Librarians as Drivers of Academic Integrity for Student Success at University

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ABSTRACT
Concerted efforts are being directed towards academic integrity in Australia’s higher education sector. University students encounter many challenges as they progress through their tertiary studies. Some of those challenges are seemingly allayed by increasingly easy opportunities to engage in deliberate or inadvertent unethical scholarly behaviours, such as contract cheating, plagiarism, or collusion. Academic librarians have much expertise to offer to the development and implementation of sustainable and scalable learning and teaching strategies as part of university-wide approaches to managing academic integrity. This article offers a case study of the development and trial of an educative strategy by a library at an Australian regional university in the form of a self-paced, online learning activity for coursework students. It demonstrates the important role of libraries and librarians in contributing to the development of evidence-based, educative approaches for preventing and reducing incidents of academic misconduct. The case study shows the critical role of librarians in engaging with students and staff in awareness raising and capacity building around ethical scholarly behaviour as students work towards those graduate attributes that form the basis for professional integrity. The article also confirms the valuable contribution librarians make to learning, teaching, and research beyond traditional academic understandings of the role of librarians.

KEYWORDS
Academic integrity; academic librarians; online learning; referencing; information literacy; digital literacy

Introduction
Academic integrity or ethical scholarly conduct is a key foundation for successful academic study. For some disciplines, students’ academic conduct can make or break entry into a profession or progress on a career path. The Handbook of Academic Integrity argues that ‘academic integrity is fundamental to teaching, learning, research, and the advance of knowledge. In fact, it is critical to every aspect of the educational process’ (Bretag, 2016, p. 3).

In recent years, there has been growing concern around academic integrity in Australian universities and it is the topic of much rigorous debate in the higher education sector in Australia and beyond. The Australian government’s university regulator, the Tertiary
Education Quality and Standards Agency (TEQSA) (2020) is leading the drive to identify approaches to managing these challenges and acknowledges the importance of academic integrity as ‘integral to preserving the reputation of Australia’s higher education sector and protecting student interests’. To this end, TEQSA’s academic integrity toolkit provides the following definition of academic integrity with which Australian universities are expected to comply:

Academic integrity is the expectation that teachers, students, researchers and all members of the academic community act with: honesty, trust, fairness, respect and responsibility. (TEQSA, 2021b)

In response, Australian universities have been exploring and implementing evidence-based approaches to support staff and students in navigating the issues. Academic librarians are experienced in addressing information literacy gaps relating to referencing, plagiarism, ethical use of scholarly sources, and in implementing emerging technologies to improve student learning experiences (Michalak et al., 2018; O’Donnell et al., 2020). While traditional roles of academic librarians have included copyright and referencing advice for academic writing, librarians embedded in teaching and learning activities are among those who provide guidance to students about avoiding academic misconduct and counselling when students ignore or misunderstand instruction.

This article explores the role of academic librarians as proactive contributors to developing and implementing sustainable and scalable strategies for managing academic integrity. The case study presents an example of how librarians at an Australian regional university developed, tested, trialled, and refined an online, self-paced, learning activity over a period of three years and eight teaching semesters as one way to develop student awareness of academic integrity and mitigate risks associated with academic misconduct.

**Literature Review**

Institutional responses to issues around academic integrity in the higher education sector have been described as ‘curricula largely focused on plagiarism, student responsibilities, referencing and university rules and policies’ (Sefcik et al., 2020, p. 35). This is a historical approach from which some higher education institutions have struggled to reimagine and reframe in light of emerging ways of learning and new ways of behaving unethically in the scholarly environment, including contract cheating. The Australian higher education sector considers these issues within the regulatory environment underpinned by the Higher Education Standards Framework (TEQSA, 2021a) and the TEQSA Act. The TEQSA guidance note (2019) states, ‘TEQSA will also consider the extent to which students are provided with guidance on what constitutes academic or research misconduct and supported to develop good practices’.

