

# Promoting Academic Integrity

## The Faculty Role

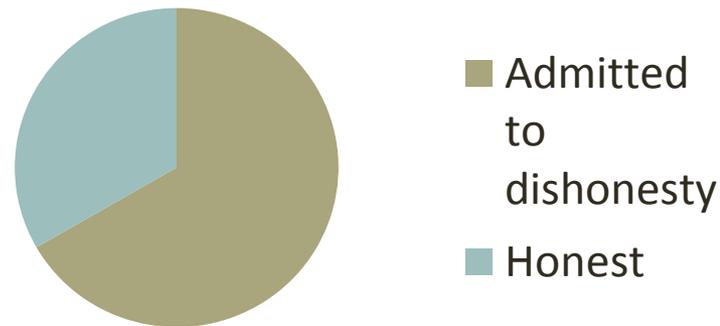
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# Defining Academic Integrity

Individuals who uphold academic integrity are honest and responsible when engaged in academic activities. This results in the creation of academic products that extend beyond prior contributions while giving proper credit to others whose ideas shaped or influenced the current work.

# Alarming Statistics

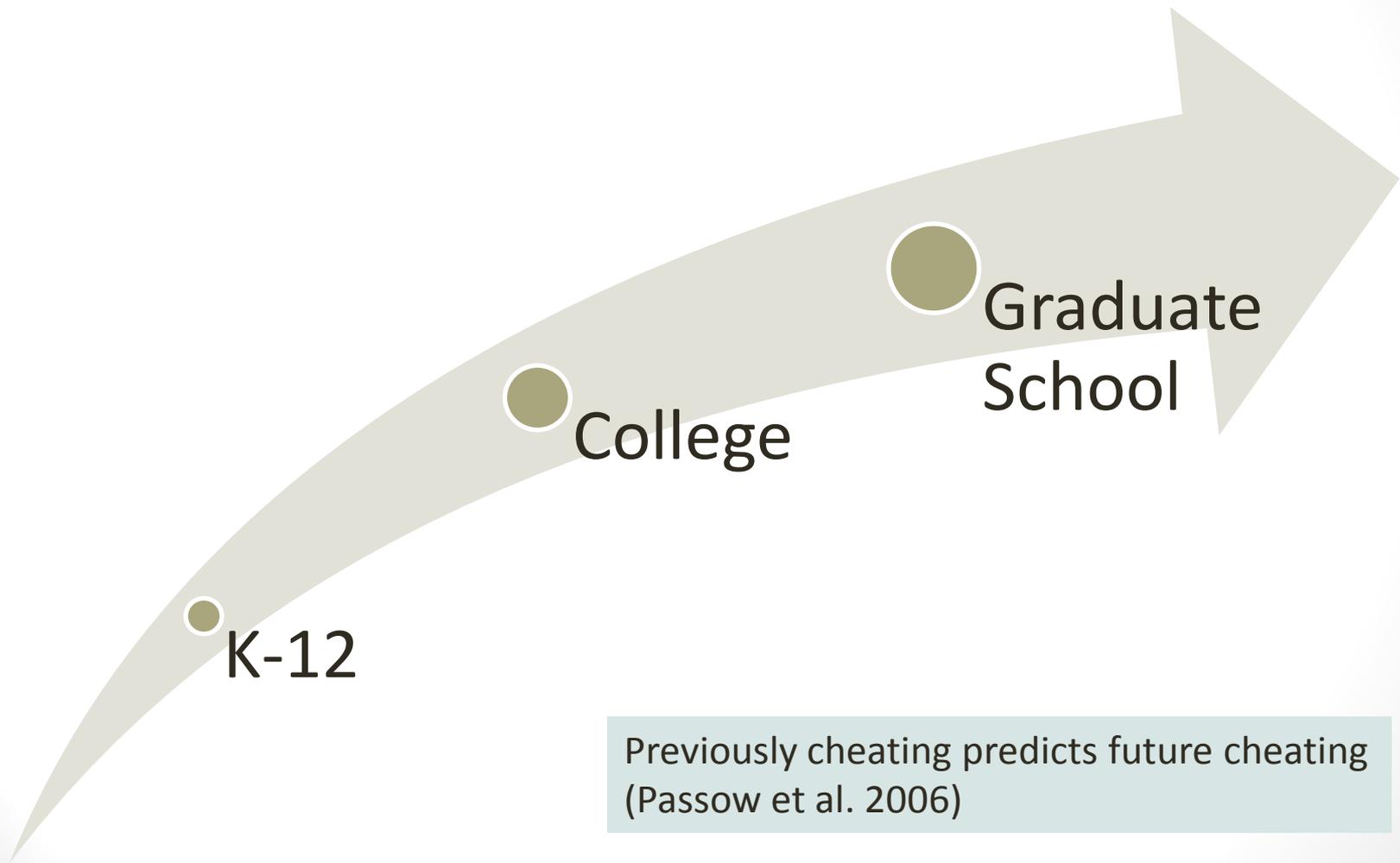
## Academic Integrity



“More than two-thirds of college students report that they engaged in some form of academic dishonesty in the previous year”

(McCabe, Butterfield, & Trevino, 2012, 3)

# Cheating Across the Years



Previously cheating predicts future cheating  
(Passow et al. 2006)

