; Turnitin, 2015). However, positive matches in the originality report can also indicate that the student's work was possibly plagiarized (Best Practices, 2015; Turnitin, 2015). When the originality report detects a positive match, the instructor must therefore investigate further to determine the cause (Best Practices, 2015; Turnitin, 2015). Learning how to interpret the Turnitin originality reports is critical to effectively using the program.

A high or low percentage number on the Turnitin originality report does not mean that plagiarism did or did not occur. A false negative originality report occurs when plagiarism did occur but the Turnitin software did not detect a similar writing pattern (Best Practices, 2015; Turnitin, 2015). The student in this case may have commissioned another person to write the paper for him or her (Best Practices, 2015; Turnitin, 2015). Thus, the work is not plagiarized but still constitutes academic dishonesty. Another reason for a false negative may be that the copied source in the paper is from a rare publication or a new website not found in the Turnitin databases (Best Practices, 2015; Turnitin, 2015). The study participants indicated that they can often notice a change in the student's writing style that might indicate a problem with original writing, which is an issue not picked up by plagiarism detection software.

By including best practices for using Turnitin as part of the community college plagiarism policy, the institution would make a public statement that academic writing integrity is a major element in the learning process, which would help create a culture of academic excellence at the college. Creating this policy would also develop consistency in managing student plagiarism by establishing written guidelines for original writing expectations that are clear to faculty and students (Behrendt et al., 2010; Heckler, Rice et al, 2013). Developing best practices for using Turnitin would also require instructors to report student plagiarism to the academic integrity committee through proper channels, as established within the plagiarism policy (Behrendt et al., 2010). Professional development training for managing student plagiarism would also be required (Fernández

Díaz, Carballo Santaolalla, & Galán González, 2010). The findings in this study indicated, based on the instructors' experiences, perceptions, and teaching strategies, that the current college plagiarism policy needs to be reevaluated and updated to include best practices for using Turnitin to help manage the increase in reported plagiarism.

Professional Development

There is a great deal of scholarly literature on college instructors' professional development training. The nature of this literature review on professional development focuses on the importance that professional development plays in creating a culture of academic excellence. Kirsch and Bradley (2012) argued that professional development training for instructors enhances teaching strategies. However, the participants in this study indicated that they had not participated in professional development training on managing student plagiarism or using Turnitin at the local study site. They also indicated that the local study site recognized the lack of professional development opportunities for faculty, as the new Center for Teaching and Learning (CTL) was working to address faculty training in areas such as managing student plagiarism and using Turnitin.

Staying current on teaching strategies enhance the learning environment. Faculty workshops are essential to creating a culture of teaching excellence (Hashim, Qamar, Shukr, Ali, & Ahmed Khan, 2014; Kirsch & Bradley, 2012). The findings from this study indicated a gap in teaching strategies regarding managing and preventing student plagiarism. A recommended plagiarism policy change and professional development training will address the identified teaching gaps that the investigation discovered

(Schaefer, 2010). Instructor professional development creates opportunities to learn new approaches to teaching (Dirani, 2012; Fernández Díaz, et al., 2010; Nandan & Nandan, 2012). The goal of faculty professional development is to enhance teaching practices and introduce new teaching strategies to help students achieve academic success through engaging instruction (Allen, 2014; Dirani, 2012; Fernández Díaz et al., 2010). Fernández Díaz et al. (2010) asserted that instructors' teaching methods are critical to how students approach the learning process. Classroom educators therefore need to stay current on teaching strategies and learning theories to ensure that they foster a learning environment that promotes in-depth learning opportunities (Fernández Díaz et al., 2010; Reed, 2014). Staying current on teaching practices is a shared responsibility of faculty and educational leadership (Kasvosve et al., 2014; Weschke & Canipe, 2010). Professional development training is a commitment to teaching excellence and to student success.

Instructor professional development training also creates reflection on best teaching practices. Stes, Coertjens, and Van Petegem (2010) discovered that instructors who participate in professional development opportunities gain confidence and willingness to experiment with new teaching practices designed to transfer learning using engaging andragogy strategies. When instructors discover new learning activities, they become excited about using the new techniques in class and sharing with students (Shuler & Keller-Dupree, 2015; Stes et al., 2010). Colleges have a responsibility to offer and support such professional development opportunities for faculty, and this is an important component in institutional vitality (Allen, 2014; Dirani, 2012; Fernández Díaz et al.,

2010; Tareef, 2013). A good professional development training plan establishes goals for instructor workshops to ensure that performance objectives are specific in nature, measurable, and attainable (Loveland, 2012). Colleges should analyze training plans systematically around the needs of the faculty and students in order to ensure that instructors are competent in the latest teaching practices when facilitating classes (Dirani, 2012; Fernández Díaz et al., 2010). Professional development training builds instructor teaching confidence in the classroom.

Professional development training for faculty takes planning and institutional commitment. Educational leaders need to develop strategies that reduce instructor resistance to professional development opportunities (Fernández Díaz et al., 2010; Shuler & Keller-Dupree, 2015). The success of innovations and educational reform is dependent upon the teaching skills of instructors (Ullah, Khan, Murtaza, & Din, 2011). Providing opportunities for instructors to improve teaching skills is critical to supporting the college mission (Sharpe & West, 2015; Ullah et al., 2011). To create an atmosphere of teaching excellence, professional development training must be available, meaningful, relevant, and ongoing (Keengwe & Georgina, 2012; Ullah et al., 2011). Fostering faculty participation in the decision-making process regarding professional development training needs creates ownership and buy-in for building a culture of teaching excellence (Dirani, 2012; Weschke & Canipe, 2010). The study participants' indicated that they wanted to participate in the decision-making process on required professional development training to address new teaching strategies.

Planning faculty professional training also takes commitment. Allowing faculty to be involved in professional development training decision-making supports the strategic vision of creating a culture of academic excellence (Archibald & Conley, 2011; Dirani, 2012; Kotter, 1996; Weschke & Canipe, 2010). Including faculty also increases ownership in making the training rewarding (Archibald & Conley, 2011). Participants in this study can benefit from professional development training that will help address the gap in teaching practices regarding managing and preventing student plagiarism.

Funding and scheduling professional development takes resources. In one study of faculty senate members, of 204 participants, 57% believed that not enough college funding was allocated to instructor professional development training (Archibald & Conley, 2011). West (2010) argued that adjunct instructors are a growing segment of community college educators and do the majority of classroom teaching; however, there is a lack of professional development opportunities for these part time instructors. This study supported the West's findings because adjunct faculty taught the majority of classes in the criminal justice program at the local study site, and professional development training opportunities were not available for part time instructors. For professional development to improve teaching strategies, the community college must fund professional development training for adjunct instructors.

Professional development is effective when instructors support training. Instructor professional development training is vital to enhancing and keeping teaching skills relevant (Allen, 2014; Dirani, 2012; Fernández Díaz et al., 2010; Loveland, 2012). The

study participants' perceptions validated the need for this project, a position paper on recommended plagiarism policy change to incorporate best practices for using Tunuritin that I will present to the school dean and criminal justice department chair (Rinfrette et al., 2015). Encouraging faculty involvement in relevant and meaningful professional development also increases the opportunity that instructors will continue the dialogue about concepts presented in the workshop with their individual departments to help create a culture of teaching excellence and ethical writing (O'Sullivan & Irby, 2015; Rinfrette et al., 2015). Instructor support is critical to sustaining professional development training.

Online Teaching Strategies

Teaching online requires a different set of technical, teaching, and communication skills for the instructor to be successful in the eLearning virtual classroom. Eliminating instructor resistance to converting teaching skills for online class facilitation requires communication and addressing assumptions associated with the online learning environment (Kashif & Ting, 2014; Keengwe & Georgina, 2012; Miller & Young-Jones, 2012). Online teaching skills can also be developed through faculty workshops.

The findings in this study indicated that the instructors perceived that more students plagiarized in online courses. Miller and Young-Jones (2012) also found that faculty perceived that student cheating occurred more frequently in online classes compared to face-to-face classes; however, students who cheated online also had a tendency to cheat in face-to-face classes. Survey results showed that 57% of students believed that it was easier to cheat in online courses; however, Millar and Young-Jones

found no significant difference in plagiarism between online and traditional classes. They also found that older students had a stronger sense of academic integrity, and adult learners who took only online classes were less likely to cheat compared to students who took both online and face-to-face courses (Miller & Young-Jones, 2012). One of the ways that students in online courses feel connected is through faculty engagement and timely feedback from instructors (De Gagne & Walters, 2010). Making a personal virtual connection with online learners requires engaging students and developing online teaching strategies.

Instructor engagement online. Instructor engagement is critical to teaching online. Learners in a community college who found that instructors were not engaged in the online classroom were more likely to have academic integrity problems (Bonnel & Boehm, 2011; Hensley, 2013). Students reported that some of the reasons they plagiarized were the instructor teaching style failed to connect with the learner and class lessons did not align with assessments (Comas-Forgas & Sureda-Negre, 2010; Kashif & Ting, 2014). Miller and Young-Jones (2012) argued that traditional teaching strategies were not the same for online teaching and that instructors needed to develop new teaching strategies for online courses to engage students early in the learning process in order to prevent academic dishonesty. Gilbert, Schiff, and Cunliffe (2013) claimed that digital natives engaged in the virtual classroom with confidence, and instructors needed to develop the technology communication skills that students expected from online

instructors. Instructors who develop teaching strategies to engage students actively online enhance learning opportunities.

However, teaching online takes effort and time. Cemaloglu and Filiz (2010) defined instructor time management as the efficient use of resources to achieve the purpose of performing classroom administrative duties in a specific amount of allotted time to help students achieve academic success. Time management skills are critical for part-time instructors to achieve teaching goals within the semester (Cemaloglu & Filiz, 2010; Kelsey-Jenkins, 2014). Students often feel that adjunct instructors do not have the time to work one-on-one with them when they need extra tutoring because of outside career commitments (Burr & Park, 2012). Instructors who spend time engaging students promote academic success.

Managing online plagiarism. The study findings showed that instructors managing online plagiarism privately generated two problems at the local study site. The first problem was that the college was unaware of the amount of student plagiarism that occurred online (Bretag, 2013). Second, without reporting plagiarism violations to the college, there was no way to track and stop repeat plagiarism offenders. Halupa and Bolliger (2013) found that adjunct faculty were less likely to report student plagiarism. The lack of official plagiarism violation reporting limits college administrator involvement (Baird & Dooey, 2014; Chang, Mckeachie, & Lin, 2010). Instructors failing to report student plagiarism obscures the amount of violations and prevents the college from collecting accurate plagiarism data.

However, instructor discretion is useful when used to promote learning. It gives the classroom facilitator the authority and decision-making responsibilities for managing student plagiarism (Baird & Dooey, 2014; Behrendt et al., 2010; Polirstok, 2014; Simkin & Mcleod, 2010). Plagiarism and unethical academic behavior occur when the student perceives the instructor as not holding students accountable for policy violations (Kellum, Mark, & Riley-Huff, 2011; Kutz, Rhodes, Sutherland, & Zamel, 2011; Simkin & Mcleod, 2010). A plagiarism policy change that requires instructors to report violations will help bring consistency and fairness to managing student plagiarism at the study site.

First-Year Student Teaching Strategies

Teaching first-year college students takes patience and the ability to guide new learners. Introducing first-year student classes with lessons about academic expectations policies can prevent plagiarism problems later in the semester (Higbee & Schultz, 2013). Teaching students to reason ethically and make good choices is a pillar of higher education (Baird & Dooey, 2014; Sternberg, 2012). First-year students need guidance on the expectations and rigor of higher education at the beginning of their college studies (Bennett et al., 2011). Brockman, Taylor, Kreth, Crawford, and Fink (2011) stated that getting first-year students to follow directions is a learning curve because students have not yet developed strategies to organize their learning and time management. Supporting first-year student learning builds confidence for future student success.

First-year college students benefit when they are encouraged by their instructors, but ensuring their success takes planning. Instructors who actively nurture first-year

students in the classroom and offer lessons on writing skills promote future student academic success (Baird & Dooey, 2014; Higbee & Schultz, 2013). Instructors cannot expect a first-year student to read the college policies and fully understand their meaning and consequences when new learners have no foundation of experience upon which to draw about the new expectations (Fleming & Stanway, 2014; Leedy & Smith, 2012). First-year students need engaging instruction from classroom facilitators to help them make this transition.

The beginning of the college semester is the time to set class expectations. Providing lessons on college policy and ethical writing habits are what first-year student's need at that time (Higbee & Schultz, 2013; Polirstok, 2014). Before students can be responsible for avoiding plagiarism, they must first understand why academic integrity is important to the credibility of the learning process (Polirstok, 2014). Once students have learned to avoid plagiarism, they then must make ethical choices, meet the expectations and rigor of college writing standards, and abide by the college plagiarism policy (Polirstok, 2014). If first-year students make poor ethical decisions after receiving lessons on plagiarism avoidance and violate the college plagiarism policy, then there should be consequences that address the behavior (Aasheim, Rutner, Li, & Williams, 2012). The experiences and perceptions of participants in this study indicated that instructors assumed that their students understood the college plagiarism policy that they included in their syllabi (Higbee & Schultz, 2013). Instructors are responsible to ensure students understand the college plagiarism policy.

Engaging students in the learning process helps to promote academic success. First-year students seek guidance from instructors to develop moral intelligence and conform to the college's ethical writing standards (Stokes, Marcuccio, & Arpey, 2011). Faculty must lead open discussions on policy and plagiarism avoidance strategies as a proactive introduction to first-year students on ethical writing standards (Fleming & Stanway, 2014). As other scholars have found, first-year students do not understand all of the expectations of academic rigor and the full meaning of college policies (Higbee & Schultz, 2013). The participants in this study shared experiences, perceptions, and teaching strategies that indicated a gap in teaching practices regarding providing first-year students with ethical writing lessons in the beginning of the class (Fleming & Stanway, 2014). New college students need additional resources as they adjust to the expectations of ethical writing standards.

First-year student teaching strategies need to instill confidence in the learner. First-year student college success is an indicator of student retention (Alkhasawneh & Hargraves, 2014). Building first-year student self-efficacy and competence establishes a foundation for responsibility and ownership in their learning journeys (Shaw, Conti, & Shaw, 2013). First-year student development with processing and organizing new knowledge is critical for future academic success (Coertjens, Donche, Maeyer, Vanthournout, & Petegem, 2013). These students need additional resources and support in learning to navigate the college experience and make the most out of learning opportunities (Fleming & Stanway, 2014). First-year students have reported deficiencies

in study habits and time management skills (Higbee & Schultz, 2013). The study participants indicated that additional professional development training opportunities would benefit them in developing teaching strategies for working with first-year students.

Information literacy. Information literacy is a critical part of upholding academic integrity and rigor in the classroom. Brabazon (2015) argued that instructors do not take the time to teach information literacy to students. They spend valuable teaching time using plagiarism detection software to catch student plagiarism, rather than spending the time teaching information literacy and ethical writing standards (Brabazon, 2015). There is a vast amount of information online, but new students lack the skills for how to ensure the credibility of sources they discover on the Internet (Baird & Dooey, 2014; Pfannenstiel, 2010). Weiner (2014) noted that most college instructors do not collaborate with other instructors or use college resources such as the librarians to help students with understanding the concepts of information literacy. However, information literacy skills are critical to students' future academic success.

Instructors therefore cannot assume that first-year students have acquired information literacy skills and not provide instruction on information literacy. Within academia, instructors often assume that students already have these skills and knowledge of avoiding plagiarism at the beginning of a new course of study (Weiner, 2014). However, Azadbakht (2015) asserted that teaching information literacy skills to students is a critical part of any college course. Helping students develop information literacy skills is the responsibility of the classroom instructor.

Having access to instant information does not mean that a student will plagiarize. However, instant information available online does make it temping for those with weaker personal ethics to plagiarize (Trushell & Byrne, 2013). Conversely, students who use the Internet to seek out alternative information for authentic engagement in scholarly writing and critical thinking are less likely to plagiarize (Trushell & Byrne, 2013). Using open sources on the Internet to become familiar with the topic and discovering keywords that generate search engine results in the college online library academic database to discover peer-reviewed journal articles constitutes authentic engagement in academic writing (Trushell & Byrne, 2013). The Internet therefore can be a valuable resource for student learning.

Information literacy skills provide a foundation for student success in this area. Kratochvil (2014) discovered that online students who used information literacy skills were able to complete a class assessment correctly the first time, compared to students in the traditional classroom. Kratochvil's study indicated that, if students received information literacy lessons, they discovered scholarly literature on their own, independently and from credible scholarly sources. Teaching and reinforcing information literacy skills thus should be part of any first-year college course lesson in order to prevent problems with writing integrity (Trushell & Byrne, 2013). Information literacy skills are essential to continued student success.

Mentoring at-risk students. Students who have committed a plagiarism violation are at risk for future ethical writing violations if they struggle with understanding

strategies for to avoid plagiarism. Crisp (2010) argued that community college students drop out at greater rate than do students attending four-year universities because they do not have access to additional resources or mentoring opportunities. Ware and Ramos (2013) found that at-risk students can benefit from mentoring that uses social media. Community college students who do not have access to additional resources and are not immersed in the college experience are more likely to withdraw when they encounter academic difficulties (Crisp, 2010; Olafson, Schraw, & Kehrwald, 2014; Ware & Ramos, 2013). Providing mentoring opportunities for at-risk students is therefore critical to their future academic success.

Mentoring students promotes social change. College students who receive mentoring do better overall than students who receive no mentoring opportunities, and the mentoring experience has a positive impact on critical thinking skills and ethical problem solving (Crisp, 2010; Ware & Ramos, 2013). New and Ghafar (2011) discovered that college students experience four main components of social change during their studies: self-awareness, adaptability, responsibility, and potentiality. These also occur during mentoring process when the student is benefiting from the guidance of a trusted mentor (Crisp, 2010; Li, 2015; New & Ghafar, 2011). McGlynn (2014) stated that mentoring at-risk students is critical to their future academic success and promotes individual student confidence in making social changes. Mentoring programs promote student academic growth and success.

Mentoring students who had prior ethical writing problems is an opportunity to help them discover strategies to improve college writing skills. Grise-Owens and Crum (2012) asserted that at-risk students benefitted from coaching on writing and mentoring for future scholastic achievement. Providing opportunities to create peer-to-peer mentoring also has benefited underachieving students (Brockman et al., 2011; Ware & Ramos, 2013). Starting a mentoring program for at-risk students is never too early (Grise-Owens & Crum, 2012). In a different approach, mentoring programs that began in middle school to teach students ethical writing standards needed to continue their education and thinking about going to college (Radcliffe & Bos, 2011). Scholars have shown how mentoring programs produce benefits; however, they take time, effort, and planning (Grise-Owens & Crum, 2012; Radcliffe & Bos, 2011). Providing mentoring opportunities, especially to at-risk students, benefits the program and individual student.