Higher education institutions are addressing the increasing issue of academic misconduct with a wide range of strategies. They are reconsidering traditional understandings of the roles of university staff in this space, including how academic libraries can contribute to educative strategies to prevent academic misconduct. In the past, ‘mainstream academic integrity literature has focused on articulating the roles for faculty and students, as well as those for student affairs staff who tend to be responsible for student discipline’ (Drinan & Gallant, 2008, p. 126). However, researchers such as DelGuidice (2015) make
the argument that it is the responsibility of academic libraries to educate students about the principles and skills of academic integrity as part of the broader collaborative commitment to developing awareness and application of information and digital literacies. DelGuidice (2015) argues that universities must also contend with the reality that many students who are new to tertiary study lack the basic information literacy skills required for success. Ard and Ard (2019) confirm this, stating ‘new students frequently have to be introduced to the very notion that ideas and information have owners, let alone the specific protocols and standards for citing, incorporating, and responding to these ideas’ (p. 221). Educativ e approaches are required to enable students to develop an awareness ‘of why the references need to be done at all’ (Zimerman, 2012, p. 298). It is these gaps in understanding about scholarly responsibilities and academic culture that can lead to academic misconduct, intentional or otherwise (Ard & Ard, 2019; Greer et al., 2012). This presents a challenge for educators to reconsider how to frame thinking, instil values, and develop skills around ethical practices relating to academic integrity.

From the student perspective, the online environment in which students are increasingly expected to learn presents different experiences of information in comparison to traditional ways of learning. Combined with a perceived sense of overconfidence in their ability to find and use appropriate information sources through search engines (Hinchliffe et al., 2018; Mahmood, 2016), some students are not investing adequate effort in developing the necessary information and digital literacies to avoid unethical scholarly behaviours, thereby sometimes resulting in academic misconduct, inadvertent or otherwise. Additionally, the pressures brought to bear by personal, financial, social, cultural, and other external factors may make less ethical options for progressing through study seem more appealing to students (Birks et al., 2018; Bretag et al., 2019; Tindall & Curtis, 2020).

For many students, their choice to study is a stepping stone into a professional career path. They may not be seeking to lay roots in academia or to publish scholarly outputs. Students may wonder why there is a need to abide by strict and, sometimes seemingly laborious, formal rules expected as part of scholarly practice. However, research indicates the importance of fostering a values-driven approach to developing respect for academic integrity and associated skills as a precursor for those behaviours being respected and adhered to in the workplace and wider society (Sefcik et al., 2020). Shephard (2015) argues that there is a fundamental relationship between concepts of academic integrity and potential for success in a chosen profession. Apart from the expectation that one must show attribution when using the work of others, records of academic misconduct are seriously considered by employers as breaches of professional ethics. In research about contract cheating, Ellis et al. (2020) argue that,

Students who outsource assessment tasks, and particularly professionally focused authentic tasks, may find themselves unfit for professional practice and then may be vulnerable to engaging in unethical behaviours in the workplace. Each profession has a code of conduct and a set of standards that all potential members must be able to meet on graduation for the purposes of registration and throughout their careers as practising professionals. (p. 465)

This link between academic and professional integrity is one not made by all students without explicit instruction using a values-driven approach.
There is evidence to suggest that librarians can positively impact students’ understanding of academic integrity and are well positioned to offer expertise about ethical scholarly behaviour. Librarians have been providing instruction about academic integrity as part of information literacy programs for more than thirty years (Lampert, 2008). Building on expertise in information literacy instruction, George et al. (2013) demonstrates that tutorials developed and delivered by librarians to prevent and respond to academic misconduct resulted in reduced breaches. Librarians work as partners with academic staff to develop empathetic and educative approaches to academic integrity (Burger, 2018), to develop clear understandings of plagiarism and academic misconduct (Germek, 2009), and to draw attention to mechanisms for cheating along with the tools and technologies available to prevent and detect misconduct (Auer & Krupar, 2001; O’Donnell et al., 2020). Library staff play a key role in supporting teaching staff with new ways of delivering learning materials to their students at scale (O’Donnell et al., 2020). Librarians are shown to be early adopters of emerging technologies, exploring online learning as a means of educating students about academic integrity (Lampert, 2008) and, more recently, piloting micro credentialing and digital badging in academic integrity programs (Ruddy & Ponte, 2019). Librarians also collaborate with non-faculty staff, such as learning and writing advisors, to provide student-centred opportunities to develop and practice ethical use of information sources in writing (Ard & Ard, 2019; Buranen, 2009; Cooke & Bledsoe, 2008; East & Donnelly, 2012).