# Cheating Across Cultures

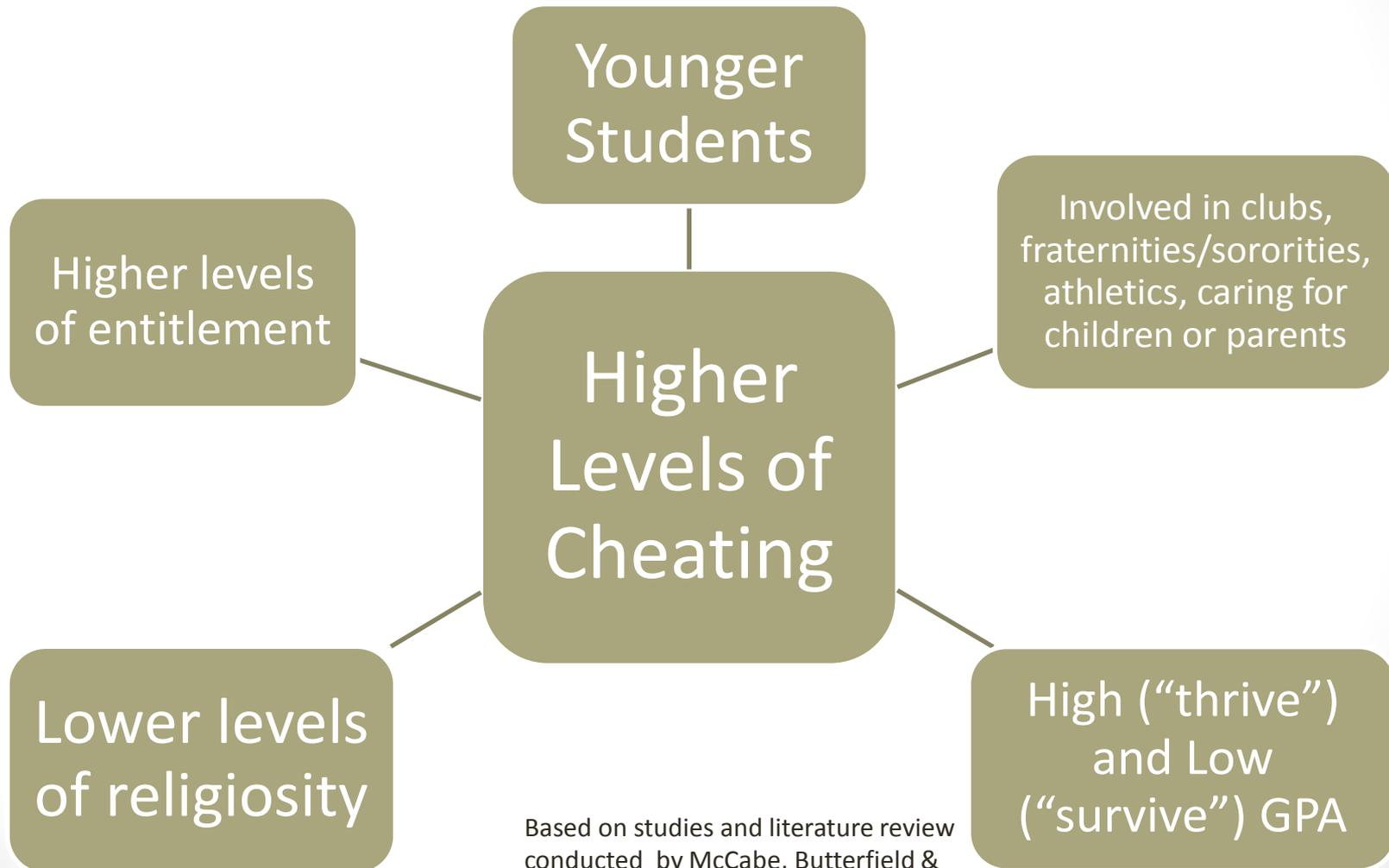


**Cheating is an international problem**

(Bernardi, Baca, Landers, & Witek, 2008)

# Who Cheats?

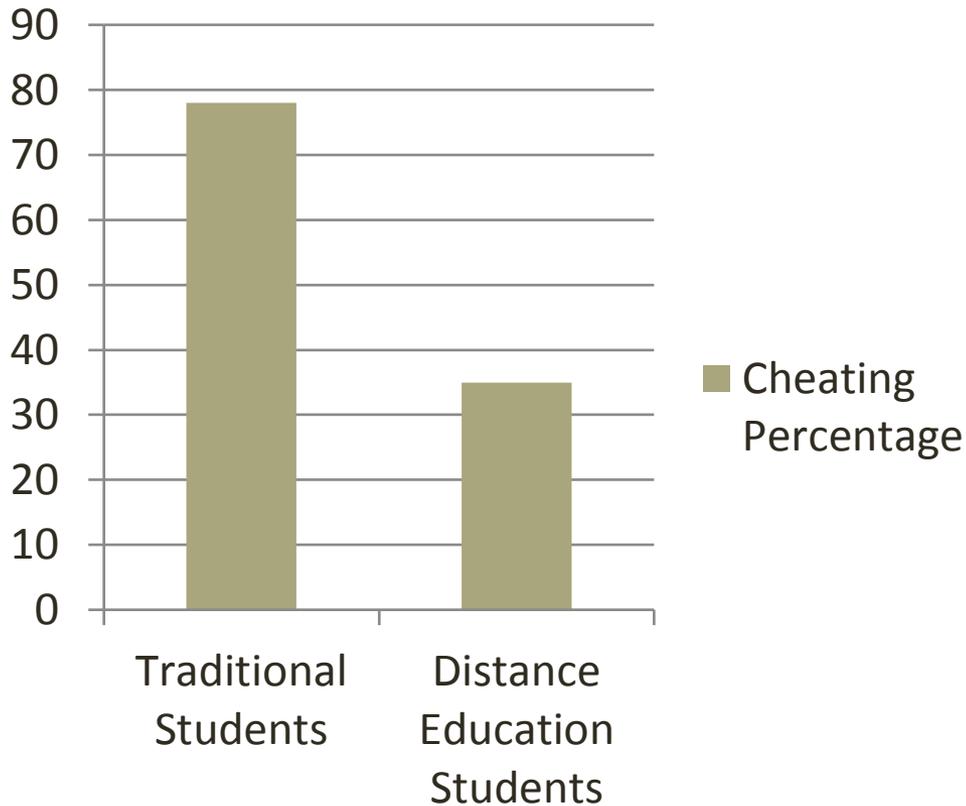
## Individual Factors that Contribute to Cheating



Based on studies and literature review conducted by McCabe, Butterfield & Trevino, 2012

# Who Cheats?

**Cheating Percentage**



Students in distance education report **LOWER** levels of cheating

Kidwell & Kent (2008)