A good mentoring program is about building relationships. Mentoring students is about building trust and a scholarly bond for sharing and encouraging academic excellence (Stern, 2012). Students reported that a good mentorship program reduced stress, provided scholarly guidance, identified weakness and strengths, and provided scholastic role modeling (Payton, Howe, Timmons, & Richardson, 2013). One of the benefits of peer mentoring programs is the knowledge that the student mentor had successfully made the transition to college and was able to share this experience with the first-year student (Budny, Paul, & Newborg, 2010; Crisp, 2010; Ware & Ramos, 2013). A good peer mentor program provides first-year students with guidance, support,

inspiration, integrity, and accountability (Ward, Thomas, & Disch, 2014). Student

mentoring programs enhance the possibility of student success.

Literature Review Summary

The findings from this study guided the project literature review in preparation for

developing the position paper on plagiarism policy recommendations. The data from my

findings and the literature review indicated a need to integrate best practices for using

Turnitin into the criminal justice department's plagiarism policy. The literature and study

data indicated that professional development training is critical to the institution's vitality

and beneficial to the instructors' teaching strategies for managing and preventing student

plagiarism.

Evidence from the literature review and the study findings offers the institution

guidance for addressing policy deficiencies to provide instructors with a clear

understanding of responsibilities and resources to address student plagiarism fairly and

consistently. The study findings and literature review provided the structure to create a

position paper for a recommended plagiarism policy change. The project suggestion for a

recommended change to the criminal justice department plagiarism policy is the nucleus

for offering guidance and consistency to instructional practices that offer the best

practical solution to manage and prevent student plagiarism violations.

<div align="center">

Implementation

</div>

The findings in this study led to the project, which is a position paper outlining

plagiarism policy recommendations. The project presents a logical position from which to

advocate for required change to the current plagiarism policy, which would also require

professional development training for criminal justice instructors to address the gap in

teaching practice regarding managing student plagiarism in the classroom. The

plagiarism policy recommendations also address the criminal justice department's

professional development training needs, which require budgeting, coordinating training,

and a projected timetable for implementation.

Existing Supports and Potential Resources

     Faculty support. The findings from the study provide the best support for the

project, given that study participants supported professional development training on

managing student plagiarism and understanding best practices for using Turnitin. Study

participants supported the integration of Turnitin best practices into the plagiarism policy.

Therefore, the end users of the plagiarism policy recommendation advocated for change

and tools to help instructors manage student plagiarism more efficiently. Having criminal

justice instructors' support reduces possible resistance of faculty to the recommended

plagiarism policy change.

     CTL support. The CTL department will support the integration of Turnitin best

practices into the plagiarism policy by working with criminal justice faculty to develop

first week class lessons on teaching students the new plagiarism policy, strategies to

avoid plagiarism, and information literacy lessons. The CTL department also will work

with the criminal justice instructors to identify professional development training needs

associated with integrating the plagiarism policy into the department's teaching strategy

(Best Practices, 2015). Having criminal justice instructors work with the CTL department will help to create instructors' ownership of the changes and responsibility to stay current on teaching strategies.

Evaluation team support. The college already has a process in place to evaluate new policies, programs, courses, and professional development training. The evaluation standards consist of formative and summative assessments administered by the college's evaluation team to ensure that the new policy performs as expected and meets the needs of the school of social sciences, criminal justice department, faculty, and students. The evaluation team conducts independent internal audits on performance and reports to the office of the community college president.

Student support. The criminal justice department sponsors a chapter of Alpha Phi Sigma, the national criminal justice honor society, and the student leaders have created a peer-to-peer mentoring program for first-year criminal justice students. The criminal justice honor society will support the integration of Turnitin best practices into the plagiarism policy by working with at-risk criminal justice students to mentor and guide academically struggling students in a supportive environment. The criminal justice department chair will work with the criminal justice honor society to select student representatives to be members of the plagiarism policy evaluation committee.

Potential resources. Turnitin has already created instructional material on how to use the software to check original writing. Turnitin.com contains institutional support resources in the form of instructional video clips and Webinars on best practices for using

Turnitin (Turnitin, 2015). These resources are available to institutions that have adopted

Turnitin as their plagiarism avoidance software (Turnitin, 2015). The criminal justice

plagiarism policy evaluation committee will need to explore these resources available

from Turnitin.

Potential Barriers

Planning the project requires identifying possible barriers to implementation

success. Creating and sustaining change in an organization requires planning. Potential

barriers to implementing the recommended plagiarism policy change include: selecting

active members to become part of the policy review committee; deciding which best

practices to adopt into the plagiarism policy meet the needs of the college, program, and

students; creating the final draft for official school and department approval; and

establishing goal-based evaluation criteria, timeframes, and data collection methods. In

addition, the study findings discovered professional development training needs that were

outside the scope of the study and the study project. This potential barrier is discussed for

the purpose of transparency and to keep the goal of the project focused.

Policy review committee selection. The criminal justice department chair will

select members to serve on the criminal justice policy review committee. The creation of

this committee is a critical step in the process of integrating Turnitin best practices into

the plagiarism policy. The criminal justice plagiarism policy review committee will be

responsible for creating a draft of the new department plagiarism policy. Therefore,

selecting the right committee members who have the leadership, vision, and talent to

produce a successful new plagiarism policy will require great care. Committee selection will also require representation from faculty, students, CTL, and student services.

Adopting best practices for using Turnitin. The criminal justice plagiarism policy review committee will require that best practices selected for using Turnitin be practical and serve the college, department, and students and that they encourage and support original academic writing. The committee will have to agree upon and vote on the best practices for using Turnitin for the recommended plagiarism policy change as they develop the draft of the new criminal justice department plagiarism policy. The criminal justice plagiarism policy review committee will have to adopt these best practices and stay within the timetable to produce and present a final draft of the new policy for official approval.

Establishing goal-based evaluation criteria. The criminal justice plagiarism policy review committee will be responsible for establishing the type of goal-based evaluation data to be collected and analyzed to ensure that the new criminal justice department plagiarism policy works as designed. The committee also will need to create a timeframe for data collection, analysis, and reporting to occur when the new criminal justice plagiarism policy takes effect. This requires the cooperation to create the goal-based evaluation criteria and timeframe and establish who will be the responsible party tasked with data collection, analysis, and reporting to the criminal justice department chair.

Additional professional development training identified. This study narrowly focused on investigating the problem of criminal justice professors managing the increase in student plagiarism at the study site. However, I discovered additional professional development training requirements during this study regarding participants' lack of knowledge about online teaching strategies. Professional development training on online teaching strategies has the potential to enhance the quality of teaching at the local study site; however, I did not fully explore online teaching strategies because they were outside the scope of this study. To remain within the scope of my findings, only professional development training directly related to the proposed plagiarism policy change should be considered in the project's implementation, planning, and budgeting.

I have identified the potential barriers to the project: as selecting the best members to be part of the criminal justice policy evaluation committee; selecting best practices for using Turnitin that support the mission of the college and department when drafting the new criminal justice department policy; and establishing goal-based evaluation criteria to measure the effectiveness of the policy. Identifying potential barriers to integrating Turnitin best practices into the criminal justice department plagiarism policy provides a better chance of having a smooth and successful implementation process. Staying focused on the goals of the recommended plagiarism policy change will increase the chances of successful implementation within the criminal justice department.

Proposal for Implementation and Timetable

Prior to implementation of the plagiarism policy recommendation, the DSoSS and

the department chair for criminal justice will have to approve the recommendation and

agree upon a timetable to develop the plagiarism policy. Policy development will be a

collaborative effort that involves the criminal justice department faculty, staff, and

students. The criminal justice department chair will select members of the plagiarism

policy review committee, which is a key component to making the project

implementation successful, as shown in Table 11.

Table 11

Integrating Turnitin Best Practice into the Plagiarism Policy

Month	Monthly Activity
Month 1	The researcher will disseminate the study findings to the entire criminal justice department using a PowerPoint presentation During the disseminating meeting the entire criminal justice team will discuss best practices using Turnitin. The criminal justice department chair will select the policy review committee consisting of faculty, student leaders, CTL, and student service representatives.
Month 2	Plagiarism policy review committee meets and identifies best practices for using Turnitin. Plagiarism policy review committee identifies instructor training needs to support the plagiarism policy change. Plagiarism policy review committee creates first week class lessons to teach students to teach students the plagiarism policy avoidance strategies. Plagiarism policy review committee starts work on draft of the recommended plagiarism policy change.
Month 3	Plagiarism policy review committee meets and finalizes instructor training needs. Plagiarism policy review committee establishes consequences and due process procedures for students who violate the plagiarism policy Plagiarism policy review committee finalizes the first week lessons to teach students plagiarism avoidance strategies. Plagiarism policy review committee create ideas and plan to generate acceptance and dissemination plan (posters and videos) Plagiarism policy review committee creates a budget for the plagiarism policy implementation.
Month 4	Plagiarism policy review committee meets and finalizes draft of the recommended proposal and budget Plagiarism policy review committee submits the draft proposal to the criminal justice department chair and DSoSS for the official approval of the plagiarism policy and recommendation for a start date for the new policy to take effect.
Month 5	Plagiarism policy review committee (after the official approval of the proposal) creates goal based evaluation criteria to measure the effectiveness of the new plagiarism policy over the next year. Submit the evaluation timetable to the criminal justice department chair for approval.

Note. Example of a proposed timetable for plagiarism policy development.

Roles and Responsibilities of Student and Others

   Researcher. I will provide a model plagiarism policy and sample timetable plan for developing that policy based on my findings and the scholarly literature. Since I am an outside researcher with no affiliation or official role at the community college, my primary responsibility will be to present the study findings, recommendations, and project to the DSoSS and criminal justice department chair. It is critical that I maintain my professional relationship and role as an outside guest researcher in order for the project to maintain credibility and allow the research evidence and supporting scholarly literature to justify the project recommendation.

   Department chair. The criminal justice department chair is the key person who must elect to support and champion the plagiarism policy recommendation. By supporting the project, the chair would agree to oversee its implementation and to using key, influential criminal justice instructors to manage the implementation plan and create change within the department. If the criminal justice department chair chooses to support the plagiarism policy recommendation, it will require the chair to create a plagiarism policy review committee. The committee will be responsible for developing the final draft of the department plagiarism policy and implementation timetable, creating a budget, and establishing goal-based evaluation performance measurements.

   Plagiarism policy review committee. The criminal justice department chair will be responsible for selecting key faculty, staff, and student leaders to form the criminal justice plagiarism policy review committee. The committee will create a draft of the

proposed criminal justice plagiarism policy, along with an implementation budget plan, and submit the final draft and budget plan to the criminal justice department chair and the DSoSS for official approval and adoption. The plagiarism policy review committee is also responsible for identifying professional development training needs associated with the proposed plagiarism policy. The committee will create first week lessons that will be required for all criminal justice classes for teaching students about the plagiarism policy and strategies for helping students to avoid plagiarism problems. The plagiarism policy review committee will be responsible for creating ideas and plans to generate acceptance and dissemination of the plan for the policy to faculty, staff, and students. The committee will also establish goal-based evaluation criteria, methods of data collection, evaluation timeframes, and reporting findings to the criminal justice department chair.

Dean. The DSoSS is the approving authority for the plagiarism policy recommendation within the school and criminal justice department. Should the DSoSS elect to support the implementation of the plagiarism policy recommendation, this would require funding from the school's budget or a request for additional implementation funding from the community college president. The DSoSS would have to approve the criminal justice department chair's implementation and budget plan before the project could move forward.

Criminal justice instructors. The recommended plagiarism policy change will have an impact on department faculty and students. For its implantation to occur, the criminal justice instructors will need to support the department chair, volunteer to be part

of the plagiarism policy review committee, support the change, and help sustain the new change within the department. Criminal justice instructors also will need to participate in professional development training and develop lessons to communicate the plagiarism policy change to first-year students.

CTL. The trainers of the CTL will need to work with the criminal justice department chair and instructors to create the requirements and curriculum for professional development on best teaching practices for using Turnitin. Clearly communicating the requirements of the new plagiarism policy and providing required training is the best opportunity to create support from instructors associated with this change in policy. Working with the CTL to develop first week semester lessons on understanding the plagiarism policy, plagiarism avoidance strategies, and information literacy skills will help to create the policy change, which has the best opportunity to reduce the amount of plagiarism violations reported by the study participants.

Students. Communication to students about the plagiarism policy change requires clear language of scholarly expectations regarding writing with integrity. Criminal justice students would receive information on the new plagiarism policy during the first week of the new semester in which the plagiarism policy takes effect. Along with explaining the policy change, instructors should provide lessons on avoiding plagiarism strategies. Students would learn that faculty will be required to report plagiarism violations and the consequences associated with reoccurring violations.

Identifying roles and responsibilities of key players who can help to create change and successful implementation of the project proposal offers the best chance for approval and adoption of the new criminal justice department plagiarism policy. The criminal justice department chair plays a key role in the success of the project by selecting faculty, staff, and students who have the leadership, influence, and talent to collaborate as active members of the plagiarism policy review committee. When faculty, staff, and students are part of the decision-making process, this creates ownership and empowerment for successful and sustainable change.

Project Evaluation

Project evaluation is a critical step in the implantation of the plagiarism policy. Establishing criteria to evaluate the recommended policy change allows key stakeholders to determine if the plagiarism policy change was effective and had the desired outcomes on the learning environment (Lodico et al., 2010; Van Osselaer & Janiszewski, 2012). The goal of the recommended policy change is to communicate guidelines in best practices for using Turnitin to create consistency and fairness and to provide clear instructions for how instructors should manage student plagiarism (Lodico et al., 2010). The goal is a broad statement about the need for a policy change, and the goals translated into performance measurements data to analyze the effectiveness of the policy change (Lodico et al., 2010; Van Osselaer & Janiszewski, 2012). Therefore, goal-based policy evaluation will provide answers to key stakeholders about the effectiveness of the recommended plagiarism policy change (Lodico et al., 2010; Van Osselaer &

Janiszewski, 2012). Creating performance measurements is the key part of goal-based

evaluation methods and occurs during the development and implementation phases, as

well as when the new plagiarism policy takes effect.

　　Goal-based evaluation determines if the selected goals of the project are effective

in making the desired behavior change. Creating a timetable to evaluate performance

measurements using the goal-based evaluation method allows data to be collected at

different points of the policy implementation to measure its effectiveness (Van Osselaer

& Janiszewski, 2012). For example, one of the performance measurements could evaluate

if there is a decline in plagiarism violations after the first six months of the plagiarism

policy implementation (Van Osselaer & Janiszewski, 2012). The policy evaluation

committee will be responsible for creating these performance measurements.

　　Collecting performance measurements requires establishing timelines for policy

evaluation. Establishing performance measures after different time points will produce

data for decision-makers regarding whether the new policy had the desired effect on

changing behaviors (Van Osselaer & Janiszewski, 2012). Goal-based evaluation methods

involve a continuous process of establishing new performance measurements by setting

new timelines with different data collection points for analysis (Van Osselaer &

Janiszewski, 2012). Using the goal-based evaluation method provides accelerated data

collection based on the timetable and collection points established, providing ongoing

policy evaluation (Van Osselaer & Janiszewski, 2012). The timeline performance

measurements to collect data at different points of the implementation and at the policy

start date justifies using the goal-based policy evaluation method for this project.

Establishing evaluation criteria allows the goals of the project to be measured to ensure

that the change meets the needs of the department, faculty, and students. The plagiarism

policy evaluation is an ongoing process, as shown in Table 12.

Table 12

Plagiarism Policy Evaluation Plan

Month	Monthly Activity
Month 1	The plagiarism review committee with be responsible to create the goal-based evaluation criteria. At the beginning of the month, collect all originality reports submitted to Turnitin to establish a baseline number for the simulator index. At the end of the first month of the policy start, survey students on their understanding of the new plagiarism policy, information literacy, and plagiarism avoidance strategy. Survey the faculty to determine the effectiveness of the new first week lessons.
Month 3	The plagiarism review committee will collect the data from student's service on reported incidents of student plagiarism. This should occur monthly to ensure faculty are reporting incidents as required per the policy. Hold a department meeting, listen, and address the concerns of faculty as to how the new plagiarism policy is working. Reinsure faculty of administrative support. Complete a report for the CJ Chair and DSoSS
Month 5	The plagiarism review committee will survey peer-mentors on the progress of mentoring program. Survey faculty on the number of plagiarism incidents reported or handled as a teaching moment and amount of time working student plagiarism. Collect data from student service as to how many students received consequences for violating the plagiarism policy.
Month 8	The plagiarism review committee will survey the students on their perception of how the plagiarism policy is helping with original scholarly writing. Measure current Turnitin reports to the baseline number established at the start of the new plagiarism policy to measure any differences. Survey students in the mentoring program to determine the effectiveness of the program.
Month 10	The plagiarism review committee will survey faculty as to changes with teaching strategies and professional development training. Compare student services plagiarism reports for each month, and prepare a report based on the data for the CJ Chair and DSoSS.
Month 12	The plagiarism review committee will host a meeting with the CJ department and share the data collected over the first year. Complete a report from the faculty meeting for the CJ Chair and DSoSS

Implications Including Social Change

The plagiarism policy recommendation provides the criminal justice department with clear instructions to strengthen instructors' ability to manage student plagiarism consistently, fairly, and effectively. The project has the potential to create social change by creating a respectful learning environment that fosters ethical writing standards, which benefits society by producing credible academic work (Plante & Asselin, 2014). Properly preparing first-year college students to write with integrity increases academic success and produces ethical scholarly habits (Goby & Nickerson, 2012). Guiding learners towards developing ethical, independent problem-solving skills also benefits society (Goby & Nickerson, 2012). Helping students learn to write with integrity enhances social responsibility growth as they prepare for careers within the criminal justice system to help lead social change and improve the justice system.

Local Community

The findings in the study and the supporting scholarly literature led to the design of this project to meet the needs of the local criminal justice department. The project addressed the identified gaps in teaching practices regarding managing student plagiarism by providing guidance through a comprehensive plagiarism policy recommendation that includes required professional development training for instructors. The project advocates for a plagiarism policy that has the possibility to reduce incidents of student plagiarism within the criminal justice department. Although the plagiarism policy recommendation meets the needs of the criminal justice department, adopting the plagiarism policy across

the disciplines at the community college may create a campus culture of writing with ethical integrity that benefits the local community served by the institution.

Far-Reaching

The qualitative case study findings and recommendations are not generalizable to the entire criminal justice discipline population; however, managing student plagiarism is a broad problem within the criminal justice discipline (Teh & Paull, 2013). The discipline can benefit from this study by evaluating plagiarism policies at other colleges and universities to ensure that they include best practices for using Turnitin (Best Practices, 2015; Jonson & Moon, 2014; Teh & Paull, 2013). Perhaps other community college criminal justice programs of the same instructor size will find the study dependable and transferable to their programs (Jonson & Moon, 2014; Lodico et al., 2010). In the larger context of the study, advocating for ongoing plagiarism policy reviews to meet the needs of the institution and providing professional development training opportunities for instructors to learn new teaching strategies for managing student plagiarism will benefit the discipline and society.

