Choosing Academic Integrity Over Academic Misconduct: What We Can Do to Foster the Right Decision in these Challenging and Stressful Times

2014 Jon C. Dalton Institute on College Student Values

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Florida State University
Tallahassee, Florida
Promoting an Ethic of Care: Well-Being as a Priority for Higher Education
I was thrown out of college for cheating on the metaphysics exam; I looked into the soul of the boy sitting next to me.

(Woody Allen)
“Our Interest in studying students’ spiritual development is the manner in which students’ concerns and values have been changing over recent decades. Annual surveys of entering college freshmen show that the personal goal of `being very well off financially’ has grown dramatically in popularity, while the value of ‘developing a meaningful philosophy of life’ – which was the highest ranked concern in the 1970’s – has declined sharply among students.”
71% of high school students admit to cheating on an assignment in the past 12 months.

There are at least 250 active websites where students can buy reports or research papers online.

the student-run undergraduate honor court at UNC-Chapel Hill

**STATISTICS**
Of the 887 cases from 2005 to 2010,

- The average number for spring semester was 80,
- fall semester was 69,
- summer was 28.

- 54% were academic cases.
- 64% of those were cases of plagiarism.
- 22% of those were “unauthorized use of notes.”

- 69% was the overall rate of guilty pleas by students.
- 89% was the overall rate of guilty verdicts by the court.

In 2007-08, 38% of students facing academic charges faced a one-semester suspension or worse.
Some Statistics

- **54%** of students admit to having plagiarized from the internet.
  - 44% of students consider minor cut-and-paste internet plagiarism as “trivial” cheating, or not cheating at all.

- **75%** of college students admit to cheating.
  - 90% don’t believe cheaters get caught.

-- Facts about Plagiarism (Plagiarism.org, 2010).
78% of Higher Ed CIOs said their departments have little or no ability to stop students from using information technology to cheat.
Forms of Academic Misconduct

• Plagiarism
• Cheating on Exams
  – Cheat sheets, copying from other students
• Collusion
• Misrepresentation/Falsification
• Forgery
Which path will you take?

ACADEMIC INTEGRITY MATTERS
Make good choices. Earn your degree.

www.tun.touro.edu/academic-integrity
Academic Integrity

In accordance with the Honor Code, I will not engage in dishonesty in my academic activities, and I will not tolerate such dishonesty by other students.
UNDER PRESSURE & OVERWHELMED
Coping with Anxiety in College

HOW TO BE STRESS FREE AND SUCCESSFUL IN COLLEGE

Christopher Vye, Kathlene Scholjezerdes, and I. David Welch
Administrators in Thailand dreamed up this silly head gear to force students to focus on their own papers. Can these ridiculous hats really prevent cheating?

http://blog.fastcompany.com/post/59782915160/administrators-in-thailand-dreamed-up-this-silly
Jeremy Baumann monitored cameras that were trained on students at the testing center at the University of Central Florida.
MOOCs
Massive Open Online Courses

Why would a student cheat in a course in which they voluntarily enrolled, and for which they earn no tangible rewards?
Questions to Consider

- What is cheating?
- Is it on the rise? If so, why?
- Is this an American problem?
- Why do students cheat?
- Are cheating behavior established in high school?
- Do traditional-age students by late adolescence already have developed their morals, ethics prior to matriculation?
- Should colleges (public) require *Ethics* courses teaching moral values?
- Do *Honor Codes* work in deterring cheating?
- Does a one-size policy fit all students (undergrad v. grad)
AND

How can educators work together with students to build academic integrity on campus by designing a system that supports academic honesty, trust, and accountability?
AGENDA

• Welcome & Introduction & poll the audience
• Context and Overview
• Definitions
• Recent High-Profile Cases
• History & The Role of Colleges
• Students’ Moral Compass
• Theoretical Literature & the Whole Student
• Case Studies (Kent State University & Maricopa Community College)
• Reasons to Cheat
• Honor Codes
• Best Practices to Combat Academic Misconduct (Institution & Faculty)
• Conclusion
• Q&A
Some Definitions

Integrity

Adherence to moral and ethical principles; soundness of moral character; honesty (dictionary.com).