# Why Cheat?

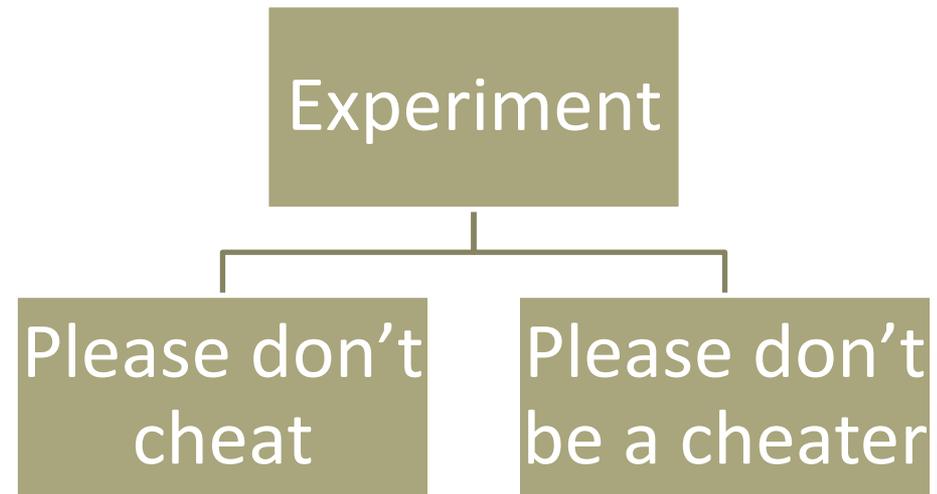
- High levels of pressure to perform well
- Perceived as the norm-  
“everybody is doing it”
- Lack of negative consequences – colleges, universities, and society seem to send message it is okay to cheat



# Why Students DON'T Cheat...

- **Learning goals-** students who want to learn don't cheat because it won't help them achieve their goal (Miller, Shoptaugh, & Wooldridge, 2011)
- **Character-** students do not want to view self as a “cheater” (Brian, Adams, & Monin, 2012)
- **Moral beliefs-** students are less likely to cheat if they believe it is wrong (Miller, Shoptaugh, & Wooldridge, 2011; Passow et al., 2006)
- **Strong Consequences-** linked with lower levels of dishonesty (Gire & Williams, 2007)

# Brian, Adams, & Monin, 2012: A Closer Look



**LESS Likely to Cheat**

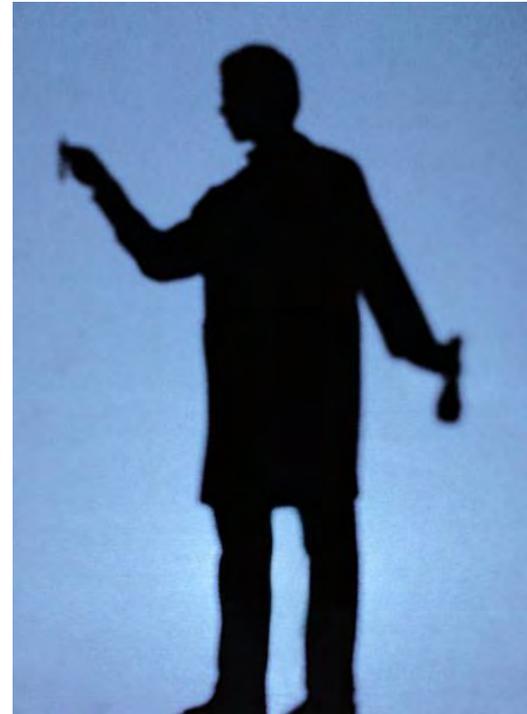


**Situational or Contextual Factors  
Contribute to Cheating  
More  
than Individual Factors**

# Power of the Situation

## Lessons from Social Psychology:

- Milgram's famous Obedience Study Still True Today (Burger, 2009)
  - People will act in ways not consistent with their values if the situation encourages it



# Power of the Situation

## Lessons from Social Psychology:

- **Asch's Conformity Study**  
(as cited in King 2010)
  - People will change their behavior to act similar to others even if they think the behavior is wrong



# Power of the Situation

## Lessons from Social Psychology:

- **Zimbardo's Prison Experiment**  
(as cited in Myers 2010)
  - People will quickly act in a way that is consistent with expectations of others and their "assigned" social role



# Situational and Contextual Factors



## Less Likely to Cheat if:

- Believe **peers** will **NOT** approve
- Believes **peers** are generally engaged in **honest** behaviors
- Believe **college** is committed to **academic integrity**

# Role of Punishment

Students are less likely to cheat if they believe there is a good chance of being caught

(Bisping, Patron, & Roskelley, 2008)



# Faculty Response To Cheating

- Do not often follow campus procedures
- Prefer to handle it themselves
- Often dissatisfied with administrative actions taken if it is reported
- Sometimes ignore it completely- especially if proof is lacking