Conclusion

In Section 3, I described creating a project from the study's findings and supported by the scholarly literature. The goal of the project was to establish a structured approach to the position paper for a plagiarism policy recommendation that addresses the gaps in teaching practices at the study site by creating a comprehensive plagiarism policy recommendation that offers guidance and instructions to help instructors manage student

plagiarism (Appendix A). The project uses Knowles' (1980) andragogy theory and Kotter's (1996) change theory to guide its development. The literature review focused on emerging themes from the study findings to help address the identified gaps in teaching practices that participants shared through their experiences, perceptions, and teaching strategies during data collection. The effective implementation of the plagiarism policy recommendation will offer instructors comprehensive guidance and instructions on best practices for using Turnitin, which have the possibility to reduce writing integrity violations from occurring.

In Section 4, I describe the project's strengths and limitations, potential impact on social change, and new directions for future research. I also discuss my self-analysis as a scholar, practitioner, project developer, and leader of change. I conclude by summarizing my learning and growth through my doctoral study journey.

Section 4: Reflections and Conclusions

Introduction

The purpose of this qualitative case study was to explore criminal justice instructors' experiences, perceptions, and teaching strategies regarding undergraduate student plagiarism. After data collection and analysis, the findings of the study guided the development of a plagiarism policy recommendation to address the gaps in teaching practices at the local study site. Specifically, the current college plagiarism policy lacks guidance and best practices for using Turninit software and required reporting of plagiarism violations. The rationale for the project was to design and deliver a plausible solution to the identified gaps in teaching practices among the criminal justice department instructors to help manage the increase in student plagiarism. The goal was to reduce student plagiarism violations. In this section, I present my reflections about the strengths and weakness of the project, as well as alternative approaches to address the problem. In addition, I present my reflections on my doctoral journey.

Project Strengths

The project's strength is that the findings of the study and the supporting literature helped to create a practical solution to provide guidance and structure to help criminal justice instructors manage student plagiarism fairly and consistently. This will accomplish the goal of reducing future plagiarism violations by offering a recommended plagiarism policy change to the criminal justice department. There is a gap in the literature and practices regarding understanding the teaching experiences, perceptions,

and teaching strategies of undergraduate criminal justice instructors for managing student

plagiarism (Teh & Paull, 2013). This study brought attention to the players and issues

within the criminal justice discipline that have been underrepresented in the scholarly

literature (Fassinger & Morrow, 2013). The plagiarism policy recommendation, if

adopted and implemented, has the opportunity to help address the gaps in teaching

practices regarding managing student plagiarism.

One of the project's strengths is that the position paper is grounded in the

scholarly literature. The project used the Knowles's (1980) andragogy theory and

Kotter's (1996) change theory as the conceptual framework, which aligned with the

needs of the study site. A strength of the plagiarism policy recommendation is that it adds

the missing Turnitin best practices language of using the originality report, which helps

guide students and instructors with original writing expectations (Best Practices, 2015;

Turnitin, 2015). Adopting educational technology, such as the plagiarism detection

software Turninit, requires a policy review to ensure that the plagiarism policy is updated

and reflects the incorporation of new technology into the learning environment

(Gonçalves et al., 2012). The plagiarism policy recommendation addressed several of the

study findings regarding identified gaps in teaching practices for managing student

plagiarism.

Another strength of the project is that the plagiarism policy recommendation

implementation requires professional development training for instructors on best

practices for using Turnitin. Professional development training opportunities at the local

site have been missing. Adopting the plagiarism policy recommendation will help eliminate this lack of instructor training (Fernández Díaz et al., 2010; Stes et al., 2010). The policy recommendations addressed professional development training opportunities that the study participants indicated were missing from their teaching development.

The project incorporated several of the study findings into the recommended policy change. An additional strength of the plagiarism policy recommendation project is that it required first week lessons in criminal justice classes to provide first-year students with strategies for how to avoid plagiarism, understanding the criminal justice plagiarism policy, and information literacy skills to evaluate sources to ensure they are credible academic sources (Brabazon, 2015; Brockman, et al., 2011; Higbee & Schultz, 2013; Sternberg, 2012). The plagiarism policy recommendation also addressed mentoring at-risk students who had prior problems with original writing and provided extra resources, as well as peer-mentoring opportunities (Crisp, 2010; Grise-Owens & Crum, 2012; McGlynn, 2014; New & Ghafar, 2011). The project design incorporated the findings of the study, as well as supporting academic literature, to provide a practical solution to the criminal justice department to help manage the reported increase in student plagiarism.

Limitations and Recommendations for Remediation of Limitations

The project plagiarism policy recommendation was designed to meet the needs of the community college criminal justice department instructors. The focus of this qualitative study was narrow in scope and investigated the educational problem of managing student plagiarism within a small academic department. The project plagiarism

policy recommendation was a result of the emergent themes and findings from the data analysis, which used 10 study participants. The project plagiarism policy recommendation was designed to provide guidance to the criminal justice department instructors by recommending a plagiarism policy change that could address many of the study findings within the bounded group. The study design with this small population is not generalizable to the wider population of academia; however, any college or university that has adopted new plagiarism technology can benefit from reevaluating their current plagiarism policies and updating as needed to incorporate best teaching practices for using Turnitin or similar plagiarism detection software (Lodico et al., 2010; Yin, 2012). The plagiarism policy recommendation project is only a suggested application from the findings.

Recommendations for alternate approaches. Due to the limitations of the size of the population, quantitative and mixed research methods were not appropriate for this case study. However, if the researcher expanded the population of the study to include all academic departments and faculty at the local community college, an alternative research method, such as a quantitative design, would be appropriate and would make the findings generalizable. Another possible alternative approach would be to study several criminal justice departments at different colleges and then compare the qualitative case study findings from each program using mixed research methods (Lodico et al., 2010). Comparing criminal justice programs would provide generalizable findings because of the wider scope of the study (Lodico et al., 2010). As noted earlier, a limitation of this

study was that it focused on one small department within the local community college. Increasing the scope of this study to other academic departments at the community college would address this limitation of a small bounded group. There is a possibility, if the successful implementation of this project shows a decrease in student plagiarism violations within the criminal justice department, that the college could expand the project recommendation to other academic departments. This would provide additional research opportunities, using different research methodologies, to explore the impact of the plagiarism policy change in the larger context across the disciplines at the community college.

Scholarship

As a practitioner scholar, I have always enjoyed synthesizing and analyzing the academic research literature to help me develop and enhance my classroom teaching strategies. I have helped other educational researchers collect both quantitative and qualitative data for their studies; however, I have never had the opportunity to design my own independent educational research study. The doctoral journey of this project study enhanced my educational research skills and built my confidence that I can contribute in a meaningful way to the scholarship of teaching and learning within my discipline.

My interest in criminal justice undergraduate plagiarism started with my role as a criminal justice faculty director, when I helped other instructors to manage student plagiarism. Because I have extensive experience with faculty-student conflict arising from plagiarism, I was at first apprehensive that my own bias and prior assumptions

would be injected into the data collection and analysis. By acknowledging my bias and staying impartial, I was able to develop a plan to eliminate or acknowledge bias when designing the study (Lodico et al., 2010; Yin, 2012). My passion for the topic allowed me to stay focused and disciplined during my study. Selecting a research study site with which I had no prior affiliation helped me to maintain the professional, outside researcher role with study participants the entire time. Doing so prevented me from injecting any personal bias on the topic during data collection.

I discovered that creating a qualitative data analysis plan, trusting in the process by continually reevaluating emerging themes, and looking for the deeper meaning within the data set proved to be a personal turning point in my development as an educational researcher. Displaying themes in a visual display allowed me to reduce the data to discover the deeper meaning of what participants shared during their interviews (Guest et al., 2012; Miles & Huberman, 1994). By continually revisiting emerging themes, re-reading the interview transcripts, and following my data analysis plan, I was able to identify major themes (Guest et al., 2012; Miles & Huberman, 1994). The main themes that emerged guided the selection of the study project that was suitable and practical to address the findings in the study. Without trusting in the data analysis plan and following through on each step, I would have never discovered all of the emerging themes from the data collection, and the project derived from this study might not have had the potential to create the needed change to help instructors manage student plagiarism more effectively at the local study site.

Project Development and Evaluation

After collecting the data and discussing my preliminary findings with my doctoral committee, I decided that a position paper plagiarism policy recommendation was the most relevant and appropriate way to address the gap in teaching practices among the criminal justice instructors at the local study site. Since I developed the project in isolation, without any collaboration from anyone within the community college, school of social sciences, or criminal justice department, the implementation plan for the project recommends that the criminal justice department create a policy review committee to evaluate and develop the recommended plagiarism policy.

The challenge in creating a relevant and meaningful project from the data analysis required isolating the major emerging themes and evaluating how they could merge together into a comprehensive project that addressed the teaching gaps in criminal justice instructor practices. The major emerging themes in this study were a gap in best teaching practices for using Turnitin and the need for professional development training. Both findings pointed to the plagiarism policy within the department. Addressing the plagiarism policy with a position paper policy recommendation also provided the umbrella platform and opportunity to address other gaps in teaching practices noted in the study findings, such as first-year student lessons on understanding the plagiarism policy, strategies to avoid plagiarism, enhancing literacy information skills, and mentoring at-risk students.

The community college already has a policy on evaluating new policies, courses, and programs. To supplement the current evaluation process, I recommend in the implementation plan for the project to create a goal-based evaluation process (Lodico et al., 2010; Van Osselaer & Janiszewski, 2012). The suggested criminal justice department plagiarism policy evaluation committee can establish an evaluation criteria timeline to capture data that will be meaningful to the key stakeholders in the school and department (Lodico et al., 2010; Van Osselaer & Janiszewski, 2012). The college's formal evaluation process of the plagiarism policy change can occur as required; however, adding the goal-based evaluation process allows the school and department leadership to make immediate adjustments as needed based on the data collected by the plagiarism policy evaluation committee.

Leadership and Change

The education doctoral program enhanced my leadership abilities and developed my educational research skills and knowledge, providing me with confidence that I can make meaningful contributions to my discipline in the future. Leadership requires discipline. The project for this study was not about my desires or what I thought might be the best solution; rather, it was about what the participants shared from their experiences, perceptions, and teaching strategies that they needed to manage student plagiarism more effectively. The driving force behind the position paper recommendation for a plagiarism policy change was the study participants' need for guidance and support to manage plagiarism effectively, with the end goal of reducing future violations from occurring.

Even though this study focused on a local criminal justice program within the community college, sharing the study with the broader criminal justice discipline will inspire scholarly dialogue on best ways to manage student plagiarism and generate reviews of current plagiarism policies to ensure that they are current and incorporate plagiarism avoidance technology guidance. In order to extend the project study beyond the local criminal justice department, I plan to present the study at the national and regional conference of the ACJS. There will even be opportunities to condense the findings of this study for additional peer-reviewed publishing opportunities in educational and criminal justice journals, such as *Educational Leadership*, *American Journal of Criminal Justice: AJCJ, Adult Education Quarterly*, *Journal of Criminal Justice Education, Justice Quarterly,* and *Distance Education*. Disseminating the study findings embodies the concept of educational leadership. Sharing the study findings within academia so that other educators and scholars can critique, expand awareness, and potentially benefit from the educational research is why it is critical to disseminate research findings.

Analysis of Self as Scholar

I am inquisitive by nature and enjoy learning new things. The doctor of education program enhanced my ability to write in a clear, concise manner and use a scholarly voice to communicate my findings. As a scholar and consumer of the literature, I enjoyed analyzing and synthesizing prior research studies and how this has informed my ability to evolve into an educational researcher. Before starting my doctor in education studies, I

never viewed myself in the scholarly role of educational researcher. My thinking has evolved throughout the doctoral program, as I have gained confidence while learning to design an educational research study. I now have the ability to contribute to the scholarship of teaching and learning within my discipline of criminal justice studies beyond influencing just my students.

Analysis of Self as Practitioner

As a criminal justice classroom practitioner, I have always used scholarly literature to stay current and experiment with new ways to transfer learning that is meaningful and relevant to my adult learning partners. I have experimented with new ways to connect with adult learners in my classes through applying the lessons I have learned in the doctoral program so that my students have a rewarding learning experience. The sharing between faculty and doctoral students in this program was engaging, exciting, and challenging. Through working with other passionate educators from many different disciplines during my doctoral studies, I discovered new teaching strategies to evaluate and use educational technology to enhance engagement, which creates additional learning opportunities for my students.

Analysis of Self as Project Developer

At first, I found that creating a project from my study findings was a daunting challenge. This was mainly due to my assumptions and biases as an outside researcher regarding what I expected to find during the study. Before data collection and analysis, I anticipated a project on professional development from reading and analyzing the current

literature; however, once I completed the data analysis, the anticipated project from the findings changed to meet the immediate needs of the study site and participants into a position paper on policy recommendations to address the identified teaching gaps within the criminal justice department with managing student plagiarism.

Once the major themes emerged from the data analysis, the project direction became clear, and I was able to organize the themes that became the foundation for the literature review for the project. The literature review added credibility to the study findings and helped to guide the creation of the final project design. The goal was to develop a meaningful and relevant project from the findings that could provide a plausible solution to benefit the local educational setting. By staying true to the data and findings, the deeper meaning from the collective participants' voices allowed for an accurate understanding of the participants' needs from their experiences, perceptions, and teaching strategies for managing student plagiarism.

Reflection on the Importance of the Work

This study fills a gap in the research literature and teaching practices for how undergraduate criminal justice instructors manage student plagiarism. The plagiarism problem in higher education has received significant research attention in the last several years; however, no study has given criminal justice instructors a voice in how undergraduate student plagiarism should be managed (Teh & Paull, 2013). The importance of this study on plagiarism teaching strategies will benefit the criminal justice discipline by influencing plagiarism policy reviews to ensure that current plagiarism

policies incorporate best practices for using the plagiarism avoidance software adopted by the institution. This study also influences teaching strategies for criminal justice first-year students to ensure that students understand plagiarism policy, build upon the students' information literacy skills, provide the student with strategies to avoid plagiarism problems to ensure academic integrity in original writing, and provide mentoring opportunities for at-risk students to ensure future academic success. This study has the potential to influence the future of criminal justice educational research and the importance that qualitative research methods provide in allowing classroom instructors to share their experiences, perceptions, and teaching strategies to investigate the quality of classroom teaching. Understanding what is occurring in the classroom allows the researcher to analyze the data and suggest improvements based on the academic evidence and supporting literature.

The Project's Potential Impact on Social Change

The project that resulted from the study findings helped me to advocate for social change within the criminal justice department by recommending a plagiarism policy change that creates a fair and consistent means by which to manage student plagiarism. The plagiarism policy recommendation advocates for extra resources and peer mentoring for at-risk students who struggle with original writing integrity. The importance of this project is that the criminal justice department will have a plagiarism policy that promotes ethical writing standards and provides support for the students' future academic success (Richards-Schuster, Ruffolo, & Nicoll, 2015). The recommended plagiarism policy

change while help to create a learning environment that promotes ethical thinking in practice and actions.

Preparing students for careers in the criminal justice system begins with promoting an ethical tone that continues throughout the students' studies. Developing critical thinkers who have the potential to lead social justice change within the criminal justice system is promoted by clear expectations that promote ethical thinking. The new criminal justice department plagiarism policy will foster students' ethical awareness and responsibility to produce original academic work to benefit society. The goal of any undergraduate criminal justice program is to help students prepare properly for a career within the criminal justice system or advance criminal justice studies. The importance of this project is that it supports the mission of the criminal justice department by providing structured guidance on original writing expectations and communicates the due process steps when a plagiarism violation occurs, so that every learner is treated consistently and fairly and has support to make the necessary corrections for future academic success.

Implications, Applications, and Directions for Future Research

The aim of the position paper on policy recommendation was to address the gaps in teaching practices of criminal justice instructors managing undergraduate student plagiarism at the local study site. Providing a comprehensive plagiarism policy change that incorporates best practices for using Turnitin, required professional development training, required reporting, meaningful consequences for violations, due process to create consistency and fairness, and support for at-risk students is a plausible solution to

help address the gaps in teaching practices identified in the study findings and to help the criminal justice department establish a culture of academic excellence. This qualitative research study provided an opportunity to gain an in-depth perspective from criminal justice classroom instructors on teaching practices for managing student plagiarism that was missing from the academic literature.

Plagiarism is a significant problem in higher education that occurs across the disciplines, and the literature indicated that there are many different variables that cause it (Bloch, 2012; Perry, 2010). The literature further indicated that academic politics and bureaucracy prevents possible solutions for reducing plagiarism (Owunwanne et al., 2010; Risquez et al., 2013). The project developed from this study's findings is a solution to the local problem investigated in this study; however, additional studies using multiple research methodologies are needed to gain a better understanding of the plagiarism problem so that possible solutions can be offered to reduce the number of student plagiarism violations.

As noted earlier, a limitation of this study was the size of the case study, with 10 participants from a small criminal justice program. This study could be expanded to include several criminal justice departments at different colleges and universities and could even look at graduate teaching to evaluate the difference in managing graduate student plagiarism (Lodico et al., 2010). The significance of this study is that Turnitin best practices are incorporated into the plagiarism policy to provide structured guidance on expectations of original writing standards for the criminal justice department.

One of the findings in the study was a gap in online teaching strategies shared by the study participants. Instructors transitioning from the traditional classroom to the online teaching platform or hybrid class required a different set of teaching strategies geared towards connecting with online learners (Keengwe & Georgina, 2012). Online teaching strategies for managing student plagiarism may require further educational research.

Conclusion

This study has the potential to influence plagiarism policy development within the criminal justice discipline to incorporate best practices for using plagiarism avoidance software in order to promote ethical writing standards and to provide structured guidance for managing student plagiarism. This study addressed a gap in the teaching practices associated with using Turnitin best practices. To address the findings in the study, a department plagiarism policy change that integrates Turnitin best practices was offered through a position paper recommendation as a plausible solution to the local problem. Disseminating the research study findings through scholarly publishing might increase awareness within the criminal justice discipline of the need for plagiarism policy reviews to ensure that best practices associated with plagiarism avoidance technology are integrated within department policy.

Managing and preventing student plagiarism continues to be a challenge in higher education. Classroom instructors play a vital role in plagiarism prevention and detection. The findings in this study support a recommendation for a criminal justice department

plagiarism policy that includes best practices using Turnitn. By providing criminal justice instructors with guidance and support to manage and prevent student plagiarism this is a commitment to teaching excellences. There is a gap in the educational practices and research literature on the scholarship of learning and teaching within the criminal justice discipline. Furthermore, this study addressed the ongoing need for educational research on plagiarism within the criminal justice discipline. While this project study symbolizes the finale of my doctoral study journey, it is only the beginning of my educational research passion and my becoming actively involved with the scholarship of teaching and learning within the criminal justice discipline.