From: International Center for Academic Integrity (ICAI), www.academicintegrity.org

Academic Misconduct

Academic misconduct is broadly defined as any prohibited and dishonest means to receive course credit, a higher grade, or avoid a lower grade.

From: https://students.ucsd.edu/academics/academic-integrity/defining.html

Cheating

A fraud committed by deception; a trick, imposition, or imposture.

Honor System (i.e., Code)

A system (as at a college) whereby persons are trusted to abide by the regulations (as for a code of conduct) without supervision or surveillance. (http://www.merriam-webster.com)

Plagiarism

The practice of taking someone else's work or ideas and passing them off as one's own. (2001 New Oxford American Dictionary)

The reproduction or appropriation of someone else's work without proper attribution. (Turnitin.com and Research Resources, cited in plagiarism.org)
Prominent Cheating Cases

- 2013  Barnard College
- 2012  Harvard University
- 2012  Air Force Academy
- 2010  UCF
- 2007  FSU
- 2007  Duke University
- 2007  Indiana University’s School of Dentistry
- 2002  Georgia Tech
- 2001  Univ. of VA
- 2000  Dartmouth College
- 1999  University of Minnesota
- 1994  US Naval Academy
- 1991  MIT
- 1976  US Military Academy (West Point)
- 1951  The College of William & Mary
- 1951  Harvard University – Ted Kennedy
UCF Cheating Scandal, Nov. 2010

• In a senior level Strategic Management business class of approximately 600 students, hundreds of students obtained a copy of the answers to the midterm exam.
• Student left an anonymous tip
• Drew national attention
Increased Efforts to Curb Cheating at UCF

In the wake of the cheating scandal:

• Notation on transcript for academic dishonesty.
• New, incoming students complete three required modules on academic integrity.
• Faculty address academic integrity during first class session.
• Increased faculty awareness.
  – Online faculty center with tips for preventing and addressing cheating and plagiarism
• Statements on academic integrity in course syllabi and resources for avoiding academic misconduct.
The Results

• **Before**
  – 812 cases of academic misconduct between fall 2010 and fall 2011

• **After**
  – Less than 200 cases of academic misconduct per semester (fall 2011 and after)

UCF Testing Center

• **41 Computer Stations**
  – Picture ID required
  – No personal items or testing aids
  – Permission from proctor to leave test room

• **Business School Testing Center**
  – 228 computers with recessed screens
  – Video surveillance
    • “When a proctor sees something suspicious, he records the student’s real-time work at the computer and directs an overhead camera to zoom in, and both sets of images are burned onto a CD for evidence.”
  – 14 suspected incidents of cheating out of 64,000 exams administered during one semester

For much of American history, colleges & universities included in their mission the shaping of an undergraduates’ *moral character*. As these early private colleges became secularized, such requirements fell by the wayside.
“Universities cannot be expected to ‘substitute for what the family has done or religious bodies have done…. What universities can do and have to do is locate moral and religious issues in their historical contexts…. that students engage and criticize, and, in criticizing, make their own.’”

George Rupp, former President, Columbia University (1993-2002)

1937 – Student Personnel Point of View – profession claimed as its central purpose the education of the whole student.

ETHIC of CARE Model – Carol Gilligan’s (1982) ethic of care and Nel Noddings (1984) expansion of this concept provide the theoretical underpinnings of this model’s approach.

Some students come to college inadequately prepared to perform at academically acceptable levels, may lack the belief in their capacity, or do not have the necessary skills or capital to succeed in college. Hence, colleges & universities have a moral and educational obligation to provide academic, personal, and social support students need to succeed.

This model focuses attention on those students most in need of support – new, first-time, first-year.

Must be vigilant that care does not turn into coddling.
During the early years of the profession, student personnel workers were seen as the caretakers who looked after the welfare needs of students. They were expected to serve in place of the parents, ensuring that students adhered to rules that would continue their development.