A holistic approach to academic integrity provides an opportunity for librarians to collaborate widely across the institution. Sefcik et al. (2020) mapped academic integrity programs in higher education institutions across Australia and New Zealand and examined the effectiveness of the approaches adopted by those programs. For institutions that have an academic integrity program, leadership and administration of the program varies across teams responsible for orientation activities, teaching coordinators, faculties, and student services. Only 25% of participant institutions identify the academic library as responsible for sharing information about academic integrity programs and in less than 19% of institutions, the library takes administrative responsibility for the academic integrity program (Sefcik et al., 2020, p. 35). This data suggests that in the majority of participating institutions, the library is not a stakeholder in the management or administration of academic integrity procedures and processes. Of relevance and perhaps more critical is that the library is not usually responsible for the delivery of information and education for students in relation to the development of skills and knowledge in academic integrity. While the data does not indicate whether the Library is a contributor in this area, it is reasonable to conclude that involvement may be minimal or not primarily directed through the library. This may suggest that the expertise of librarians around issues of academic integrity is not being engaged as effectively as it could be in the majority of universities. From this research, it was identified that the most effective programs adopt a collaborative approach across the institution to the management, development, and delivery of any academic integrity program, including the active participation of staff in academic libraries (Sefcik et al., 2020). This follows research by Lampert, who shared the idea that the development of a ‘holistic culture of academic integrity’ relies on a shared responsibility to which academic libraries can contribute (2008, p. 151). In addition, McCabe’s (2005) work focused on the thinking ‘where the entire “village” – the community of students, faculty, and administrators – actively works together to
achieve this goal’ (p. 29). Wood and Warnken (2004) argues that library staff are well placed to contribute to discussion and strategic planning around the institutional management and prevention of academic misconduct. In some case studies, it is the efforts of librarians who identified the need for change and created initiatives around academic integrity that led to systematic institutional change (East & Donnelly, 2012). In their research examining academic integrity policies and systems in the Australian higher education sector, Bretag and Mahmud (2016) included librarians as one of those roles identified as stakeholders who initiate and lead work on academic integrity.

Australian university libraries have reported recent initiatives and investigations to improve academic integrity outcomes. Library staff at the University of Notre Dame Australia conducted focus groups to better understand academic staff and students’ perception of referencing (Dawe et al., 2021). Their results showed students focussed on the mechanical aspects of referencing, losing sight of the logical and ethical reasons for citing sources. Positive messages about academic integrity from library and academic staff along with clear, consistent referencing support materials nurtured confident learners (Dawe et al., 2021). Staff at the University of Sydney Library trialled the use of technologies, including the university learning management system, similarity detection software Turnitin, and a learning analytics tool to measure whether feedback given to students about referencing and plagiarism improved academic integrity outcomes (O’Donnell et al., 2020). The results indicated that students saw referencing as an administrative task, rather than an ethical scholarly practice. RMIT Library was charged with offering an academic integrity program and trialled an optional micro-credential program with Nursing students (Ruddy & Ponte, 2019). The program issued digital badges to students who achieved a 80% quiz result. These initiatives are innovative examples of approaches to academic integrity being led by library staff in the Australian higher education sector. Both projects identified technological challenges and issues with student engagement and participation. However, these examples demonstrate that educational, collaborative approaches to academic integrity can be effective in addressing plagiarism, contract cheating and academic misconduct (O’Donnell et al., 2020; Ruddy & Ponte, 2019), rather than compliance and punitive processes. Additionally, the expertise and experience of academic librarians qualifies them to contribute to institutional responses to academic integrity. The combination of highly developed understanding of students’ study support needs, expertise in evaluation of information sources and copyright, referencing and plagiarism, advanced digital literacy skills, and teaching experience equip librarians to make a valuable contribution in this space. The following case study presents the results of a collaborative, educative approach to developing students’ understanding of academic integrity within undergraduate and postgraduate courses as led by librarians at a regional Australian university.