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Appendix A: The Project

Integrating Turnitin Best Practices into the Plagiarism Policy

Prepared by Mark Bond, Doctoral Student at Walden University

November 2015

Table of Contents

Executive Summary

This report provides the summary of the project study and recommendations for integrating Turnitin best practices into the plagiarism policy. The project study is entitled *Criminal Justice College Instructors' Experiences, Perceptions, and Teaching Strategies Related to Undergraduate Plagiarism.* The purpose of this qualitative study was to explore criminal justice college instructors' experiences, perceptions, and teaching strategies related to undergraduate student plagiarism at a community college located in the southwestern United States. Results from the data analysis indicated gaps in teaching practices regarding study participants managing the reported increase in student plagiarism violations. In particular, study participants indicated that they had not received professional development training on best practices for using Turnitin or managing student plagiarism. In addition, the findings indicated that participants struggled to interpret the current college plagiarism policy, and this caused inconsistencies in instructors' understanding of instructional responsibilities and duties when student plagiarism occurs in the classroom.

Based on the findings of the study, I make the following recommendation to address the gap in teaching practices regarding managing student plagiarism with the goal of preventing future academic writing integrity issues.

1) Revise the criminal justice department's plagiarism policy to include:

        (a) Best practices for using Turnitin.

(b) Offering lessons on the plagiarism policy, information literacy, and plagiarism avoidance strategies during the first week of semester.

(c) Mandatory reporting of student plagiarism violations to track repeat offenders.

(d) Communicating consequences of plagiarism policy violations to students.

(e) Providing at-risk students (who have prior problems with writing integrity) with mentoring opportunities and additional resources for future academic success.

2) Provide required professional development training for instructors on best practices for using Turnitin.

By implementing the recommendations of the study findings, the criminal justice department will have clear guidelines, instructions, and new teaching strategies to serve the college, students, and community. The recommendations can act as a framework to create an ethical and respectful learning environment that promotes the rigors of college writing expectations and prepares criminal justice students for advanced studies or to lead social justice change within the criminal justice system upon graduation. Included in the report for consideration is a draft of the recommended policy change.

The limitations in the case study used just one academic department with 10 study participants, so the study is not generalizable. Although the case study included a small population of instructors, the recommendation from the findings address the needs within

the criminal justice department. The study recommendations are also potentially

transferable to other academic departments within the college.

Background

Plagiarism

Plagiarism is growing trend in higher education, and it requires the classroom

instructor to find new strategies to manage the increase in student plagiarism violations.

Several educational researchers have claimed that plagiarism is at epidemic levels within

higher education (Ellahi, Mushtaq, & Mohammed, 2013; Gow, 2014). Student plagiarism

threatens the credibility of academic integrity (Jones, 2011; Kellum, Mark, & Riley-Huff,

2011). Many colleges and universities have not updated their plagiarism policies to

reflect the adoption of plagiarism avoidance software, and this has not helped to reduce

the number of plagiarism violations (Awdry & Sarre, 2013). Updated college plagiarism

policies, along with lessons on understanding the policy specifics and strategies to avoid

ethical writing problems; however, have shown to be effective approaches for managing

student plagiarism (Baird & Dooey, 2014; Spain & Robles, 2011). Plagiarism is a

problem across the disciplines, and instructors need to have a policy that incorporates

plagiarism detection technologies in order to establish consistency when managing

writing integrity problems.

Turnitin

The community college has adopted Turnitin software as a tool to help manage

student plagiarism. Current plagiarism policy; however, does not include best teaching

practices as part of the policy, and instructors have not received guidelines or training on Turnitin (Best Practices, 2015; Turnitin, 2015). Using Turnitin requires colleges to create specific guidelines for use and instructions as to how to interpret the originality report generated within the software (Best Practices, 2015; Heckler, Rice, & Bryan, 2013). If a college adopts Turnitin as its plagiarism detection software, the college needs to create a policy and user guidelines so that the tool is an effective deterrence and an aid to help students struggling with original writing (Stoltenkamp & Kabaka, 2014). Moreover, no plagiarism policy is effective unless faculty receive training and guidelines for best practices on how to use the Turnitin software (Poon & Ainuddin, 2011; Stoltenkamp & Kabaka, 2014). Using Turnitin and providing lessons on avoiding writing integrity problems have the possibility to reduce student plagiarism violations.

Turnitin is an effective tool to help manage student plagiarism. Institutions that have created plagiarism policies that include best practices for using Turnitin, provided training on the software, and provided students with lessons on plagiarism avoidance strategies had fewer problems with unoriginal student writing (Ballard, 2013; Best Practices, 2015; Stapleton, 2012; Turnitin, 2015). College and universities have reported a 39% reduction in unoriginal student writing over a five-year period when using Turnitin. Students also shared that Turnitin is helpful for learning to write with integrity (Graham-Matheson & Starr, 2013). Using plagiarism detection software such as Turnitin therefore helps to manage student plagiarism.

First Year Students

Working with first-year students requires good teaching strategies. Teaching first-year students to follow directions takes patience and compassion (Bennett et al., 2011; Brokman, Taylor, Kreth, Crawford, & Fink, 2011). These students are learning to develop academic strategies for time management and studying as they adjust to the rigors required in college-level academic work (Brokman et al., 2011). Given that first-year students are learning to navigate their college experience, instructors should provide them with lessons to help them understand the college plagiarism policy and not just assume that students grasp the full meaning and consequences of policies by reading the syllabus (Fleming & Stanway, 2014). Student who receive lessons on the college plagiarism policy tend to gain a deeper understanding of expectations (Higbee & Schultz, 2013; Polirstok, 2014; Stokes, Marcuccio, & Arpey, 2011). First-year students also need to build their self-confidence, and instructors are an important part of providing guidance and encouraging new students in this area (Shaw, Conti, & Shaw, 2013). The instructor makes a difference as a role model for first-year students.

Part of the first-year students' experience is understanding information literacy. Teaching new students where to find acceptable scholarly sources and how to start analyzing the literature builds a foundation for future success (Brabazon, 2015; Pfannenstiel, 2010). For the first-year student instructor, it is critical to provide extra resources for students (Weiner, 2014). Teaching information literacy skills is critical to first-year student development (Azadbakht, 2015). When a new student understands the

expectations of academic writing, the learner is less likely to encounter problems with plagiarism.

Mentoring At-Risk Student

Students who a have a prior plagiarism violation are at risk of committing additional policy violations or even withdrawing from class if they do not receive reassurance and mentoring from the instructor. Community college students drop out at higher rates compared to students attending four-year universities who live on campus and are exposed to additional helpful resources (Crisp, 2010; Ware & Ramos, 2013). Providing additional writing resources and mentoring opportunities for community college students who struggle to adapt to the rigors of college writing can improve their academic writing skills (Crisp, 2010; New & Ghafar, 2011). Scholars have demonstrated that mentoring at-risk community college students is critical to their future academic success (Grise-Owens & Crum, 2012; McGlynn, 2014; Ware & Ramos, 2013). Creating opportunities for at-risk community college students to participate in a peer-to-peer mentoring programs also has been shown to build student confidence and personal responsibility towards ownership of academic success (Brockman, Taylor, Kreth, Crawford, & Fink, 2011). Creating a department mentoring program thus benefits students.

A supportive mentoring program for at-risk community college students also benefits the learning environment, as the program builds trust, reduces stress, and provides scholarly support (Payton, Howe, Timmons, & Richardson, 2013; Stern, 2012).

Peer mentoring provides enriching experiences for both the peer role model and the at-risk student (Budny, Paul, & Newborg, 2010; Crisp, 2010; Ward, Thomas, & Disch, 2014). Students who struggle with original writing can benefit from an instructor who takes the time to provide additional resources and from pairing the at-risk student with a peer role model to generate an opportunity for peer-to-peer mentoring.

Professional Development

Professional development training for faculty is critical to the community college mission. It is a critical component needed to create a culture of academic teaching excellence within the criminal justice department (Hashim, Qamar, Shukr, Ali, & Ahmed Khan, 2014; Kirsch & Bradley, 2012). Professional development training for instructors provides relevant training to enhance teaching strategies to help students improve their critical thinking, ethical responsibilities as a scholar, and academic writing skills (Dirani, 2012; Fernández Díaz, Carballo Santaolalla, & Galán González, 2010). Community college instructors also must stay current on the latest teaching trends in order to ensure an engaging learning experience that creates opportunities for students to problem solve and practice original writing (Fernández Díaz et al., 2010; Shuler & Keller-Dupree, 2015; Weschke & Canipe, 2010). Professional development training for instructors provides lessons and practice for using engaging andragogy theory teaching strategies (Knowles, 1980; Stes, Coertjens, & Van Petegem, 2010; Tareef, 2013). Professional development for instructors promotes teaching excellence.

Providing quality professional development training requires planning. Community college administrators thus have a responsibility to provide and support professional development training opportunities to faculty (Fernández Díaz et al., 2010; Keengwe & Georgina, 2012; Tareef, 2013; Kasvosve et al., 2014; Loveland, 2012; Ullah, Khan, Murtaza, & Din, 2011). The school dean, department chair, and department faculty have a shared responsibility to ensure that professional development training is relevant and ongoing (Archibald & Conley, 2011). Cooperation and communication between the school dean, department chair, and department instructors helps to identify training needs (Archibald & Conley, 2011; Kotter, 1996; West, 2010). Planning is the key to successful professional development training. When the community college provides professional development training to faculty, it is a commitment to teaching excellence and to ensuring that instructors are prepared to embrace the college mission of helping adult learners prepare for academic and career success.

Overview of the Study

Purpose of the Study

The purpose of this qualitative study was to explore criminal justice college instructors' experiences, perceptions, and teaching strategies related to undergraduate student plagiarism at a community college located in the southwestern United States. The research methodology design that I used in this project study was a qualitative instrumental case study (Yin, 2012). The qualitative instrumental case study design provided the opportunity for an in-depth investigation of student plagiarism, examined

through the criminal justice classroom instructors' experiences, perceptions, and teaching strategies (Yin, 2012). The qualitative research methodology approach provides an opportunity to gather data from participants' who have direct knowledge of the particular phenomenon being investigated and to disseminate the study findings through a narrative format (Lodico, Spaulding, & Voegtle, 2010). A case study brings attention to the main characters in a bounded system in order to gain in-depth understanding of the educational problem (Lodico et al., 2010). I therefore selected the qualitative case study approach because it was a credible method for investigating criminal justice instructors' experiences, perceptions, and teaching strategies.

Role of the Researcher

My role as the researcher for this study was an outside researcher. Being an outsider, I did not have any ethical conflicts, preconceived biases, or professional and/or personal conflicts of interest with the community college, criminal justice department, and faculty in this study. Staying in this role allowed me to collect data from study participants without injecting my personal bias, thus adding credibility to the findings.

Study Participants

For this qualitative case study, the bounded system was criminal justice instructors on the authorized department teaching roster at the local community college. I interviewed 10 study participants who were criminal justice instructors. The education level of study participants included one Doctor of Philosophy in Criminal Justice, one

Doctor of Philosophy in Security Management, two Juris Doctors (JD), two Masters of

Science in Criminology, and four Masters of Arts in Criminal Justice, as displayed in

Figure A1.
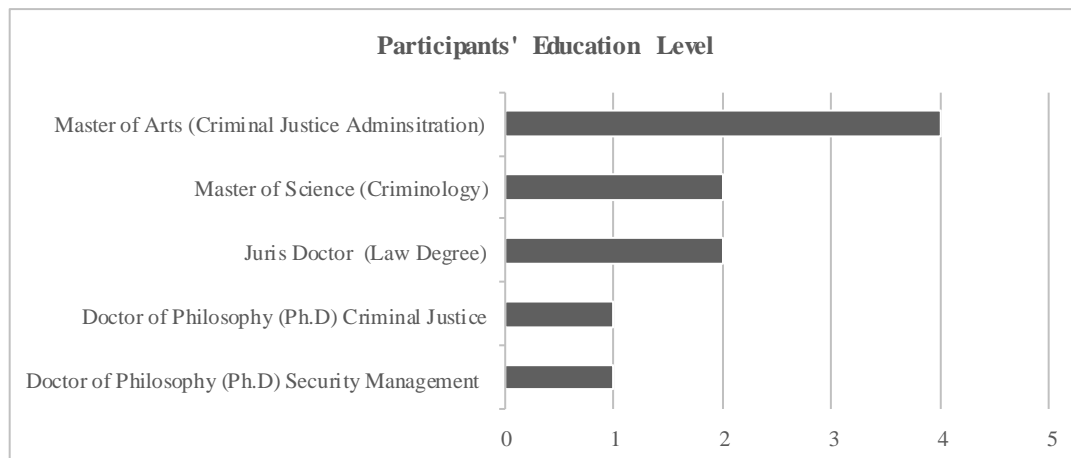
Figure A1. Participants' education level.

The participants in this study included six male instructors and four female instructors, as

displayed in Figure A2.
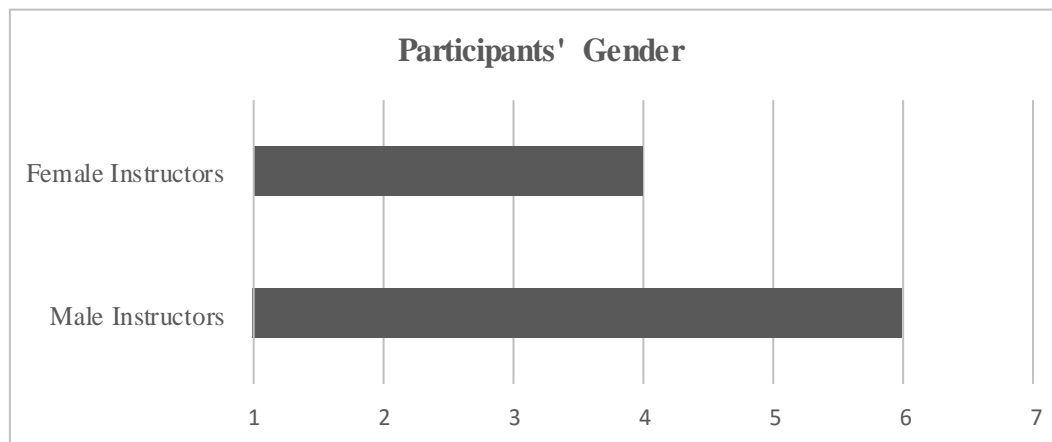
Figure A2. Participants' gender.

The participants in this study included one full-time instructor and nine adjunct instructors, who volunteered to participate in this study and share experiences, perceptions, and teaching strategies with student plagiarism, as displayed in Figure A3.
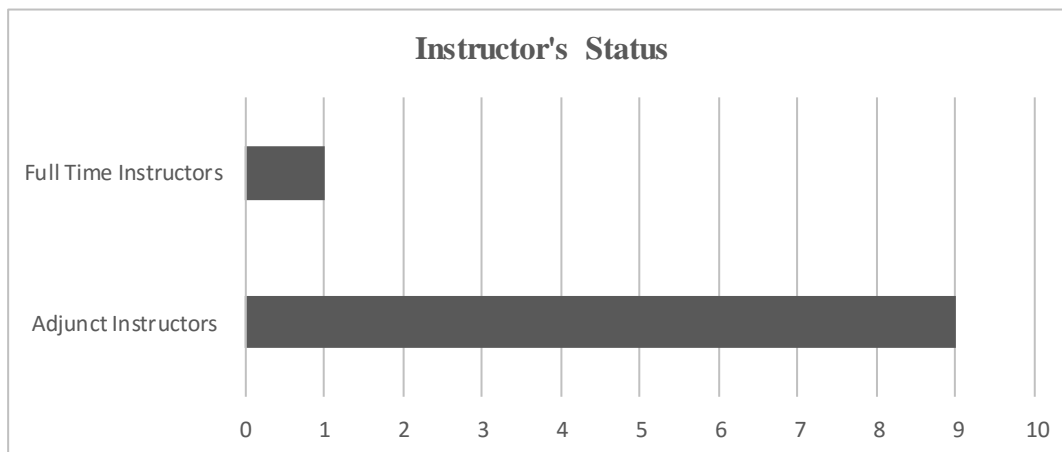
Figure A3. Instructor's status.

Research Questions

The guiding research questions for this study were:

1. What are criminal justice college instructors' experiences and perceptions related to undergraduate student plagiarism in the classroom?

2. What are criminal justice college instructors' teaching strategies related to undergraduate student plagiarism in the classroom?

Data Collection and Analysis

The data collection for this study included semistructured, open-ended interview questions. The participants provided consent, and participation in the study was voluntary. I asked each participant the same questions in a recorded interview that was

later transcribed into an interview transcript. Participants voluntarily agreed to participate in member checking by receiving a copy of the interview transcript and confirming my initial findings. The data analysis process I used was Miles and Huberman's (1994) matrix analysis frame, using the three stages of qualitative data analysis (pp. 10-12). Guest, MacQueen, and Namey's (2012) thematic analysis six-step process (p. 10) is shown in Table A1.

Table A1

Data Analysis Strategy and Process

Matrix Analysis Frame	Thematic Analysis Process Steps
Data reduction	Data familiarization, generate initial codes
Data display	Discovering themes, reviewing and reexamining themes
Conclusion drawing/verification	Defining and naming themes/categories, writing the analysis

Note. Miles and Huberman's (1994) matrix analysis frame using the three stages of qualitative data analysis (pp. 10-12). Guest et al.'s (2012) thematic analysis six-step process (p. 10). Themes emerged from the data analysis to help answer the research questions.

Summary of Findings

Research Question 1 (RQ1)

To help answer RQ1, I asked eight interview questions (IQ) to each of the 10 study participants. The themes that emerged from RQ1 were:

- Perceived increase in student plagiarism.

- Perceived increase in plagiarism is from online classes.

- Participants spending significant time managing student plagiarism.

- There was no professional development workshop on managing student plagiarism sponsored by the local study site.

- Participants expressed the need for faculty professional training on managing student plagiarism.

- Perceptions of no college policy or standards with Turnitin as to the matching originality percentage report generated by the Turnitin software.

- Participants' perceptions of no college or department standards for using Turnitin.

- Six of 10 participants indicated from experiences and perceptions that student retention after a plagiarism problem was a concern.

Research Question 2 (RQ2)

Eight interview questions helped answer RQ2. The themes that emerged from RQ2 were:

- Five of 10 study participants shared teaching strategies that they used to help first-years students develop good writing skills.

- Nine of 10 study participants had not reported plagiarism violations to the college.

- Four participants shared teaching strategies for confronting plagiarism, and the students' attitude and accepting responsibility for plagiarizing were factors in participants' decision-making when deciding on consequences.

- Five of 10 participants indicated that their teaching strategy for confronting students about plagiarism was to wait until personal emotions were subdued so that they could display a professional and scholarly demeanor to students.