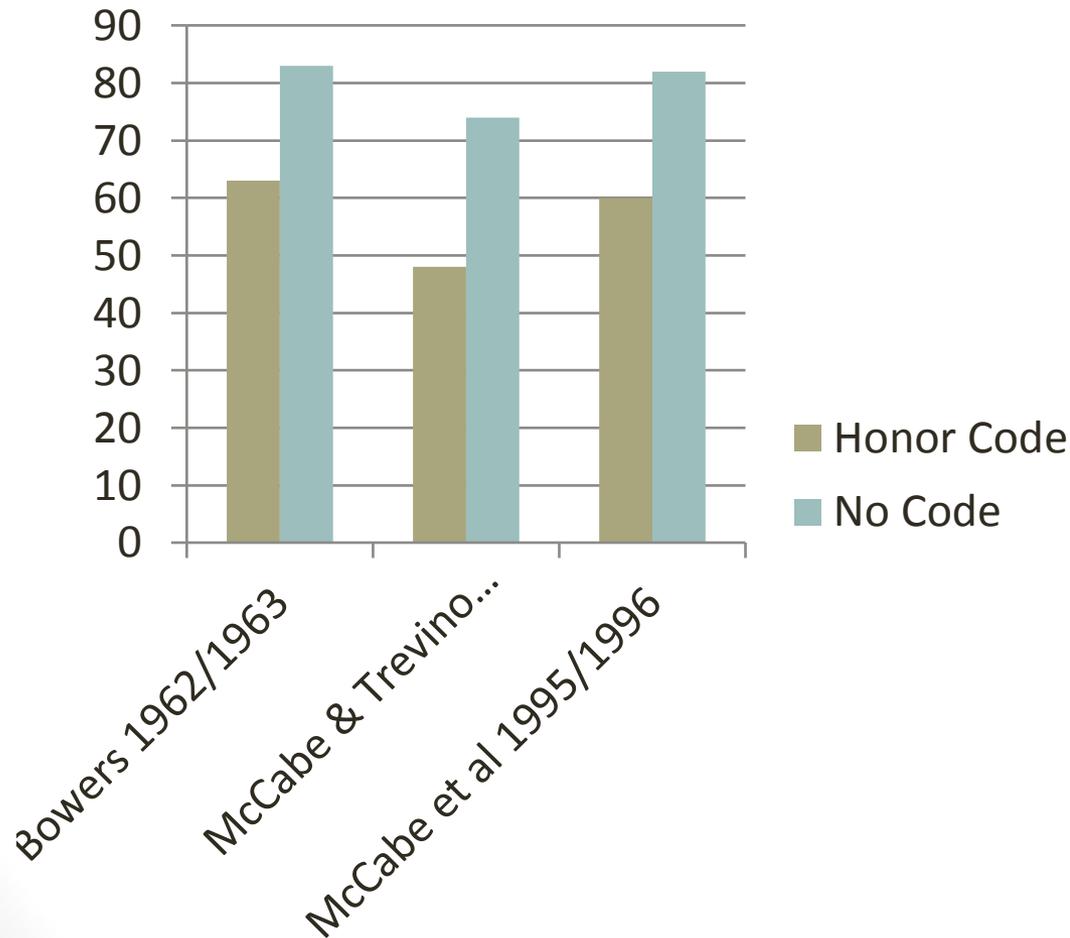




# **BETTER SOLUTIONS!**

Institutional and Faculty Strategies to  
Increase Academic Integrity

# Institutional Honor Code



Students in schools with Honor Codes report less cheating than those in schools without Honor Codes