The USQ Academic Integrity Tool – a Case Study

The University of Southern Queensland (USQ) is a multi-campus, regional university located in southeast Queensland, Australia. USQ has a student cohort of more than 25,000 undergraduate, postgraduate, and higher degree research students across a range of disciplines including education, health, business, engineering, media, creative arts, and sciences. With the majority of USQ students choosing to study online and
off campus before 2020, the challenges of studying during COVID-19 have seen a further uptake of flexible study options (University of Southern Queensland [USQ], 2021). Ethical practices and critical thinking skills are among the important values identified that students are expected to learn, adopt, and demonstrate (USQ, 2020).

USQ Library supports the learning, teaching, and research needs of students and staff across the University’s three campuses and in the online learning environment. Library staff have responsibility for providing information, instruction, and support around referencing for students. Library staff produce and update online materials to support the development of referencing skills and the use of three recommended referencing style guides. As information and digital literacy experts, USQ librarians deliver workshops and embed content into programs and courses to assist students with finding and evaluating scholarly and credible information. As USQ’s online student cohort has increased, librarians created digital content to guide students through the fundamental principles of referencing and to develop these basic skills. While student transaction data shows that only 8% of questions to chat, phone and information desk channels were about referencing, more than 20% of individual student consultations with librarians were about understanding and applying referencing (University of Southern Queensland Library, 2022). The complexities of citing and referencing continue to drive student attendance to academic integrity and referencing workshops and demonstrate the need for library staff to be skilled in responding to such enquiries and providing appropriate support services.

In 2017, academic staff expressed concerns to library staff about aspects of academic integrity, including contract cheating and collusion, and the administrative burden associated with academic misconduct issues. A wide variety of academic integrity learning materials in a range of formats, online, face-to-face, synchronous, and asynchronous, were already available from the library. The problem lay in disseminating resources effectively across courses and programs to scaffold and embed learning objects at appropriate points in the student learning journey. In response, the Business Liaison Librarian led a meeting between academics, learning advisors, and educational designers to discuss
sustainable and scalable options for supporting students in developing awareness of academic integrity. During the following months, this group conceptualised and developed an online learning tool that addressed the principles of academic integrity in undergraduate study and provided a connection with professional ethics in the workplace.

The result was the *Academic Integrity Tool*, an educative, proactive approach to preventing academic misconduct at USQ. The online tutorial was initially introduced as a pilot for courses (subjects) in which incidents of academic misconduct were significant. It was embedded in individual courses in the USQ’s learning management system, *StudyDesk*, as a mandatory, not-for-credit, learning activity. The tool took approximately 20–30 minutes to complete and engaged students with a combination of text and audio-visual content. Topics were punctuated by quiz questions to assess and confirm understanding.

Topics covered include:

- definitions of academic integrity, academic misconduct, plagiarism, contract cheating, and collusion (the what),
- the rationale for raising student awareness of academic integrity (the why),
- consequences of academic misconduct, plagiarism, contract cheating, and collusion (the why),
- how to adhere to the principles of academic integrity at USQ through careful assignment preparation, copyright, writing skills, and referencing (the how).

![Figure 2](image.png) What is academic integrity? Source: USQ Academic Integrity Tool, version 1, 2018.
The quiz component of the tool was designed as a learning hurdle. Students were required to achieve correct responses before moving on to the next section. Incorrect answers would take the student back to the content related to that specific quiz question from where they had to complete the quiz question again. Students were required to answer each question correctly before proceeding. Therefore, the activity required 100% correct answers in order to achieve completion. The quiz questions served two purposes:

1. To offer students an opportunity to identify their assumptions and existing understanding of academic integrity.
2. To provide contextual examples and related multiple-choice answers, giving students the opportunity to confirm what they learned from the content.