- Participants expressed that student plagiarism solicits instructor emotions, such as anger and disappointment, and this has the potential to affect scholarly relations between the instructor and student.

- All of the study participants used the teaching strategy of placing the college plagiarism policy on the class syllabus for students

- Six of 10 participants indicated that they did not offer lessons on the college plagiarism policy or ethical writing standards for first-year students to avoid plagiarism.

- Five of 10 participants indicated that they used the same teaching strategies for teaching traditional classes and online classes.

- Four of 10 study participants considered themselves SME and felt this helped identify possible student plagiarism.

- Five of 10 participants stated that they used Google search engine as a teaching strategy to check students' writing originality.

- Five of 10 participants indicated that they used teaching strategies that helped build confidence and support for first-year students when confronting student plagiarism.

- Participants perceived instructor discretion as a critical teaching tool to manage student plagiarism.

- Seven participants felt supported by college administrators to enforce college policies, two participants stated they had not had a classroom issue that involved a supervisor intervening, and one participant perceived that the instructor would not receive administrative support.

- Two participants indicated that they used the teaching strategy of enforcing the plagiarism policy by issuing failing grades on plagiarized assignments.

- Participants shared teaching strategies for mentoring students who previously violated the plagiarism policy by using vigilance, helping students create a personal plan for improvement, and offering extra resources.

Recommendations

There were six main themes that emerged from the 10 interview questions designed to answer the two guiding research questions. The key themes that emerged from the findings were: professional development; instructor-student relationships; Turnitin reports; policy enforcement; instructor discretion; and mentoring students. The findings from the study indicated that the community college plagiarism policy did not include best teaching practices for using Turnitin. By adopting a comprehensive plagiarism policy for the criminal justice department, the college will provide instructors with guidance to create consistency when managing student plagiarism. Adopting a new comprehensive plagiarism policy will have the best opportunity to address the gap in

criminal justice teaching practices found in the study with the goal of reducing student plagiarism.

Turnitin Best Practices

Turnitin is the primary plagiarism detection software used by instructors at the college. Understanding the advantages and limitations of plagiarism technology will help frame the proposed plagiarism policy recommendation. Turnitin works by generating an originality report that highlights areas in the paper that are not original content (Best Practices, 2015; Turnitin, 2015). Turnitin checks originality of submitted work by comparing it against an electronic warehouse of published and prior submitted works (Best Practices, 2015; Turnitin, 2015). When papers are submitted to Turnitin, the software checks against three databases: Internet content, student papers, and academic books and other scholarly publications (Turnitin, 2015). The Turnitin originality report will generate a percentage number that indicates where the software discovered similarities between the submitted work and sources in its databases (Best Practices, 2015; Turnitin, 2015). At present, there is no user guidance or policy for how instructors at the college should use Turnitin, and the study findings indicated that instructors interpreted the originality report matching percentage number differently when determining if a paper or other academic writing was in violation of the college plagiarism policy. Best practices for using Turnitin also support a requirement to report students who violate the plagiarism policy through official channels in order to deter repeat offenders and to provide extra resources for at-risk students. Adopting best

practices for using Turnitin also requires lessons for students on the policy, as well as

strategies for avoiding plagiarism. These lessons should enforce information literacy

skills that explain and define credible scholarly sources.

Required Professional Development

Adopting a plagiarism policy change requires open communication and faculty

training on the new requirements to ensure adherence. The best time to introduce relevant

and current professional development workshops for instructors is with the introduction

of the policy change that requires faculty training. Requiring professional development

training for faculty will take cooperation and coordination between the school dean,

department chair, CTL staff, and department instructors.

The following are the suggested topics for the required professional development

training on "The Best Teaching Practices using Turnitin":

- The plagiarism policy and responsibilities of the instructor and student.

- Interpreting the Turnitin originality report (removing quotes, bibliographies, setting the word number check).

- Plagiarism reporting: reporting procedures and instructor discretion.

- Student right to appeal. Understanding the student's appeal process for plagiarism violations.

- Presenting lessons on information literacy skills and strategies to help students avoid plagiarism.

- Teaching with emotional intelligence.

- Connecting with adult learners.

- Strategies for instructor time management skills.

- Online teaching strategies to help manage plagiarism

- Mentoring at-risk students and identifying writing resources for students.

Plagiarism Policy (Draft)

This plagiarism policy recommendation is designed to be a working draft for the plagiarism policy review committee if the proposal is approved as a template for the implementation committee.

Plagiarism Policy (Working Draft)

The college supports and promotes academic honesty and personal scholarly integrity. Plagiarism is a form of academic dishonesty and has no place in higher learning. The college does not tolerate student plagiarism. Students who are guilty of plagiarism or knowingly assist another student to commit plagiarism are equally responsible and can expect to be penalized.

The Definition of Plagiarism

Any student who falsely represents another person's work as their own has committed plagiarism. Plagiarism includes any of the following:

- The use of direct quotation of published or unpublished work of another person without full and clear acknowledgement of the source (failing to give credit to the original source/s by not using required in-text citation and reference).

- Paraphrasing a source and not using in-text citation and reference (Patchwork).

- Buying, borrowing, lending, or trading a paper not created by the student and submitting as the student's own work (paper mill).

- Information obtained from the Internet that is not properly identified or cited using in-text citations and reference.

- Submitting any college assignment as the student's own work that is completed by another person, or arranging for another person to complete your assignments for you.

- Citing a source with fake bibliographical information.

- Submitting a college assignment that you submitted in a previous and/or concurrent class without requesting and receiving written permission from your instructor (self plagiarism).

Plagiarism Detection

The class instructor will check for original student writing when grading submitted work. The college also uses Turnitin to check writing originality. Turnitin is a software program that checks for original writing of submitted work against a database of previously submitted work and published works. Turnitin generates an originality report that is viewable by the student and instructor. The originality report will highlight areas of the paper that are not original writing and provide the source in which the work originally appeared.

It will be the instructor's responsibility to contact the student if the Turnitin originality report generates a high percentage match for unoriginal writing, and the

instructor will require the student to submit a written explanation of the areas about which the instructor has concerns. It will be the student's responsibility to reply to the instructor's request for clarification and explanation as to why the student's work matches previously published work. Any student who fails to respond to the instructor's request for clarification within a reasonable amount of time will receive a "zero" grade for that assignment.

Required Reporting

If the student fails to respond to the instructor's request for additional information and explanation, the instructor is required to issue a "zero" grade for the assignment and to submit supporting documentation to the office of student academic affairs. The office of student academic affairs will then contact the student for further investigation, follow-up, and academic consequences if plagiarism has occurred.

Any student's work that is submitted for grading that generates 20% or more matching on the Turnitin originality report, after the instructor reviews the report and determines that 20% or more of the work is not the original writing of the student, will require the student to explain to the instructor in writing why this occurred. If the instructor determines that portions of the student's work are in violation of the plagiarism policy, the instructor is required to report the plagiarism violation, along with supporting documentation, to the office of student academic affairs. The instructor is required to issue a "zero" grade for this assignment.

If the Turnitin report is 19% or below, the instructor has the discretion to determine if the student's work is in violation of the plagiarism policy, and it will be the instructor's judgment based on the student's academic performance and explanation of original matching if a plagiarism violation occurred. If the instructor determines that a plagiarism policy violation occurred, the instructor is required to report the policy violation to the office of student academic affairs with supporting documentation. It will be the instructor's discretion as to what if any points are earned by the student on the assignment if the Turnitin originality reports are below 19%.

Academic Consequences

Any student found to have committed plagiarism will be subject to the following academic consequences.

First violation of the plagiarism policy:

- Student will receive a "zero" grade for the assignment and a written warning from the office of student academic affairs to be placed in the student's file.
- The student will be required to attend and successfully complete an academic integrity writing course determined by the office of student academic affairs. If the student does not attend or is not successful in completing the academic integrity course, the student will have to appear before the "College Honor Committee."
- The student will be required to participate in the peer-to-peer mentoring program.

Second violation of the plagiarism policy:

- Student will receive a failing grade for the course in which the plagiarism violation occurred.

- The student will receive a second warning letter from the office of student academic affairs, and a copy of the plagiarism violation warning letter will be placed in the student's official college records.

- The student will be required to attend an academic integrity writing course determined by the office of student academic affairs. If the student does not attend or is not successful in completing the academic integrity course, the student will have to appear before the "College Honor Committee."

- The student will be required to participate in the peer-to-peer mentoring program.

Third or subsequent violations of the plagiarism policy.

- Student will receive a failing grade for the course in which the plagiarism violation occurred.

- Student will be required to appear before the "College Honor Committee" overseen by the office of student academic affairs on a date and time determined by the committee. The student will be blocked from registering for additional classes until the "College Honor Committee" has determined a suitable outcome. The College Honor Committee will determine the consequences up to and including suspension from the college for one year from the date of the student's appearance before the "College Honor Committee." If the student is suspended from college for one year, the student must reapply after the suspension is

completed and meet the current college admissions requirement to continue

studying at the college.

Students' Right to Appeal

The student will have the right to contest any plagiarism violation and/or appeal

any consequence associated with violating the plagiarism policy by filing a written appeal

that includes supporting documentation to the office of student academic affairs. The

office of student academic affairs will have 30 days in which to respond to the appeal

once received by the office and notify the student in writing of action taken.

Should the student wish to appeal the decision made by the office of student

academic affairs, they may do so by submitting a written appeal, along with supporting

documentation, within 30 days of the decision from the office of student academic

affairs. The appeal will be forwarded by the office of student academic affairs to the

assistant college provost for review. The assistant college provost will have 14 business

days to respond to the student with a decision.

If the student wishes to appeal the decision of the assistant college provost, the

appeal is sent by the assistant college provost to the college provost. The college provost

will have 30 days to make a final decision on the case and notify the student. The

decision of the college provost is final and considered binding by the college.

Required Professional Development Training

Current faculty will be required to participate and successfully complete "The

Best Teaching Practices for Using Turnitin" training within 60 days of the official policy

start date. New faculty hired after the start of the plagiarism policy will be required to attended and successfully complete the professional development training on "The Best Teaching Practices for Using Turnitin" within the first semester of receiving a class teaching assignment. If current or new faculty do not complete faculty professional development within the allotted time, no classroom teaching assignments will be issued until the faculty member provides proof of successful completion of the professional development training on "The Best Teaching Practices for Using Turnitin."

Implementation Plan

Upon adoption of the plagiarism policy recommendation, a department policy evaluation committee needs to be established to work on drafting the new plagiarism policy that incorporates besting teaching practices for using Turnitin. The criminal justice department chair is the best person to oversee the policy evaluation committee so that key department faculty are involved, as well as required support staff. Creating a policy evaluation committee provides an opportunity to involve instructors in taking ownership of helping to create a new department plagiarism policy, as well as professional development training requirements. Doing so provides structure and guidance to help manage student plagiarism with the goal of reducing violations and creating a culture of writing integrity. A proposed timetable of the plagiarism policy recommendation development plan is provided as a template for the plagiarism policy committee in Table A2.

Table A2

Integrating Turnitin Best Practice into the Plagiarism Policy

Month	Monthly Activity
Month 1	The researcher will disseminate the study findings to the entire criminal justice department using a PowerPoint presentation During the disseminating meeting the entire criminal justice team will discuss best practices using Turnitin. The criminal justice department chair will select the policy review committee consisting of faculty, student leaders, CTL, and student service representatives.
Month 2	Plagiarism policy review committee meets and identifies best practices for using Turnitin. Plagiarism policy review committee identifies instructor training needs to support the plagiarism policy change. Plagiarism policy review committee creates first week class lessons to teach students to teach students the plagiarism policy avoidance strategies. Plagiarism policy review committee starts work on draft of the recommended plagiarism policy change.
Month 3	Plagiarism policy review committee meets and finalizes instructor training needs. Plagiarism policy review committee establishes consequences and due process procedures for students who violate the plagiarism policy Plagiarism policy review committee finalizes the first week lessons to teach students plagiarism avoidance strategies. Plagiarism policy review committee create ideas and plan to generate acceptance and dissemination plan (posters and videos) Plagiarism policy review committee creates a budget for the plagiarism policy implementation.
Month 4	Plagiarism policy review committee meets and finalizes draft of the recommended proposal and budget Plagiarism policy review committee submits the draft proposal to the criminal justice department chair and DSoSS for the official approval of the plagiarism policy and recommendation for a start date for the new policy to take effect.
Month 5	Plagiarism policy review committee (after the official approval of the proposal) creates goal based evaluation criteria to measure the effectiveness of the new plagiarism policy over the next year. Submit the evaluation timetable to the criminal justice department chair for approval.

Note. Example of a proposed timetable for plagiarism policy development.

Evaluation Plan

Goal-based evaluation determines if the selected goals of the project are effective in making the desired behavior change. Creating a timetable to evaluate performance measurements using the goal-based evaluation method allows data to be collected at

different points of the policy implementation to measure its effectiveness (Van Osselaer

& Janiszewski, 2012). The policy evaluation committee will be responsible for creating

performance measurements, as shown in Table A3.

Table A3

Plagiarism Policy Evaluation Plan

Month	Activity
Month 1	The plagiarism review committee with be responsible to create the goal-based evaluation criteria. At the beginning of the month, collect all originality reports submitted to Turnitin to establish a baseline number for the simulator index. At the end of the first month of the policy start, survey students on their understanding of the new plagiarism policy, information literacy, and plagiarism avoidance strategy. Survey the faculty to determine the effectiveness of the new first week lessons.
Month 3	The plagiarism review committee will collect the data from student's service on reported incidents of student plagiarism.
Month 3	This should occur monthly to ensure faculty are reporting incidents as required per the policy. Hold a department meeting, listen, and address the concerns of faculty as to how the new plagiarism policy is working. Reinsure faculty of administrative support. Complete a report for the CJ Chair and DSoSS
Month 5	The plagiarism review committee will survey peer-mentors on the progress of mentoring program. Survey faculty on the number of plagiarism incidents reported or handled as a teaching moment and amount of time working student plagiarism. Collect data from student service as to how many students received consequences for violating the plagiarism policy.
Month 8	The plagiarism review committee will survey the students on their perception of how the plagiarism policy is helping with original scholarly writing.
Month 10	Measure current Turnitin reports to the baseline number established at the start of the new plagiarism policy to measure any differences. Survey students in the mentoring program to determine the effectiveness of the program. The plagiarism review committee will survey faculty as to changes with teaching strategies and professional development training. Compare student services plagiarism reports for each month, and prepare a report based on the data for the CJ Chair and DSoSS.
Month 12	The plagiarism review committee will host a meeting with the CJ department and share the data collected over the first year. Complete a report from the faculty meeting for the CJ Chair and DSoSS

Note. Goal-based data collection timetable for the plagiarism policy evaluation.

Conclusion

The findings in the study indicated a gap in the teaching practices of criminal justice instructors regarding managing student plagiarism. The project that derived from the study findings and scholarly literature was a position paper that recommends integrating Turnitin best practices into the criminal justice department's plagiarism policy. Doing so addresses the gaps in teaching practices and provides guidance and structure to help reduce student plagiarism, as well as to help students prepare for future academic and career success.

Criminal Justice Faculty Presentation

Criminal Justice Instructors' Presentation

Thank you for attending this presentation on my research study.

I want to thank the community college senior leadership team, the Dean of the School of Social Sciences, the Department Chair for Criminal Justice, and the criminal justice instructors and staff who encouraged and supported my research study.

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Purpose Statement

The purpose of this qualitative case study was to explore criminal justice college instructors' experiences, perceptions, and teaching strategies related to undergraduate student plagiarism at a community college located in the southwestern United States.

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Background – Defining Plagiarism

Plagiarism: "The act of using another person's words or ideas without giving credit to that person" ("Plagiarism," n.d., para 1).

- The problem with plagiarism is not a new concept in higher education.

- Several types of plagiarism are common in higher education (Mozgovoy et al., 2010; Sentleng & King, 2012; Singh, 2013).

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Rationale – Plagiarism

- Plagiarism is a serious issue in higher education.
- Ellahi, Mushtaq, and Mohammed (2013) and Gow (2014) indicated that plagiarism is at epidemic levels within higher education.
- The local community college criminal justice department experienced an increase in plagiarism.
- There was a gap in teaching strategies between increased undergraduate student plagiarism and increased challenges for college instructors to manage undergraduate student plagiarism.

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Rationale – Gap in Teaching Practices

The gap in teaching strategies at the local community college were:

- Increase in plagiarism incidents
- Instructors struggling to manage the increase
- Lack of professional development training opportunities
- No guidance for using TII
- Plagiarism curriculum
- Lack of plagiarism reporting by instructors
- Problems mentoring students who violated college policy
- Instructor frustration (emotions)

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Significance

This study adds the voices of classroom criminal justice instructors regarding their teaching strategies, problems, and issues of managing student plagiarism, which are missing from the literature (Fassinger & Morrow, 2013; Teh & Paull, 2013). This approach:

- Investigates current teaching strategies
- Discovers teaching strategies
- Improves teaching practices
- Helps to create an ethical learning environment

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Review of the Literature

- Emotional Intelligence
- Mentoring
- Instructors' Experiences & Perceptions
- Teaching Strategies
- Plagiarism
    - Internet Plagiarism
    - Plagiarism-Detecting Software
    - Plagiarism Education

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Conceptual Framework

The conceptual framework for this study synthesized two theories:

- Goleman's (1995) emotional intelligence theory

- Daloz's (1983) mentoring theory

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Guiding Research Question(s)

- RQ1 - What are criminal justice college instructors' experiences and perceptions related to undergraduate student plagiarism in the classroom?

- RQ2 - What are criminal justice college instructors' teaching strategies related to undergraduate student plagiarism in the classroom?

Conceptual Framework → Guiding Research Questions → Interview Questions (Interview Protocol)

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Study Participants

- 10 criminal justice instructors

- 2 pilot interviews

- 1 full-time instructor and 9 adjuncts instructors

- 2 doctoral participants, 2 JDs (law degrees), 2 MSs in criminology, 4 MAs in CJ

- 6 men and 4 women

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Protection of Participants' Rights.

- IRB process:

    - The risks are reasonable and minimized

    - Equitable selection of study participants

    - Signed informed consent prior to interviewing

    - Perceived coercion to participate in this study is minimized

    - Protect privacy of college and participants (Creswell, 2012;
      Lodico et al., 2010; Walden University, 2015).

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Procedures for Gaining Access to Participants

I was authorized to access the community college campus.

- I was issued a photo ID for the campus.

- The CJ Dept. Chair supported the study.

- The contact list of instructors was provided by the CJ Chair.

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Establishing Working Relationship with Participants.

- Building a rapport with study participants:

    - Professionalism

    - Respect

    - The CJ Dept. Chair

    - Working with the 2 CJ instructor volunteers (snowball sampling)

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Research Design

The research methodology design of this project study was a qualitative instrumental case study (Baxter & Jack, 2008; Bogdan & Biklen, 2007; Creswell, 2012; Lodico, Spaulding, & Voegtle, 2010; Yin, 2012).

