

From consensus to compromise: An institutional approach to a campus-wide initiative for students addressing issues of academic integrity

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Abstract

This paper documents the experience at one university of taking an online module, which had been designed, trialled and received a consensus of praise and approval from faculty, through the surprising and unexpectedly problematic path to implementation and beyond. The journey, which took more than a year to negotiate, presented a raft of ethical, pedagogical and administrative dilemmas that had not been anticipated. Consultations resulted in compromises and concessions that eventually delivered a model satisfying the majority of concerns of most stakeholders. This paper focuses on the institutional approach taken in responding to barriers and producing the final product.

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