A new model has emerged -- in consortio cum parentibus – or, in partnership with parents.
Legally Responsible to

• Colleges and universities responsibility to protect its students from harm
• Held accountable
• Legal Ramifications
Colleges and universities can help parents and students set reasonable expectations....For this **partnership** between institutions of higher education, students and parents to work effectively and support **student development**, institutions and parents must give students the opportunities to make decisions for themselves.
"Yes, mother, I told you, I'm doing fine on my own at college.... Hey, could you log on and find my schedule, order my books and call me when it's time for class?"
How You (Parents) See Your Student

vs.

How We Do
“The college years are a time of growth, change, and exploration. It is a time for students to gain the life skills they will need to become successful independent adults. 

**Parents** can be an essential source of support, encouragement, and advice. However, it is important...to allow students room to fail, experience disappointments, and question their identity and beliefs. These are learning experiences that help students understand the consequences of their actions, prepare them for the `real world,’ and...develop a true sense of self.”

*University of Michigan – “Your Developing Adult”*
The Student Experience

Institutional Factors

Cognitive Factors

Social Factors
Ernest T. Pascarella is the Mary Louise Petersen Professor of Higher Education at the University of Iowa.

Patrick T. Terenzini is distinguished professor and senior scientist in the Center for the Study of Higher Education at The Pennsylvania State University.
• What evidence is there that individuals change during college? (change during college)
• What evidence is there that changes during college are uniquely the result of attending college? (net effects of college)
• What evidence is there that different colleges have different influences on student change? (between-college effects)
• What evidence exists that different experiences effect student change within an institution? (within-college effects)
• What evidence is there that the effects of college varies among different types of students? (conditional effects)
• What are the long-term effects of college? (long-term effects)
Reasons Students Cheat

- Social/Peer Pressure
- Pressure to succeed
- Stress
- Grades
- Workload/Time Constraints
- Course Difficulty
- Risk Reward
- Weak Sanctions
- Poor Study Habits/Test Taking Skills

Are students predisposed to commit academic misconduct?

—“Experts say that many students arrive in college already skilled at and not morally troubled by cheating”


“Cheating behaviors are well-established in high school, where student cheating is fueled by pressure to earn good grades, get into college, and please parents.”

Survey findings from Donald McCabe
Shifting gears now
AND/OR
Honor Code
Characteristics of Honor Codes

- Un-proctored Exams
- Student Controlled Judiciary
- Signed pledge not to cheat
  - Signed, written declaration by the student that he/she has not cheated
- Obligation to report cheating

Can **students** be influenced by **honor codes**?

What do you think?
• “…academic dishonesty is significantly lower in honor code environments. “

• “…honor Codes are positively related to students’ moral development and affect students’ perception of the ethical nature of the university culture.”
"On my honor, I pledge that I have neither given nor received help on this assignment."

Established in 1842, the University of Virginia Honor System is the nation's oldest student-run honor system and one of U. Va.'s most cherished institutions. Based on the principle that University students want to be trusted, the Honor System helps create and strengthen a school-wide community of trust.

This tradition of student self-governance began with an incident in the University's early years. On the night of November 12, 1840, a masked student shot and killed John A. G. Davis, a popular professor of law. Sobered by the incident, the students agreed to a plan whereby they "vouched" for one another by agreeing to report misbehavior. In the same spirit, University faculty established an "honor pledge" on examinations, agreeing to trust students when they pledged that they had "neither received nor given assistance" on their schoolwork.

Today students at the University make a commitment not to lie, cheat, or steal within Charlottesville, Albemarle County, or where they represent themselves as University students in order to gain the trust of others. Because of this commitment, there's a strong degree of trust among the various members of the University community. Students are also expected to conduct themselves with integrity and are presumed honorable until proven otherwise.

Offenses are presented to the Honor Committee, a student judiciary body. Students are recruited and trained by the Honor Committee to serve as advisors and to provide counsel. Students investigate honor allegations, assist and support accused students through the Honor System process, and work with accused students in their defense at trial. Honor jury panels are similarly comprised entirely of students. While anyone may initiate honor proceedings, the process is administered entirely by students.

U.Va. students benefit from the freedom and security provided by the Honor System; every student must agree to live by and support the spirit of honor. Applicants who are not prepared to embrace this freedom and accept this responsibility should not apply for admission.