- Identified group (criminal justice instructors within a department).
- The case itself is of secondary importance to the educational problem.
- The actors' (instructors') experiences and perceptions in their own voices.

Yin (2012) stated that a case study is to answer the "how" and "why" questions of a problem.

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Data Collection

- 10 study participants
  - Semi-structured interviews (45 minutes)
  - Open-ended research questions
  - Recorded interviews/transcripts
  - Phone interviews after meeting participants F2F (Baxter & Jack, 2008; Bogdan & Biklen, 2007; Creswell, 2012; Mack et al., 2005, Yin, 2012).

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Tracking Data

- Research journal (secured in office safe)
- Excel spreadsheet (password protected)
- Interview transcripts (Creswell, 2012; Lodico et al., 2010; Yin, 2012).

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Accuracy and Credibility

Establishing trustworthiness in this study:
- Member check
    - Accuracy
    - Interpretation
- Research journal (reflexivity)
- Descriptive data (addressed during member checking)

Member checking is "a qualitative process during which the researcher asks one or more participants in the study to check the accuracy of the account" (Creswell, 2012, p. 623).

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Data Analysis Strategy and Process

Miles and Huberman's (1994) matrix analysis frame using the three stages of qualitative data analysis (pp. 10-12). Guest, MacQueen, and Namey's (2012) thematic analysis six-step process (p. 10).

As categories and themes emerged from the IQ's data, tables were used to display the data and placed into broad themes and sub-themes.

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Research Question 1

Summary of RQ1.

3 categories emerged from the data analysis:

- Professional development
- Instructor/student relationship
- Turnitin reports

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Research Question 1

Summary of RQ1.

- Participants indicated an increase in student plagiarism in their classes.
- Participants attributed the increase in student plagiarism to online classes.
- Participants spent significant time managing online student plagiarism.
- No CTL workshops at local site on managing student plagiarism
- Participants indicated the need for required professional development workshops.

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Research Question 1

Summary of RQ1.

- Participants indicated strong support from college administration for enforcing the plagiarism policy.
- Participants indicated that plagiarism affected instructor-student relationships and student retention.
- Lack of training for how to use Turnitin (TII).
- Students lacked information literacy skills.

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Research Question 1

Summary of RQ1.

- No criminal justice department standard for how to use the similarity reports generated by the Turnitin software. (One instructor uses 17% and over as plagiarism, another stated 60% and over was plagiarism).

- The emotions and feelings expressed by instructors' when plagiarism occurs (feeling angry, mad, sad, frustrated, exhausted, disrespected, and disappointed).

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Research Question 2

Summary of RQ2.

3 categories emerged from the data analysis:

- Policy enforcement
- Instructor discretion
- Mentoring students

Research Question 2

Summary of RQ2.

- All participants in the study indicated that they included the plagiarism policy in the class syllabus.
- Participants assumed that including the plagiarism policy in the syllabus was sufficient information to warn students not to plagiarize, and the majority of participants did not include lessons on avoiding plagiarism as part of the class curriculum/lessons.
- Participants used teaching strategies that they found successful in traditional teaching in their online classes without changing their strategies for the online teaching environment.

Research Question 2

Summary of RQ2.

- Participants used Turnitin and Google to check for student writing originality.
- Student attitude factored into instructors' decision-making process regarding consequences for violating college policy.
- Participants were reluctant to report plagiarism outside of the classroom and handled it privately with students instead.
- College administrators were not aware of the amount of student plagiarism occurring.

Research Question 2

Summary of RQ2.

- Participants who are SME used this knowledge to look for possible plagiarism when they reviewed students' writing assignments (MS in criminology).
- Participants overwhelmingly felt that instructor discretion was critical to managing the class and student learning (discretion is preventing reporting outside of the classroom)
- Teaching strategies for confronting students with plagiarism were inconsistent within the department.
- Several participants indicated an understanding of the relationship between plagiarism and student retention.

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Research Question 2

Summary of RQ2.

- A few participants were teaching with emotional intelligence (3 participants).

- Several participants mentored students for future success, and other participants did not mentor students who plagiarized (reasons given for not mentoring: compensation and time management).

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Researcher Bias

- Research journal

  - Transparent.
  - Not sharing personal plagiarism experience with participants.
  - Mindful of interview tone of voice to not influence responses in a certain direction.

In qualitative research, the researcher is the instrument for data interpretation (Yin, 2012). Therefore, identifying bias is critical to ensuring accurate reporting on what is actually occurring at the local setting and not just what I think is occurring (Yin, 2012).

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Researchers Experience with Plagiarism

- 15 years as undergraduate instructor

- Helped create American Military University plagiarism policy

- Former faculty director, which included managing student complaints and appeals

- Participated in plagiarism workshops

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Recommendations from Findings

The findings from this study that will best serve the community research partner is a position paper that recommends plagiarism policy change. The project is a position paper policy recommendation entitled, *Integrating Turnitin Best Practices into the Plagiarism Policy*.

Justification for Project
- Faculty guidance
- Lack of faculty reporting student plagiarism
- Lack of consistency using TII
- First-year students' information literacy, college policy training, ethical writing strategies to avoid plagiarism

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Recommendations from Findings

Justification for Project (cont.)

- Instructors are empowered to help shape the recommended plagiarism policy

- Mentoring at-risk students (prior policy violations on plagiarism)

- Professional development training requirements minimum standards prior to teaching online or hybrid classes

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Position Paper on Recommended Plagiarism Policy Changes

Recommended Policy Changes

Department Level

- Introduce a new plagiarism policy that incorporates best practices using TII
- Required professional development training on managing plagiarism for faculty
- Required reporting for tracking habitual plagiarism policy offenders and trends
- Consequences and due process for violators
- Using TII and creating guidelines (across the disciplines)

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Position Paper on Recommended Plagiarism Policy Changes

Recommended Policy Changes (cont.)

Department Level

- Information literacy, plagiarism policy training for students, and ethical writing strategies as part of the first week's lessons in all courses
- Mentoring at-risk students (those with prior policy violations for plagiarism)
- Professional development training requirements minimum standards prior to teaching online or hybrid courses

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Position Paper on Recommended Plagiarism Policy Changes

Recommended Policy Changes (cont.)

Department Level

- Recommend department attend CTL training on the new managing plagiarism as a cohort. This would generate department dialogue and lay a foundation for consistency in managing plagiarism
- Generate a buzz in the department through faculty-students dialogue about establishing a culture of ethical scholarly writing.

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Project Conceptual Framework

The project's conceptual framework theories were selected for this project based on the findings of the study and an extensive literature review:

- Andragogy Theory (Knowles, 1980)

- Change Theory (Kotter,1996)

Project Literature Review

Themes from the findings and literature review:

- Policy Recommendations
- Turnitin Best Practices
- Professional Development
	- Online Teaching Strategies
	- First-Year Student Teaching Strategies

Social Change

Implications for positive social change:

- A better understanding of constructive ways to confront plagiarists (Behar-Horenstein et al., 2010; Johnson, 2014).
- Development of better instructor coping mechanisms.
- Influence on teaching strategies for mentoring at-risk students (Richards-Schuster, Ruffolo, & Nicoll, 2015).
- Creation of responsible scholars who have integrity.

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Project Strengths

The project strength:

- Practical solution to provide guidance and structure to help criminal justice instructors manage student plagiarism fairly and consistently, with the goal of reducing future plagiarism violations (Best Practices, 2015; Turnitin, 2015).
- Adds missing Turnitin best practices language to the recommended plagiarism policy (Gonçalves et al., 2012).
- Addresses mentoring at-risk students
- Promotes plagiarism policy reviews in other programs/colleges

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Limitations and Recommendations for Remediation of Limitations

- Size of the case study (10 participants)
- Study population limited alternate research methods
- Not generalizable to the wider population in academia

Increasing the scope of this study to other academic departments at the community college would address this limitation of a small bounded group.

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Closing

Thank you!

This concludes my research project presentation. I would now like to invite your questions.

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Appendix B: Research Journal Excerpt

Research Journal for RP3 Interview

RP3 Interview

RP3: Introduced on October 18, 2015 at the study site. Instructor name appears on active criminal justice teaching roster. Instructor interested in participating in study and requested I email information and consent form

RP3: Study cover letter and research participant consent form emailed to eligible participant on October 18, 2015.

RP3: Consent form returned by email on October 22, 2015.

RP3: Phone interview scheduled for October 23, 2015 at 4:00 PM.

RP3: Recorded phone interview started at 4:00 on October 23, 2015.
-Interview protocol introduction read to RP3
- RP3 background information:
    - MA in CJ
    - Adjunct at three other schools
    - Teaching 6 years in traditional classes
    - Teaching 5 years online
    - Teaching 2 years with hybrid classes.
    - Teaching at study site for 6 years as adjunct professor.
    - RP3 stated traditional class teaching is preferred over the other
      platforms.
    - Professional experience: Deputy sheriff for 8 years.

RP3: I was not asked my teaching or professional experience from RP3. I did not share my CJ teaching experience or professional experience. I did not want to influence possible answers from RP3 so this topic was never discussed avoiding possibly interjection of researcher bias or influence.

RP3: The perception of RP3 is relaxed and stated the instructor is currently alone in the home office with no background noise for the interview.
- RP3 appears relaxed when asked IQ's.
- Clear tone and responds quickly without hesitating or thinking about how to respond to IQ's.

RP3: When responding to IQ3 voice tone changed when RP3 stated he never reported student plagiarism beyond the classroom at the study site. RP3 stated there is no requirement to report plagiarism; however, he must at other schools as part of their policies. My perception of RP3 change in voice tone when responding is that the instructor wanted me to know there is no requirement to report student plagiarism at the study cite. After that response, RP3 voice tone remained the same throughout the rest of the interview.

RP3: I did not interrupt and just listened to RP3 after asking the IQ's. There was no need to prompt RP3 as the instructor freely shared information after being asked each IQ's. At no time did I interject any bias into the interview process or lead RP3 to answer a question a certain way. The interview protocols were followed throughout the interview and I just listened to the responses.

RP3: The recording stopped at 4:42 PM.

RP3: I explained the interview transcript and member check process. I asked RP3 to participate in the member checking and the instructor agreed. I told RP3 I would send the interview transcript to the instructor's password protected email. The interview ended at 4:51 PM on October 23, 2015.

RP3: The MP4 recording of the interview was sent to Transcribeme by password protect login on October 23, 2015 at 6:20 PM.

Appendix C: Qualitative Research Interview Protocol

Qualitative Research Interview Protocol

Criminal Justice College Instructor Interview Protocol

Interviewee (Title and Name): _____

Interviewee Private Email Address:_____

Interviewer: _____

Place of Interview: _____

Date and Time of Interview: _____

Date "I Consent" Email Received:_____

To facilitate my note taking and insure I accurately capture the interview, I will be recording our conversation by a portable recorder.

The interview today should last approximately 45 minutes. I will honor your time that you have shared with me and I will manage our interview to stay within our agreed upon timeframe.

Thank you for agreeing to participate.

Introduction

You have been selected to speak with me today because you have been identified as someone who has a great deal to share about criminal justice teaching, student mentoring, and managing student plagiarism problems. My project study as a whole focuses on understanding how criminal justice college instructors manage student plagiarism in their classes. The potential benefits of this study can influence classroom-teaching practices in an effort to possibly reduce the number of student plagiarism incidents, and possibly affect future community college policy.

To help me gain a deeper understanding of how criminal justice instructors manage plagiarism problems in their classes, I am trying to learn more about your experiences, perceptions, and teaching strategies related to undergraduate plagiarism.

The information you share with me is confidential and no one outside my Walden University doctoral committee or possibly the Walden University IRB committee will ever have access to the raw data from this study. Your name or any identifying characteristics will not be included in any published findings from this study.

Background Information on Interviewee

Tell me about your background?

1. What colleges or universities have you attended?
2. What is your highest degree earned and discipline of study?
3. How long have you been teaching criminal justice studies/administration of justice studies?
4. How long have you been teaching criminal justice at (study site)?
5. Do you teach criminal justice/administration of justice studies at other universities or colleges?
6. What platforms do you teach in such as traditional classroom, online classes, or hybrid classes?

Interview Questions

1. **Tell me about how much time you spend working and managing student plagiarism problems?**
   Prompts:
   o How long does it take you on average to investigating a plagiarism incident?
   o Has there been an increase in plagiarism incidents in your class?
   o What types of students plagiarize in your class (low achievers, at-risk, poor time management)?
   o Do you feel plagiarism is a problem in the criminal justice discipline?
   o Does managing plagiarism distract from your other teaching responsibilities? If so how?
   o Does the Internet make it easy for students to plagiarize? (If so, how?)
2. **Tell me about how you received training on college policy and protocols with plagiarism?**
   Prompts:
   o Tell me about your professional developing training at the college?
   o Have you ever taken a workshop on teaching students plagiarism avoidance?
   o Is the college plagiarism policy clear to professor and students?

- o Do you have knowledge of the different types of plagiarism used by students?
- o What types of student plagiarism have you encountered in class?

3. **Tell me about how college administrators support you enforcing the plagiarism policy?**

   Prompts:
   - o Does your supervisor support your efforts to enforce the college plagiarism policy? Can you give me an example?
   - o How many students have filed plagiarism appeals from your classes (what happened at the appeals process?)
   - o Are you worried that you will receive low end of course evaluations from students when you enforce the college plagiarism policy?

4. **Tell me about how plagiarism violations affect your relationship with the student?**

   Prompts:
   - o Do students drop your class or stop attending after a plagiarism violation?
   - o What teaching strategies do you use to reengage and move past plagiarism violations with the student?
   - o Do you take it personal when one of your students plagiarizes? If so, can you please explain?

5. **Tell me about your feelings and emotions when plagiarism occurs in your class?**

   Prompts:
   - o How to you manage your emotions and feelings during student conflict?
   - o How do you manage emotionally charged student plagiarism interventions?
   - o Do these feelings or emotions ever affect how you manage plagiarism incidents?
   - o Can you share an example of an incident of a plagiarism intervention that did not go as planned?
   - o Students not understanding intellectual property rights.

6. **Tell me about how you communicate the college academic misconduct code, plagiarism policy, and the honor code policy to students?**

   Prompts:
   - o Do you teach plagiarism avoidance in your classroom? (If so, how?)
   - o Do you have the college plagiarism policy in your syllabus?
   - o How do your students acknowledge the honor code?
   - o Do the college policies deter student plagiarism from occurring?

7. **Tell me about how you check for student plagiarism in your classes?**

   Prompts:

- o Do you use plagiarism detection software when checking students writing?
- o What type of training on the plagiarism detection software have you received?
- o What type of evidence do you provide to the student and college when plagiarism occurs?
- o Tell me about the different types of plagiarism that you have encountered in your class?
- o Patchwork, self-plagiarism, copying and pasting, technical tricks, deliberate use of misleading references, blending work of others, and buying a paper.
- o What is the most frequent type of student plagiarism you encounter in class?

8. **Tell me about how instructor discretion benefits the ability to manage plagiarism incidents consistently and fairly?**

   Prompts:
   - o What is the difference between a teaching moment and college policy violation? How do you determine between the two?
   - o How do you determine student consequence when enforcing the community college plagiarism policy?
   - o How do you report plagiarism incidents to the college when they occur?
   - o Do you report all violations of student plagiarism? Why or why not?
   - o Tell me about the reasons or excuses students have offered for plagiarizing their work?
   - o Pressure to get good grades or a good job after graduation.
   - o Students not understanding intellectual property rights.

9. **Tell me about how you confront students when plagiarism occurs?**

   Prompts:
   - o What type or style of student intervention do you use?
   - o What type of plagiarism evidence is discussed with the student?
   - o How do you apply the college plagiarism policy when violations occur?
   - o How do you manage your emotions and feelings during student plagiarism confrontations?
   - o If a student denies they plagiarized, even when confronted with the evidence, what actions do you take?

10. **Tell me how you mentor a student who has plagiarized in your classes?**
    Prompts:
    - o How do you follow-up with the student after the initial plagiarism counselling session?
    - o How do you establish trust with the student after a plagiarism violation occurs?

- Have you established or used any peer-mentoring programs available to help the student be successful in the future?

Closing Comments

To complete the interview process, I will transcribe the recorded interview into a Word document. As soon as I am able to transcribe our interview, I will send a copy to you via private email address to for member-checking that will involve me seeking your opinions about my initial findings and interpretations to insure I capture the meaning of what you said accurately.

I will send the interview transcript to you via the private email address you provide to me.

Please feel free to make notes as needed on the transcript Word document in Track Changes. If significant changes occur to the original transcripts from your feedback, I will make the required changes and send back via email for your approval so I accurately capture the meaning of your answers.

Once again, thank you for your participation.

Appendix D: TranscribeMe Mutual Non-Disclosure Agreement

TRANSCRIBEME, INC.
MUTUAL NON-DISCLOSURE AGREEMENT

This Mutual Non-Disclosure Agreement ("**Agreement**") is made as of _Sept 11_, 2015 (the "**Effective Date**") between TranscribeMe, Inc. ("TranscribeMe") on one hand and the participant identified below ("**Participant**") on the other.

1. Definition. "**Confidential Information**" means information relating to the Discloser's business, including, without limitation, product designs, product plans, data, software and technology, financial information, marketing plans, business opportunities, proposed terms, pricing information, discounts, inventions and know-how disclosed by Discloser to Recipient, either directly or indirectly, whether in writing, verbally or otherwise, and whether prior to, on or after the Effective Date, that either: (a) is designated as confidential by the Discloser at the time of disclosure; or (b) would reasonably be understood, given the nature of the information or the circumstances surrounding its disclosure, to be confidential. Confidential Information also includes the existence of this Agreement and the fact or nature of the discussions between the parties.

2. Use of Confidential Information. A party which receives Confidential Information under this Agreement ("**Recipient**") may use the Confidential Information only to evaluate whether to enter into a business relationship with the party which discloses Confidential Information under this Agreement ("**Discloser**").

3. Disclosure of Confidential Information. Recipient will: (a) hold Confidential Information in strict confidence and take reasonable precautions to protect such Confidential Information (such precautions to include, at a minimum, all precautions Recipient employs with respect to its own confidential materials); (b) not divulge any Confidential Information to any third party (other than to employees or contractors as set forth below); and (c) not copy or reverse engineer any materials disclosed under this Agreement or remove any proprietary markings from any Confidential Information. Any employee or contractor given access to any Confidential Information must have a legitimate "need to know" such Confidential Information for use specified in Section 2 and Recipient will remain responsible for each such person's compliance with the terms of this Agreement.

4. Term; Confidentiality Period. Either party may terminate this Agreement with 30 days prior written notice to the other party. Irrespective of any termination of this Agreement, Recipient's obligations with respect to Confidential Information under this Agreement expire 5 years from the date of receipt of the Confidential Information (except with respect to any trade secrets where such obligations will be perpetual).