The tool offered an educative approach rather than being a strategy for remedial or punitive purposes. The intention was to develop a learning activity that could initially be embedded within core courses as well as courses where there were known academic integrity issues. Librarians worked with academic staff to implement the tool as a mandatory learning activity that students had to complete before they could submit their first assessment item. Using the tool as an assessment hurdle allowed the team to investigate whether an educative approach could offer a positive impact for increasing student awareness and reducing incidents of academic misconduct.

The tool was embedded as a pilot in semester 1, 2018 in four courses across the Schools of Commerce, Management, and Enterprise. The number of courses in the pilot expanded over subsequent semesters with a view to exploring whether the content and the design of the tool was useful and transferable across a range of disciplines. More requests were subsequently received from course examiners across all faculties seeking a tool to assist with academic misconduct concerns. By Semester 1 2020, 30 courses were piloting the tool, with a total of 3953 enrolments, representing students from all disciplines at USQ. To minimise the administrative burden on course examiners and lecturers, librarians provided standardised messages for lecturers and tutors to use for communications with students in online and face-to-face forums. The coordinated process ensured consistency of content across all piloting courses and enabled effective collection of comparable feedback data. An open access version of the tool was also developed and placed within the library’s online Study and Research Toolkit (StaRT). This provided an alternative learning resource for courses that were unable to take part in

Figure 3. Quiz question. Source: USQ Academic Integrity Tool, version 1, 2018.
the pilot. In alignment with USQ’s social justice vision for supporting marginalised communities to access tertiary study options, librarians created an offline version to incorporate the tool into courses in which incarcerated students were enrolled as these students do not have internet access. The pilot program concluded in late 2020 when USQ established an Academic Integrity Unit within the portfolio of the Deputy Vice Chancellor (Academic), which took on the responsibility for the tool and rolled it out as a university-wide activity for all students in 2021.

Evaluation

To determine the nature of the impact of the pilot program, an optional survey was used within participating courses to collect student feedback about their experience of the Academic Integrity Tool and their attitudes towards academic integrity more generally. For example, 110 responses were received following semester 1, 2019 from the cohort across 32 undergraduate and postgraduate courses. Feedback consistently suggested that students were generally satisfied with their learning experience and believed that the Academic Integrity Tool was a useful way to learn about academic integrity and how to seek further help if required. Results from the Semester 1, 2019 cohort confirmed that 100% of respondents found the tool easy to use. 95% agreed that the content was useful when preparing assessment. Of the total responses, 55% said they made use of the links shared to provide additional information and support resources when they completed the activity. The number of respondents and the percentage of favourable responses provided motivation to continue with the pilot.

Feedback from course examiners and support staff during the pilot program indicated a reduction in the number of hours spent on administrative tasks relating to academic misconduct following deployment of the Academic Integrity Tool. While this evidence cannot demonstrate causation, it can be argued that a relationship exists between the use of the tool, an increase in student awareness of academic integrity, and a decrease in the number of academic misconduct issues in courses using the tool. The evidence indicated that the tool could provide students a way to improve their knowledge and skills about academic integrity. It delivered a tangible and timely response to concerns raised by academics and helped to reduce the workload on academic staff. In addition, it offered a forum through which library staff could participate more actively in the wider University discussion around academic integrity.

The success of the pilot led to the establishment of a working group, which proposed a sustainable and scalable whole-of-program approach and an implementation plan as part of the University strategy for managing academic integrity. Library staff contributed to the working group and, in 2020, the Academic Integrity Tool was adopted by USQ’s Academic Integrity Unit as a mandatory learning activity for all undergraduate students from Semester 1, 2021.