For more information about the Honor System, visit http://www.virginia.edu/honor/.
Academic Integrity at FSU

“The University aspires to excellence in its core activities of teaching, research, creative expression, and public service and is committed to the integrity of the academic process. The [Academic Honor Policy] is a specific manifestation of this commitment. Truthfulness in one’s claims and representations and honesty in one’s activities are essential in life and vocation, and the realization of truthfulness and honesty is an intrinsic part of the educational process.”

Values and moral standards at FSU retrieved from the current General Bulletin located at http://registrar.fsu.edu/
FSU Academic Honor Pledge

• I affirm my commitment to the concept of responsible freedom. I will be honest and truthful and will strive for personal and institutional integrity at The Florida State University. I will abide by the Academic Honor Policy at all times.
NSU Online Academic Honor Pledge

“I affirm I am the student registered for and taking this course. Misrepresentation is considered academic misconduct and may result in failure of the course and/or further disciplinary action, including dismissal from the University.” (inside of Blackboard LMS)
"Honor knows no measure"

**A single sanction school** --- incoming & current students are so schooled in the specifics of the honor system on campus that “accidental” or minor violations are not really possible.

W&L students understand even before they arrive on campus, that honor is such a serious matter at W&L that any violation will lead to an “invitation” for the student to sever his/her relationship with the university. Policy is so strongly implemented and discussed on campus that it is almost impossible for a student to claim, “I didn’t know.”
Don L. McCabe is a Professor of Management and Global Business at Rutgers University. Over the last nineteen years he has done extensive research on college cheating, surveying over 175,000 students at more than 170 colleges and universities in the U.S. and Canada. He has also surveyed over 25,000 high school students in the United States during the last seven years. His work has been published widely in business, education and sociology journals and he is founding president of the Center for Academic Integrity, a consortium of over 350 colleges and universities based at Clemson University who are joined in a united effort to promote academic integrity among college and university students.
The International Center for Academic Integrity (ICAI) was founded to combat cheating, plagiarism, and academic dishonesty in higher education. Its mission has since expanded to include the cultivation of cultures of integrity in academic communities throughout the world. ICAI offers assessment services, resources, and consultations to its member institutions, and facilitates conversations on academic integrity topics each year at its annual conference.
Current Cheating Statistics (do you agree?)
(source: nocheating.org)

- **Academic cheating** is defined as representing someone else's work as your own. It can take many forms, including sharing another's work, purchasing a term paper or test questions in advance, paying another to do the work for you.

- **Statistics show that cheating among high school students has risen dramatically during the past 50 years.**

- In the past it was the struggling student who was more likely to cheat just to get by. Today it is also the above-average college bound students who are cheating.

- **73% of all test takers**, including prospective graduate students and teachers agree that most students do cheat at some point. 86% of high school students agreed.

- Cheating no longer carries the stigma that it used to. Less social disapproval coupled with increased competition for admission into universities and graduate schools has made students more willing to do whatever it takes to get the A.

- Grades, rather than education, have become the major focus of many students.

- **Fewer college officials (35%) believe that cheating is a problem, in this country than do members of the public (41%).**

http://www.academicintegrity.org/icai/integrity-3.php
Best Practices
What should I teach?

What should my students be able to do with what they learn?
“Frequent interaction with faculty is more strongly related to satisfaction with college than any other type of involvement...”

From the author of Four Critical Years--a book the Journal of Higher Education called the most cited work in higher education literature--What Matters in College? presents the definitive study of how students change and develop in college and how colleges can enhance that development.

Based on a study of more than 20,000 students, 25,000 faculty members, and 200 institutions, the book shows how academic programs, faculty, student peer groups, and other variables affect students' college experiences.
Chickering and Gamson’s (1987) article. “Seven Principles for Good Practice in Undergraduate Education”

7 common factors for good teaching:

• Encourages contacts between students & faculty
• Develops reciprocity and cooperation among students
• Uses active learning techniques
• Gives prompt feedback
• Emphasizes time on task
• Communicates high expectations
• Respects diverse talents and ways of learning
What are the ‘minds’ required of an effective 21st Century Educator?