5. Exclusions. This Agreement imposes no obligations with respect to information which: (a) was in Recipient's possession before receipt from Discloser; (b) is or becomes a matter of public knowledge through no fault of Recipient; (c) was rightfully disclosed to Recipient by a third party without restriction on disclosure; or (d) is developed by Recipient without use of the Confidential Information as can be shown by documentary evidence. Recipient may make disclosures to the extent required by law or court order provided Recipient makes commercially reasonable efforts to provide Discloser with notice of such disclosure as promptly as possible and uses diligent efforts to limit such disclosure and obtain confidential treatment or a protective order and has allowed Discloser to participate in the proceeding.

6. Return or Destruction of Confidential Information. Upon termination of this Agreement or written request by Discloser, the Recipient will: (a) cease using the Confidential Information; (b) return or destroy the Confidential Information and all copies, notes or extracts thereof to Discloser within 7 business days of

ACKNOWLEDGED AND AGREED:

receipt of request; and (c) upon request of Discloser, confirm in writing that Recipient has complied with these obligations.

7. Proprietary Rights. Neither party to this Agreement acquires any intellectual property rights nor any other rights under this Agreement except the limited right to use the Confidential Information set forth in Section 2.

8. Disclaimer. CONFIDENTIAL INFORMATION IS PROVIDED "AS IS" AND WITH ALL FAULTS.

9. Independent Development. The Discloser acknowledges that the Recipient may currently or in the future be developing information internally, or receiving information from other parties, that is similar to the Confidential Information. Accordingly, nothing in this Agreement will be construed as a representation or agreement that the Recipient will not develop or have developed for it products, concepts, systems or techniques that are similar to or compete with the products, concepts, systems or techniques contemplated by or embodied in the Confidential Information, provided that the Recipient does not violate any of its obligations under this Agreement in connection with such development.

10. Publicity. Neither party will make, or authorize any third party to make, any public announcement or other disclosures related to this Agreement and any potential agreement or relationship with the other party or any of its affiliates or subsidiaries without the prior written approval of the other party. For the purposes of this Agreement public announcements include disclosures to any person or entity other than the Recipient by any means, including but not limited to, press releases, written or oral statements made to the media, blogs, trade organizations, publications, websites, or any other public audience or unauthorized third parties.
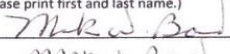
11. Export. Recipient agrees not to remove or export any such Confidential Information or any direct product thereof, except in compliance with, and with all applicable export laws and regulation.

12. Injunctive Relief. Each party acknowledges that any breach of this Agreement may cause irreparable harm for which monetary damages are insufficient remedy and therefore that upon any breach of this Agreement Discloser will be entitled to appropriate equitable relief without the posting of a bond in addition to whatever remedies it might have at law.

13. General. Neither party has an obligation under this Agreement to purchase or offer for sale any item or proceed with any proposed transaction. In the event that any of the provisions of this Agreement are held illegal or unenforceable by a court of competent jurisdiction, such provisions will be limited or eliminated to the minimum extent necessary so that this Agreement will otherwise remain in full force and effect. Neither party may assign this Agreement without the prior written consent of the other party. This Agreement will be governed by the laws of the State of California and the United States without regard to conflicts of laws provisions thereof. This Agreement supersedes all prior discussions and writings and constitutes the entire agreement between the parties with respect to the subject matter hereof. The prevailing party in any action to enforce this Agreement will be entitled to costs and attorneys' fees. No waiver or modification of this Agreement will be binding upon either party unless made in writing and signed by a **duly authorized** representative of each party and no failure or delay in enforcing any right will be deemed a waiver.

TranscribeMe, Inc.

Signature: _[signature]_

Name: _Rene Arvin_

Title: _VP Sales, Products & Partnerships_

Address: _2150 Shattuck Ave, Suite 250, Berkeley, CA_

Participant: _MARK W. Bond_

(Print company's name above. If you are not conducting business on behalf of a company, please print first and last name.)

Signature: _MR J. Bo_

Name: _MARK W. Bond_

Title: _WALdeN UNIVersity DoCTORAL STUDeNT_

Address: _100 S. WASHington Ave # 900_
MinNeapolis, MN 55401

V2.20.15

Appendix E: Sample of Transcribe Interview

Transcribe Me!

Transcription results:

S1:   **IQ1:** Thank you for agreeing to be interviewed. Tell me about how much time you spend working and managing student plagiarism problems in your classroom?

S2:   That's a very good question. Teaching online, I have more student plagiarism incidents then I do in my other classes. I generally get at least one student every other [?] that I identify as a possible plagiarism victim, if you will. It really irks me when I get a student that's suspicious and falls into the trap, but it happens. There are several things that I've done to basically outline my course to try to prevent these things. Some of the things that I have actually incorporated into my class is handing out or providing an explanation of what constitutes plagiarism, in its various forms. I cite that very early on in the syllabus, and I discuss it throughout the course. So, the students really know what the word means, of course how to define it, and what the penalties that are associated with it.

In addition to that, I teach the students how to paraphrase and how to cite different sources. I have examples I share with students that I have for each student, that provides information on that. At the beginning of the course in the syllabus as well, I give students certain topics to choose from, and I change those topics frequently to avoid students from saying, "Hey, I've had this professor once and this is the paper that I used. Use it. It got an A." So, I change the topics quite frequently to avoid that.

I require students to submit bibliographies and outlines and drafts early on so that I know that the student's working on the paper to make sure they are using scholarly sources. Early on - probably in the third or fourth week of the class; usually halfway through at least - I have them provide me with some type of outline. And then of course, I have a very detailed format that I have for my papers that I want them to follow. And I don't allow them to deviate very much from that format.

Let's see what else? I have a pop quiz that I provide them for AP formatting, which is the format that I use for the papers, and I can basically give them a quick quiz to kind of enable them to freshen their skills on how to properly cite sources, because that's very critical that they know and understand that.

Let's see what else? I require students to submit bibliographies and outlines, and drafts early on so that I know that the students working on the paper to make sure they are using scholarly sources, and most of the time they are not, but this gives us a chance to correct this problem.

Let's see what else? I use very current topics to lessen the chance a paper is being available throughout other sources, perhaps the internet. The topics I generally choose are current topics, and I also require a textbook page reference. The textbook that we use for the class, I generally want to see them use a current source from that textbook in the paper, so if we're doing something that's related to the topic,

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then I'd like them to pull it from the actual course and the discussions that we have in the classes to prevent an outside paper from coming in.

I require the students, their sources that they use or the resources that they use to be current - within the last two to three years - to avoid any-- I'm trying to get them to do that. And by doing that-- I think there are just several things that I do that will help me avoid it. I've had some issues in the past few years where I was seeing more of it, but I still do get a couple students that pop up on Turnitin as an indicator that the paper has been plagiarized. I spend at least three hours a week on student plagiarism, from using Turnitin, investigating, emailing, talking the student on the phone, or just trying to get the student to understand writing expectations.

S1: IQ2: Thank you very much. Tell me about how you received training on the college policies, protocols with plagiarism?

S2: Actually, I have at another school. My other college provides frequent workshops, but this college has no workshop on plagiarism. My understanding is the CTL is new at the college. And in addition to workshops, other instructors provide tips on how to avoid plagiarism, how they have avoided falling into that trap. So the workshops that I have at my other university was good, and communicating with other instructors has been very helpful. And of course, we have sessions within our own group - staff meetings, if you will - that discuss plagiarism. And I get those tips from all three of those resources.

I personally believe that professional develop is a good thing for instructors. I would even go as far as saying the college should require faculty training.

S1: IQ3: Thank you. Tell me about how the college administrators support you enforcing the plagiarism policy.

S2: Good question. I use turnitin as one of the tools We do have a very neat tool within our college if we suspect somebody of plagiarism. What we do is, we send an email straight to this plagiarism group at the college, if you will, and we attach the paper to the email. Then you forward that information on and it provides the office with the details of what's required. They in turn, get back with the student, telling the student that they have been suspected of plagiarism and to provide some type of justification as to why that's come up. Believe it or not, one time I did have a student that used a turnitin.com site from his friend to check the paper, because he wanted to get an idea of what the paper would look like and how it would come back. By doing that, it came back 100%. I spoke with the students separately and at great length, and it turned out it was his writing. He just was looking for an additional source. I get great support from the administration on that. What they do is, they warn the student if something does come forward, and they provide a lot of support for us and stand behind the instructor 110%. Most of the time, I handle problems in my class as more of teaching and do not report things.

S1: IQ4: Thank you. Tell me about how plagiarism violations affect your relationship with the student?

S2: It actually saddens me. And what I generally do is I give a 0% for that grade, and it really makes me feel that if the paper had been plagiarized, what else has been plagiarized? Is in fact the student taking the exams that I provide? Is this student in fact the student that's writing the weekly assignments? Is this the student that's answering the forms? There's a level of trust there-- a mistrust, if you will. And when I get that paper, it makes me think back, "Well, is this student actually taking the

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class?" It breaks the trust tremendously. Depending on the reaction of the student, determines what steps I take next. If the student takes no responsibility or acknowledge the mistake, I issue a zero for the assignment and just move on. The whole thing with plagiarism just breaks my heart. If you start cheating now, it can become a habit in life. It is truly sad.

S1: **IQ5:** Thank you. Tell me about your feelings and emotions when plagiarism occurs in your class?

S2: It really hurts, because we do have a little window in Canvas, if you will, that the student clicks to verify that it is their work. I have the feeling of being hurt when my students plagiarize. I take it personal because I care. And when I find out that it isn't, it really hurts. It really does, because I've been a student. I've been on the other end. I was a student for quite a while. I served in the military while I was getting my degrees. I was in a classroom and I took some online classes, but I -- and there's a sense of pride when you complete that degree and you feel like you've accomplished something. I won't send an email or call a student immediately, until I cool off. When I see that the students plagiarize something, it's not their work and it's not their degree, and it does hurt. I think I take it personal, I try not to, because I can't own it, but it still hurts when it happens.

S1: **IQ6:** Thank you. Tell me about how you communicate the college academic misconduct code, the plagiarism policy, or honor code to students?

S2: I taught about during the-- well, I put it in the actual syllabus itself and I shared the importance of it and how if there's a violation of plagiarism, how it will affect their overall grade. I take the first few days of the class teaching students how to avoid writing problems-such as plagiarism. I put up front in the syllabus, and then also when I send the information to the student initially, prior to the class, I send an email out welcoming the students to the class and I state the plagiarism policy in there as well. We do have these weekly announcements that we send out whether the class is online or on campus. I post it in there twice during the initial review of the outline, and then prior to the paper being submitted it's in there. And it's also in the actual assignment itself, so the term plagiarism comes up several times throughout the course, and I also hammer it out when I do my Canvas forum discussions as well. I use our Canvas to communicate to students. The electronic class supports my campus classes and it helps me stay consistent if the class is online or on campus class.

S1: **IQ7:** Thank you very much. Tell me about how you check for student plagiarism in your classroom.

S2: What we use for checking it is a tool called turnitin.com, and it's a great tool that's gotten better throughout the years. Every year it seems like they're adding a different tool to it, but that is the tool that I use for the most part, that helps me indicate whether a student has been cheating. This is the only tool that I use, but I hear there are better tools. I checked with the CTL, and they are, what's a kind way to say this, they are new to training professors. I tried looking into if the college offered any training on Turnitin and at this point, I was told training is coming soon. On a funny note, I once had a high Turnitin percentage for a student. When I started checking, I had a little shock. I had a student plagiarize using one of my peer-reviewed journal articles and parts of the paper copied word for word, so that one stands out. That's no joke it really happened.

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S1: **IQ8:** Thank you for sharing. Tell me about how instructors' discretion benefits the ability to manage plagiarism incidents consistently and fairly?

S2: That's a good question. I've had several different students come forward to me, and they've told me that the paper isn't plagiarized and then I give another opportunity. And if I feel the student is trustworthy and I've had a really good dialogue with the student in class and I will have them call me to discuss it, I use my discretion before I elevate it to the office. When I actually send that plagiarism report to the Dean, there's been discussions with the student prior to doing so and it goes south is the only time I have reported a student. I kinda if want to get that level check to make sure that I truly believe that the student is violating the policy. Or perhaps the student is trying really hard it doesn't quite understand standard processes. If I see a student that really digs in and provides deep discussions and responds to the other students and is a willing participant in class discussions, provides detailed responses to homework assignments and does really well on the test, I've used that as discretionary option for my overall evaluation. I definitely take all those items into consideration. For the most part, uh-I handle student problems in private. Professor discretion is critical to handling plagiarism. Each case is different and we cannot cookie cutter a one-size fits all approach. I do not report students who plagiarize in my classes to administration, I feel I can handle it, and not had any problems working it with the student.

S1: **IQ9:** Thank you. Tell me how you confront students when they do plagiarism occurs?

S2: This is never a fun responsibility. Confronting students on plagiarism is stressful whether it is in person or online. After presenting student with the evidence, I try to then teach ways they could avoid future problems. I try to leave the meeting on a positive note and reassure the student that this was a mistake but we are here to learn. Usually is when I get a copy of the plagiarism report, and if I get an indicator that it's in red - generally above 75% - I send an email to the student along with the copy of the report and ask that they explain it to me. And I send it in an urgent matter, and I generally get a response fairly quickly from the student. If they don't contest it, I won't hear a word from them. And if I don't hear anything within the first few days, I take a look at the overall evaluation and I issue a zero grade for the assignment and send the student a message. But generally, as soon as I get the indicator that there's a possible breach, if you will, I generate an email and send it to the student right away. And if I can't get hold of the student, I try to call them. It is something that just has to be done. On the other hand, I try to think of the bigger picture. Retention is a big issue and I take this into account when I work through a plagiarism issue. What I mean by that- uh, is I make sure the punishment fits the crime because I don't want my students dropping out because they had a problem, let's work it together and be fair.

S1: **IQ10:** Thank you. Tell me how you mentor a student who has plagiarized in your class?

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S2: That's a very good question. As a matter of fact, I just had one last week that went through that process. And you can provide the announcements, you can provide the reference resources, and you can provide the coaching and guidance initially, and some students just don't know how to write. And it's sad. This one student in particular, they took a lot of effort in their writing the paper, and a lot of writing the information was awful. I just had one. The student displayed initiative and when I confronted the student, the student called me immediately and asked for guidance and assistance. You mentioned the word mentoring, and the student mentioned that, "Please mentor me and help me, because I haven't had a lot of experience with papers in the past. Can you help me with that?" Generally, I'm hoping that the students come to me. We have established a great working relations and he is accepting critical feedback to improve. I am hoping they come prepared and know how to write papers, but that's not always the case. This student will make it because he wants help. And if I find a student that doesn't know how to write and is looking for help, I'll do everything I can to help that student. It's my job. Being vigilant and critical with feedback is part of the mentoring process. I have no problems with that. So, I go out of my way to help a student if they're asking for help, and I will provide additional resources. And I'll often as well-- you'll have another opportunity to resubmit the paper. But unfortunately, it's only another week that they have to get in, but they generally get it in. This student got it in time. And I lowered the grading standard, but I still allow the students to write the paper, and I get a lot of praise for that from the student. If you don't mind- well, I think the college does a lot. I wish they would do more with training. I really do. I know it probably is a budget issue, but we need the resources to get better, I want to be a better teacher. I tried hard, and feel I am failing sometimes. What we need is to provide continuous training on that and make it a requirement, because it is so important. But we've got to figure out a way to avoid this plagiarism and making instructors aware of the tools that are available. I know it's a long shot, but we need required training. I heard others even say why do we not have training. But for the most part, I think continuing the turnitin.com experience, continuing to push the tool toward instructors, make sure that they're aware of the tools and how to properly use them. And then of course, give some tips and advice to other instructors on how they have avoided plagiarism. And that was one of the biggest helps that I got; one of the instructors actually provided some references within a paper on where to go for different items, and that really helped me out a whole lot. So continuous interactions with the other instructors on how they avoid plagiarism should be an ongoing dialogue within the college.

S1: I appreciate you taking the time for allowing me to interview you. I really appreciate your time. I wish you all the best in your teaching. You make a difference. Thank you.

S2: My pleasure, Mark. You have made this a good experience and good luck with your study, and it was nice meeting you.