Discussion

While the collaborative work between academics, librarians, and other professional staff has yielded good outcomes, the feedback from students was invaluable in addressing gaps and enhancing the tool. For example, several student survey responses called for the
activity to be made mandatory across all coursework, particularly for first-year students. As demonstrated by Young et al. (2018), engaging students in discussions about academic integrity, academic misconduct and how that relates to professional integrity in workplaces can yield positive and educative outcomes. While it is acknowledged that those who set out to behave unethically will find a way to do so, there was agreement among the team that developing and delivering a resource that appealed to students’ curiosity, their need to understand the ‘why’, and explaining the benefits of understanding and applying the principles of academic integrity would be more effective in combating academic misconduct. This assumption was validated by student feedback survey results and the reported reduction in academic misconduct issues in courses using the tool.

Historically, academic libraries have been known for supporting academic integrity through a focus on developing students’ knowledge and skills about referencing (Gibson & Chester-Fangman, 2011). If time and effort is not taken to make those important links between referencing as a skill and task within the broader principles of academic and professional integrity, students and, therefore, graduates, could be forgiven for brushing it off as an irksome, time-consuming, and unnecessary inconvenience that can be sacrificed for the penalty of a few marks when assessment deadlines are looming. Further to this, if academics and course examiners deliver harsh and inconsistent penalties for minor referencing errors, but do not model these principles in their teaching materials, there is a risk that students learn to do the bare minimum without understanding that referencing and showing attribution for the work of others plays in the wider development of knowledge and the ethics of scholarship. The values-driven approach to education around academic integrity resonates with the conceptualisation of the Academic Integrity Tool as an educative approach rather than a punitive one.

Far from seeking to act as the gatekeepers for academic integrity through strict application of referencing rules, library staff can and have moved beyond the limitations of traditional roles in promoting ethical conduct in their institutions. The reliance on the referencing style guides as the primary solution for ensuring academic integrity does not encourage, nor does it explain effectively, the broader principles of ethical scholarship, or other less publicised forms of academic misconduct. Neither does it foster an understanding of the connection between ethical behaviour in higher education and professional integrity. Consequently, students can expend significant energy and time focusing on perfecting referencing rather than other equally important parts of academic writing and research when completing assessment. The outcome trivialises this learning opportunity. Academic librarians have expertise to offer students and academics in terms of embedding graduate attributes for career success and employability. The collaborative and iterative approach to the development of the Academic Integrity Tool represents the move towards evidence-based mindsets and work practices that USQ librarians are adopting (Thorpe & Howlett, 2020). The collection and sharing of evidence from the pilot provided critical information needed to demonstrate the potential value of this kind of learning activity for supporting students to develop awareness and skills about academic integrity.

**Limitations**

A number of challenges were faced during the tool’s development. The Academic Integrity Tool was initially developed as an experiment and drew interest from course
examiners more quickly than anticipated. Expectations of academic staff were beyond what could be supported with existing staffing and resourcing. There was a need to work out if the tool would collapse under the weight of stakeholders’ expectations by expanding the implementation too quickly or if access to the early iterations of the tool should be contained to deliver, test, and refine the tool before making it more widely available. The choice to limit deployment to a small number of pilot courses initially allowed the team to collect and analyse feedback and continue to develop the product to accommodate student and academic needs.

It was acknowledged that there were potential risks in a freely evolving, unstructured approach to the implementation of the *Academic Integrity Tool*. This included the possibility that students would be required to complete the activity multiple times in different courses in one or more semesters. This issue was able to be rectified in collaboration with ICT through the development of a tracking plugin that linked with course sites. Another risk was the proliferation of requests for modified versions of the tool and the resources required to maintain multiple versions. With the aim to discern whether the tool could be sustainable and scalable, it was deemed appropriate during the pilot phase to avoid the extra workload associated with acquiescing to requests for customised versions.