1. Disciplined (for ‘depth’)
2. Synthesising (for ‘breadth’) and
3. Creative (to ‘stretch’ everything)

...along with:

4. Respectful and
5. Ethical

Effective Teachers

Howard Gardner – Five Minds for the Future
# What Students Want: Characteristics of Effective Teachers from the Students’ Perspective

April 18, 2011  By Ellen Smyth in *Philosophy of Teaching*

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R Hill & M Seldine, Nova Southeastern Univ.
The PLAGIARISM policy is found on page 250 of the Abraham S. Fischler School of Education Catalog and Student Handbook (2013–2014)


CERTIFICATION OF AUTHORSHIP: I certify that I am the author of this paper and that any assistance I received in its preparation is fully acknowledged and disclosed in this paper. I have also cited any sources from which I used data, ideas, or words, either quoted directly (with quotation marks and a specific page number or paragraph provided) or paraphrased in standard APA format. I also certify that this paper was prepared by me specifically for this course. I acknowledge that my professor may submit this assignment to the Turnitin.com database.

Student’s Signature: Erase this and type your name here...
For Subjective Assessments

- Check creation date & author for papers if they suspect
- Clarify requirements for accommodations for extended time
- Change assignment topics each semester
- Require reference articles with cited text highlighted or annotated bibliographies
- Require a thesis statement prior to topic approval, drafts of work, concept papers, project plans, or cumulative parts of project turned in throughout the semester.
- Have students reflect upon and discuss written assignments on the discussion board
The Next 3 slides from:

Anita Crawley

Supporting Online Students

A Guide to Planning, Implementing, and Evaluating Services

2012
It is the **Institution’s** Responsibility to

- Establish, publicize, and enforce an academic honesty policy that articulates faculty, student, and institutional expectations and responsibilities for enforcement.
- Include ethics instruction within the curriculum.
- Address academic honesty policies and enforcement at student orientations.
- Encourage faculty to report every suspected violation.
- Publicize policy on the college website
It is the Faculty’s Responsibility to

• State on the syllabus the institutional academic policy and clarify enforcement in each online course & provide link to the full academic policy.
• Define, clearly explain, and provide examples of academic integrity and cheating.
• Require students to engage with the policy. Some examples: ask students for suggestions about how to create a community of integrity within the course, ask for a commitment to honesty by signing an agreement, and/or make the policy part of a discussion board or reflection assignment.
• Differentiate between collaboration & cheating and state how much collaboration is permissible on each project.
• Define the consequences of violations and enforce the consequences.
It is the Student’s Responsibility to:

• Understand the requirements
• Ask questions when confused
• Comply with the expectations
Colleges & universities generally place the onus for reporting and issuing sanctions for cheating on faculty. …AND

**Faculty are vulnerable for three reasons:**

• Our job is to demand difficult tasks of people and judge the results in ways that can have consequences for their future.

• We cannot pursue disciplinary action within a college unless we are willing to accept the possibility of personal retaliation by the student.

• It is increasingly difficult for us to maintain our personal privacy because of the circulation of information on the internet.
What Many Faculty (adjuncts, PT, etc.) Don’t Do

“...faculty members frequently disregard or circumvent their institution’s formal policies, deal with cheating on their own, and/or fail to report cheating...”  (p. 133)

- Reasons Cited:
  - Lack of adequate proof (most common)
    - Difficult or impossible to gather
  - Too much time and effort (second most common)
    - Do not want to deal with it
  - Lack of confidence in the judicial system
  - Feeling that they are the ones under scrutiny and not the student

What Many Faculty Do

• Report students for cheating
• Lower student’s grade
  – First discuss with student
• Give student a warning
• Ignore matter or lower student’s grade without ever discussing with the student

• Less than one percent of faculty “do nothing” about cheating

Conclusion

THE END!
Everything you do is based on the choices you make. It's not your parents, your past relationships, your job, the economy, the weather, an argument, or your age that is to blame. You and only you are responsible for every decision and choice you make, period.
Strive to . . .

Serve as model by demonstrating appropriate, respectful, and responsible behavior in your interactions with students.

“The secret of education is respecting the pupil.”

(Ralph Waldo Emerson)
Questions
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