Appendix F: Descriptive Codes for IQ1

Table F1

Descriptive Codes for IQ1

Research Participant (RP)	Participants Answer	Descriptive Codes
RP1	That's a very good question. Teaching online, I have more student plagiarism incidents then I do in my other classes. I generally get at least one student every other [?] that I identify as a possible plagiarism victim, if you will. It really irks me when I get a student that's suspicious and falls into the trap, but it happens. There are several things that I've done to basically outline my course to try to prevent these things. Some of the things that I have actually incorporated into my class is handing out or providing an explanation of what constitutes plagiarism, in its various forms. I cite that very early on in the syllabus, and I discuss it throughout the course. So, the students really know what the word means, of course how to define it, and what the penalties that are associated with it.	Online plagiarism increase Feeling irked Define plagiarism Syllabus Penalties
	In addition to that, I teach the students how to paraphrase and how to cite different sources. I have examples I share with students that I have for each student, that provides information on that. At the beginning of the course in the syllabus as well, I give students certain topics to choose from, and I change those topics frequently to avoid students from saying, "Hey, I've had this professor once and this is the paper that I used. Use it. It got an A." So, I change the topics quite frequently to avoid that. I require students to submit bibliographies and outlines and drafts early on so that I know that the student's working on the paper to make sure they are using scholarly sources. Early on - probably in the third or fourth week of the class; usually halfway through at least - I have them provide me with some type of outline. And then of course, I have a very detailed format that I have for my papers that I want them to follow. And I don't allow them to deviate very much from that format.	Teaching paraphrasing Citing sources Change topics Bibliographies Outlines Drafts Format

(*Table continues*)

Research Participant (RP)	Participants Answer	Descriptive Codes
RP1	Let's see what else? I have a pop quiz that I provide them for AP formatting, which is the format that I use for the papers, and I can basically give them a quick quiz to kind of enable them to freshen their skills on how to properly cite sources, because that's very critical that they know and understand that.	Pop quiz Properly citing sources is critical
	Let's see what else? I use very current topics to lessen the chance a paper is being available throughout other sources, perhaps the internet. The topics I generally choose are current topics, and I also require a textbook page reference. The textbook that we use for the class, I generally want to see them use a current source from that textbook in the paper, so if we're doing something that's related to the topic, then I'd like them to pull it from the actual course and the discussions that we have in the classes to prevent an outside paper from coming in.	Current topic selection Assigned textbook use
	I require the students, their sources that they use or the resources that they use to be current - within the last two to three years - to avoid any-- I'm trying to get them to do that. And by doing that-- I think there are just several things that I do that will help me avoid it. I've had some issues in the past few years where I was seeing more of it, but I still do get a couple students that pop up on Turnitin as an indicator that the paper has been plagiarized. I spend at least three hours a week on student plagiarism, from using Turnitin, investigating, emailing, talking the student on the phone, or just trying to get the student to understand writing expectations.	Current sources Turnitin Three hours a week spent on student plagiarism Time management
RP2	Well it depends on if it's a beginning class or a higher-level class, but I probably spend easily four hours a week checking to see if there is plagiarism, especially on assignments where you can't run it in turnitin.com.	Four hours a week working on plagiarism

Research Participant (RP)	Participants Answer	Descriptive Codes
RP2	And usually I have probably about 10% per class that I have issues with. Managing plagiarism takes a lot of teaching time. Incidents have increased it seems. I just know that when I first started teaching it was not this bad. I think, I don't know, the web has per class that I have issues with. Managing plagiarism takes a lot of teaching time. Incidents have increased it seems. I just know that when I first started teaching it was not this bad. I think, I don't know, the web has a lot to do with the increase in student cheating. It is just not my new young students out of high school. I have grown-ups, that do it. I have a few students who play sports on the college. They told me they do not cheat because they can lose their scholarship, if caught. I have no problems with these students cheating, their writing is rough, but they do not plagiarize, or not in my class. I can work with that. Many times, students struggle because they have not developed library skills to hunt for articles to use, and this can lead to problems.	Four hours a week working on plagiarism Turnitin Plagiarism takes a lot of teaching time Plagiarism increased No age difference in student who plagiarize Scholarship students do not plagiarize. Students struggle with library skills
RP3	I would have to say since I've started teaching online in 2010, I saw it a more prevalent early on. I taught traditional classes before that and never had that many issues with plagiarism. I believe, the instant information on the Internet makes it easy to cheat. But I would say that last year, we gather the tools such as Turnitin where you get the feedback instantly. I have seen a big problem with plagiarism in facing directly into the papers. I would have to say of a class size of, say, 20, I usually have to at least email a student and refer them to some wider resources concerning plagiarism and paraphrasing.	Online plagiarism increase Instant information on the Internet
	I would say it is the norm to have at least one issue per class online. Not as much in my other classes, just online. If I had to put a number on it a few hours each week in my classes.	Turnitin

Research Participant (RP)	Participants Answer	Descriptive Codes
RP3		At least one issues of plagiarism per online class Few hours each week managing student plagiarism
RP4	Student plagiarism in my classroom has been an issue lately for me. I would say in a weeks' time span I may have a couple of hours. Off and on that I may deal with the issue of plagiarism where I would have to either post something in the online forum, which I'm teaching in, or make an announcement in my traditional class, or occasionally actually schedule a phone call with the student or office meeting, and have a discussion if they do not really understand what plagiarism is. It does take away from other time I could be working on something else. It does cause extra work on me for sure. New college students are not prepared from high school to be successful in college writing most of the time. I take the time to show them some tips. I show students how to use the college academic databases to find peer-review articles. I also go over when to cite and how to cite in APA Style.	Couple of hours per week Takes away from other instructor duties Extra workload First-year college students struggle with writing Tips to avoid plagiarism
RP5	Gosh, I've never really actually thought about it or made any notes in regards to the amount of time that I've spent, but a few hours a week. I spend a lot of time on plagiarism in my online classes, compared to my campus classes. I would say that it all depends otherwise. There are times where I have classes and there aren't any. This is mostly my campus classes.	A few hours a week

Research Participant (RP)	Participants Answer	Descriptive Codes
RP5	That is obviously, what we're all after. There are times where I noticed that students will take information directly from the Internet - Wikipedia, copy and paste. Wikipedia is not an acceptable college source in my classes, but I always see it, no matter how many times I say "don't use it!" someone still does. That seems to be probably the biggest source that I have come across, because they think that that's a scholarly resource, so they're going to use it to their advantage - apparently. I've also seen students who has copied someone else's paper or somehow or another, got a hold of the other person's paper and just changed names, because it's too obvious that those writings were too similar for two different people. So I would imagine that time wise, that's a real hard question. I would say that-- I don't even know how the answer to that. Perhaps a few hours a class if there is a problem. Probably, somewhere in the area of during the period of a classroom, which is often 16-weeks long. Probably a couple - two, three, four - hours during a period of time, because not all the classes will have research papers that are involved. Some of the classes that do, there might be just one. It's towards the end of the class where we've built up through that whole semester with material, and then they have a research paper that's due. I created a lesson on how to organize your paper and how to write an outline. This has helped students. Does that make sense?	A few hours a week Online plagiarism increase Traditional classes not as much Copying and pasting from the Internet Wikipedia Lessons on organizing papers
RP6	Well, it depends on the amount of students obviously, but I would imagine probably five, maybe six, hours per week. Less time if I do not have any online classes. My online classes seem to have the most plagiarism problems, and perhaps that it because it is easier to catch with all the writing involved. Many times, students just cut and paste from websites they find on the Internet, the evidence is in the Turnitin report. I spend less time if I do not have any online classes. My online classes seem to have the most plagiarism problems, and perhaps that it because it is easier to catch with all the writing involved.	Five to six hours per week Online plagiarism Cut and paste from the Internet Turnitin More writing in online classes

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(*continued*)

Research Participant (RP)	Participants Answer	Descriptive Codes
RP7	That varies depending on the week, the student, and the level of plagiarism I may detect. However, some weeks it might be a matter of 30 minutes to an hour, some weeks it may not be anything.	A few hours a week.
	The odd week, it may be a few hours, depending on how severe the issue is and the consequences that I'm taking with the student I work the issue with the student, in private, and I have not bumped it up higher to the college level because I work with first-year students and they are learning. I seem to have more plagiarism problems from online teaching, but I have had issues in my campus classroom as well. I now teach students how to locate acceptable scholarly sources and cite in APA. I longer take for granite they have these skills.	Work the issue in private Online plagiarism Willing to work with first-year students
RP8	In my traditional classes, very little. In my online classes constantly. I use Turnitin. I'm addicted to that now that I started using the program. I think they do a very fine job. And I also--before any class that starts in my welcome letter to all my-in every class. I told them how strict I am about plagiarism. I told them what the policy is, and I told them what my policy is. As a consequence, I have very few issues with the students in my traditional classes. I'm one of those that I want my students to be showing less than 15% alternatives and they are also told to use good references. My students are very cautious simply because they know I'm bugger about this stuff. I would prefer to teach on campus because I am comfortable in that environment. Each class it seems I have to spend more and more time on plagiarism problems. Uh- online has more writing. For example, discussions are written out, in my other classes it is a discussion and conversation in person. There is more opportunity online to plagiarize because of the extra writing; however, it is also an opportunity to improve your writing because you get more practice. Yes, oh yes, I threaten them within an inch of their degree. I will not tolerate it, period. It's dishonest, it's unethical, it's theft. And that's exactly like I put in my letter.	Online plagiarism Turnitin Welcome letter before class starts Few issues of plagiarism in traditional classes Prefer to teach traditional classes More writing online Increase in time spent on plagiarism Dishonest and unethical

(*Table continues*)

Research Participant (RP)	Participants Answer	Descriptive Codes
RP9	Probably about an hour a week for each of my online classes, but I also load tutorials and I go over plagiarism in the first week of every class. Not so much time is spent on plagiarism with my ground classes, but every once in a while I do find an issue with a term paper. In this college the problems I have is online.	One hour a week per online class Few issues of plagiarism in traditional classes Online plagiarism
	I only teach one subject in a hybrid class that requires me to be on campus. I see a lot of cutting and pasting from open sources on the Internet.	Cutting and pastingfrom the Internet
RP10	Probably every single day, every time you open up a classroom. The problem is with my online classes. Whether you have it in discussions or you're - which is hard because there isn't a tool to help you on grading assignments. Say with Turnitin, if we are able to look at how much their - sources they are using, are they quoting the sources and then looking at just the papers and wondering where they come back with some of the foundations for students, where students figure as long as they cite someone, they are not plagiarizing someone. And so it's a hard topic to begin to tell students that just because you cite them doesn't mean that it's your own work, and then they'll come back and give you like, "Oh no no, I can't because I've read it somewhere." I go, "Well, okay. Does that mean if you listened to the news on a news story and say, 'Hey, guess what? I heard a story.' And you tell me the story, does that mean you've now just plagiarized the news story because you said you heard a news story?" We know you're fighting for all your references because you're putting it in your book, in your summation, but you're not-- we don't poke the newscaster every second that you ever think something. When I first started teaching, plagiarism did not seem that ramped. Now it can take,I mean-a lot of your personal time to deal with. Student plagiarism has increased since I first started teaching criminal justice classes.	Online plagiarism Turnitin Plagiarism takes time to manage Increased plagiarism problems

Appendix G: Descriptive Codes and Subthemes for Professional Development

Table G1

Descriptive Codes and Subthemes for Professional Development

Descriptive Codes	Participants' Quotes	Subthemes
Plagiarism takes a lot of teaching time	"I spend at least three hours a week on student plagiarism."	Time management
At least one issues of plagiarism per online class	"I probably spend easily four hours a week checking to see if there is plagiarism."	
Takes away from other instructor duties	"Managing plagiarism takes a lot of teaching time."	
Extra workload	"If I had to put a number on it a few hours each week in my classes."	
Time management	"I would say in a week's time span I may have a couple of hours."	
Plagiarism increased	"It does take away from other time I could be working on something else. It does cause extra work on me for sure."	
Three hours a week spent on student plagiarism	"Perhaps a few hours a class if there is a problem."	
Four hours per week	"I would imagine probably five, maybe six, hours per week."	
Few hours each week managing student plagiarism	"Each class it seems I have to spend more and more time on plagiarism problems."	
Couple of hours per week	"Probably about an hour a week for each of my online classes."	
	"When I first started teaching, plagiarism did not seem that ramped. Now it can take-I mean-a lot of your personal time to deal with."	
	"Student plagiarism has increased since I first started teaching criminal justice classes."	
Lessons on organizing papers	"This college has no workshop on plagiarism."	No plagiarism workshop offered at the college

(*Table continues*)

Descriptive Codes	Participants' Quotes	Subthemes
No professional development training	"At the college, I have not received any training on the plagiarism policy or honor code."	
	"This college has no workshop on plagiarism." "At the college, I have not received any training on the plagiarism policy or honor code."	
	"I have never attended a faculty workshop that taught me about how to look for plagiarism or even how to use Turnitin."	
	"Faculty training is needed especially with plagiarism."	
	"I show students how to use the college academic databases to find peer-review articles."	
	"I have to be honest with you, in regards to the community colleges that I've been involved with, no."	
	"I think it's important that as an instructor, that we're trained in the application and the processes that are out there on how to make sure that it does exists or that it is there in the paper."	
	"There was no explanation or training on how you would detect or find it or do anything along those lines."	
	"No, I have not. All self-taught."	
	"I have not participated in any workshops on plagiarism or on the college policies."	
	"We need professional development opportunities. The college does not offer much along these lines."	
	"It must be a funding issue, because there is no required training to teach at the college."	

Descriptive Codes	Participants' Quotes	Subthemes
	"The college CTL group does not offer professional development course on plagiarism the last time I looked."	
	"I haven't taken a class from this college on plagiarism."	
Required faculty training	"I personally believe that professional develop is a good thing for instructors. I would even go as far as saying the college should require faculty training."	Mandatory training on plagiarism
No Turnitin training	"I have never received training or instructions on the plagiarism policy."	
	"Faculty workshops help; however, when they are not required or no compensation to participate, many won't, that is just what I have noticed."	
	"I only attended workshops if required, because of my busy schedule."	
	"Other instructors in the college should be mandated to at least go in just like you would for sexual harassment courses, and those kind of classes that are mandated annually that we have to take."	
	"All instructors should be required to train with tools we use, that only makes sense to me."	
	"With my busy schedule, I will take the training if required."	
	"I would take a training class on plagiarism, God knows I need it with the amount I have (laughter). I realize that I need training on how to detect plagiarism."	
	"No, I have not been trained or given and instructions on how to use Turnitin, but I figured it out on my own."	

Descriptive Codes	Participants' Quotes	Subthemes
	"I have never been trained on Turnitin."	
	"You would think it would be required training like mandatory HR training we all must take each year."	
Online plagiarism increase	"Teaching online, I have more student plagiarism incidents then I do in my other classes."	Student plagiarism in online classes
More writing in online classes	"I believe, for me, more plagiarism occurs online because there is more writing and higher chance to get caught. I see more plagiarism online."	
	"I spend a lot of time on plagiarism in my online classes, compared to my campus classes."	
	"I feel more students cheat in my online class then my face-to-face classes, maybe because it is at a distance, I just do not know other then I have more problems online."	
	"I've never had this many issues until I started teaching online classes."	
	"My online classes seem to have the most plagiarism problems, and perhaps that it because it is easier to catch with all the writing involved."	
	"I just have more plagiarism online."	
	"In my traditional classes, very little. In my online classes constantly."	
	"There is more opportunity online to plagiarize because of the extra writing."	
	"In this college the problems I have is online."	
	"The problem is with my online classes."	

(*Table continues*)

Descriptive Codes	Participants' Quotes	Subthemes
First-year student not prepared	"Many times, students struggle because they have not developed library skills to hunt for articles to use, and this can lead to problems."	Gap in information literacy
Students struggle with library skills	"New college students are not prepared from high school to be successful in college writing most of the time."	
First-year college students struggle with writing	"Most of the time when I encounter plagiarism I treat it as a teachable moment the first time without any point deduction, especially first-year students."	
	"I am more flexible with new students because this are adopting to the rigor and expectations."	
	"I now teach students how to locate acceptable scholarly sources and cite in APA. I no longer take for granite they have these skills."	
	"We need to do a better job of training students early on about what plagiarism is and how to avoid it, then how to properly cite their work."	
Instant information on the Internet	"The web has a lot to do with the increase in student cheating."	Instant information access online
Copying and pasting from the Internet	"You can see where they cut and pasted from the web. Turnitin.com shows the website."	
Wikipedia	"I believe, the instant information on the Internet makes it easy to cheat."	
	"Most of the cheating I catch comes from students copying and pasting from the internet."	
	"There are times where I noticed that students will take information directly from the Internet - Wikipedia, copy and paste."	
	"I've also seen them copy and paste things from Wikipedia."	

Descriptive Codes	Participants' Quotes	Subthemes
	"And especially now most things occur online so cutting and pasting is real common these days." "Wikipedia is not an acceptable college source in my classes, but I always see it, no matter how many times I say "don't use it!" someone still does." "Many times, students just cut and paste from websites they find on the Internet, the evidence is in the Turnitin report." "I see a lot of cutting and pasting from open sources on the Internet."	

Note. Initial codes matrix alignment between subthemes for the category of professional development.

Appendix H: Category, Broad Themes, and Subthemes for Professional Development

Table H1

Category, Broad Themes, and Subthemes for Professional Development

Category	Broad themes	Subthemes
Professional development	Increased instructor's workload	Time management
		No plagiarism workshop offered at the college
		Mandatory training on plagiarism
	Increase in student plagiarism	Student plagiarism in online classes
		Gap in information literacy
		Instant information access online

Note. Matrix alignment between category, broad themes, and Subthemes for professional development.

Appendix I: Sample of Member Checking

Member Checking- Research Journal Excerpt from RP3

RP3: Consent form signed and returned on October 22, 2015. Interview scheduled for October 23, 2015

RP3: Interviewed on Friday October 23, 2015 4:00 PM

RP3: October 23, 2015 at 6:20 PM, MP4 tape of interview uploaded to Transcribeme by password protected website.

RP3: October 27, 2015 Transcribeme returned the transcript for RP2 interview. Transcript reviewed for accuracy against the interview recording.

Initial findings:

IQ1: RP3 stated at least one plagiarism incident per online class of 20 students. Spends approximately a few hours each week working student plagiarism issues online but not that much time on traditional classes. RP3 participation is that instant access to the Internet is driving the problem.

IQ2: RP3 has never received training on plagiarism policy or honor code from the college but has participated in 3 or 4 professional development workshops on plagiarism offered by other universities. RP3 stated that faculty workshops are helpful but only if required and faculty are motived by compensation.

IQ3: RP3 stated the instructor felt college administrators are supportive; however, has never reported a case of plagiarism. RP3 stated that per the college plagiarism policy the instructor does not need to report violations outside of the class. RP3 is willing to work with the student if the student works with the instructor.

IQ4: RP3 perceptions and experiences is that plagiarism violations affect the instructor and student relationship. RP3 has a feeling of loss of trust when plagiarism violations occur and a sense of being academically violated. RP3 feels stressed when confronting violators. RP3 will allow resubmissions of work; however, if the violation is a majority of the assignment the instructor will issue a zero grade.

IQ5: RP3 feels disappointed and tries not to feel angry when students plagiarize.

IQ6: RP3 communicates the plagiarism policy in the syllabus and class welcome announcements. Teaching strategy is discussing paraphrasing and demonstrates correct citation and reference formatting. RP3 stated the plagiarism policy is in the student handbook and the student's responsibility to read and understand. RP3 does not change teaching strategies; however, has more plagiarism violations online. RP3 expectations are that the student read and understand the college policies.

IQ7: RP3 uses Turnitin to check for plagiarism. RP3 stated that the instructor determines the percentage from the Turnitin originality report and then decides if the student plagiarized. RP3 uses the Turnitin color codes and if the report is green or yellow no plagiarism occurred. If the Turnitin report is red, then the instructor experiences are that there is a problem with the student's original writing.

IQ8: RP3 stated that instructor discretion is extremely important to the learning process and to determine how to best handle each individual case of student plagiarism. RP3 stated this is why the instructor has never reported a violation outside of the class because the college plagiarism policy is not clear on student consequences and the instructor feels first-year students need to build confidence.

IQ9: RP3 confronts online students through LMS email with the attached Turnitin report and requires students explain why a plagiarism violation occurred. RP3 stated that plagiarism can follow a student beyond the class if they wish to work within the criminal justice field so this is the reason to keep violations within the class private so not to affect the student's future career.

IQ10: RP3 believes mentoring works better in a traditional class environment. RP3 uses the college tutoring resources by requiring students who have plagiarized to use the college tutoring program located in the college library. Instructor has previously used the teaching strategy to call and mentor online students. RP3 also stays vigilant after a violation by watching the students continued progress and checking work.

RP3: October 29, 2015 I sent RP3 the member check email with my initial findings and attached transcript of the interview. The message was sent via private password protected email that RP3 provided to me. RP3 was asked to review the attached transcript and verify my initial findings. RP3 was asked to make changes directly to the transcripts if needed. If no changes were made to simple reply back to the member check email that the transcripts and my initial findings are verified as acceptable and approved by RP3.

RP3: On October 30, 2015 at 11:05 AM RP3 responded by email to the member checking and approved the transcripts and my initial findings as accurate and credible.

RP3: On October 30, 2015, at 1:45 PM I responded to RP3 that I received the participant's member checking approval email and thanked RP3 for taking the time to volunteer to be part of my study. This concluded the member checking for RP3.