Ideally, an opportunity to analyse feedback from course examiners involved in the pilot would be recommended. While workload issues prevented further collection and analysis of staff feedback, this would be advisable for future research. However, the uptake of the tool as a mandatory learning activity for all students across the University demonstrates that other evidence, including student survey feedback and anecdotal staff feedback, was judged sufficient evidence by internal stakeholders.

The work required to maintain, administer, and support the *Academic Integrity Tool* required the input of many people in different teams across more than one portfolio in the University, including:

- Librarians and learning advisors who developed and updated content.
- Librarians who provided administration support, communication messages, and coordinated with course examiners to implement the tool, and deploy the student survey.
- Educational designers and educational developers who embedded the *Academic Integrity Tool* into the learning management system, set up tracking, and provided troubleshooting and advice.
- ICT staff who enrolled cohorts of students and provided troubleshooting advice when students experienced technical difficulties.

The case study describes the experience of developing and piloting an online learning activity at a single university. This may not be representative of the wider or collective experience across other Australian higher education institutions and may not be applicable in other contexts. Evaluation approaches to the tool focussed on the student experience. Future investigations should also address the impact of the initiative on academic staff workload. Based on anecdotal feedback from course examiners and survey responses from students, it appears that the tool has produced positive outcomes. While causation cannot be attributed, there is evidence to suggest that there may be a relationship between the implementation of a mandatory, self-paced, online learning activity, and improved awareness and understanding of the principles and applications of academic integrity
among undergraduate students. More evaluation will be necessary to explore the impact of this means of delivering education about academic integrity on student progression rates and incidents of academic misconduct across the university.

**Conclusion and Implications for Practice**

The development and implementation of the *Academic Integrity Tool* has confirmed a need for a student facing resource to develop knowledge and skills as part of a university-wide strategy for addressing academic integrity at the undergraduate level. It has provided USQ Library staff with the opportunity to actively contribute to university discussions about academic integrity and to develop and implement a practical, student-centric solution. The *Academic Integrity Tool* has now become part of a broader university strategy to tackle this issue, combining academic, pedagogical, and digital expertise. The demand for the *Academic Integrity Tool* across undergraduate courses led to the creation of a dedicated Academic Integrity Unit. It is hoped that systematic integration of the tool across the entirety of USQ’s program portfolio can contribute to more positive learning outcomes for students. A more in-depth evaluation of the realised and potential impact of the tool could expect to measure both the reach of the tool and the impact on learning outcomes. While the Academic Integrity Unit sits outside the library, library staff expect to contribute their expertise to future development. Suggestions for future versions of the tool include scaffolding of content across programs to step students from introductory to advanced levels, embedding discipline-specific content to meet the more nuanced needs of different studies and professions, the use of more interactive elements, and the development of a staff-oriented version to develop understanding of academic integrity and related university policies and procedures. Some of these initiatives are already underway.

Libraries have a role to play in partnering with academics and senior leaders in higher education institutions to build academic integrity understanding and capabilities among students. Of significance is the way this case study demonstrates that librarians can push past traditional and historical roles limited to delivering referencing training in order to take a more active voice in the discussions around developing innovative strategies for managing academic integrity. This case study demonstrates the ability of library staff to positively impact the student experience and actively contribute to the development of graduate attributes. The positive response to this contribution may encourage further collaborative work beyond traditional understandings of the role of librarians. The development of the *Academic Integrity Tool* is a testament to the value of a collaborative approach with contributions from a range of experts. Librarians can take a proactive position in recognising and responding to the concerns of the higher education sector and university leadership by initiating collaborative partnerships to develop sustainable and scalable solutions to challenges. Developing relationships and collaborating beyond traditional areas of library expertise will ensure librarians are critical contributors in developing academic integrity maturity in Australian universities.

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**Disclosure Statement**

No potential conflict of interest was reported by the author(s).

**Notes on Contributor**

Lyndelle Gunton at the time of writing, Lyndelle Gunton was a Library Manager at the University of Southern Queensland Library. She has a strong interest in evidence-based library practice and has more than two decades of experience in academic libraries as an advocate for information and digital literacies as a critical part of student success.

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