Percent Who Reported Cheating

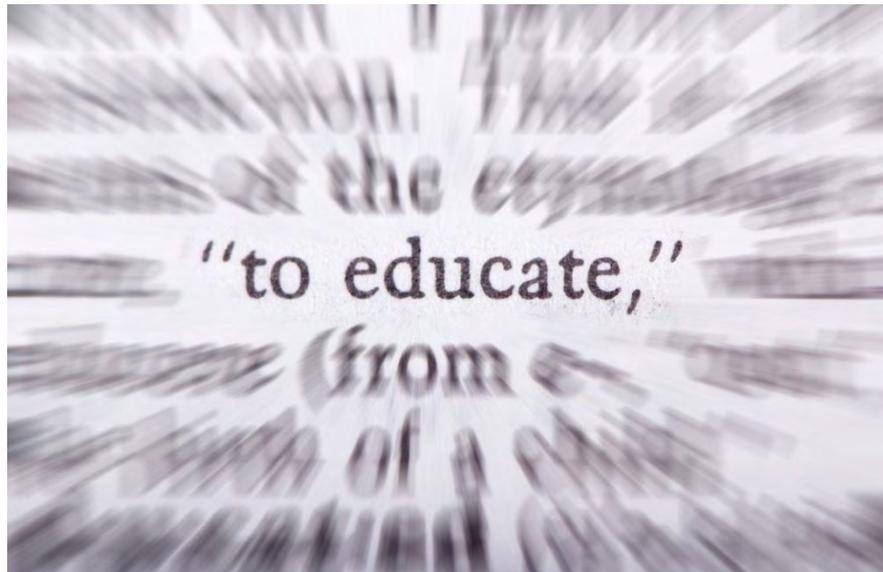
Data reported in McCabe, Butterfield, & Trevino 2012, pages 93 and 95

# What is a Honor Code?

According to Melendez (as cited in McCabe, Butterfield & Trevino, 2012), honor codes include:

- Un-proctored exams
- Written pledge- students state they did not cheat
- Judicial process with significant student involvement
- Students are expected to report academic dishonesty

# Faculty Strategies



## **Teach academic integrity**

to reduce unintentional dishonest behavior  
(Bisping, Patron, & Roskellley, 2008)

# Promoting Academic Integrity Through Education

(Belter & du Pre, 2009)

## Must Complete On-line Module and Get 100%

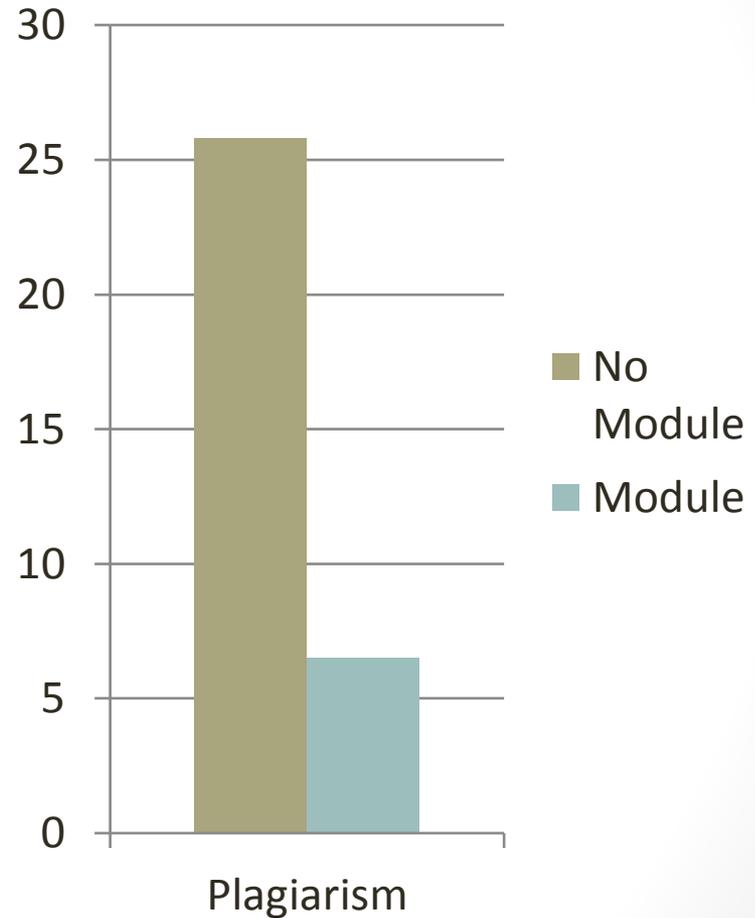
- Plagiarism- Definition and Strategies to Avoid Doing It
- Cheating- Definition and Strategies to Avoid Doing It
- Penalties/Consequences for Dishonest Actions
- Quiz (multiple attempts)

## Submit Assignments

- Abnormal psychology case study
- Required use of at least 4 research studies
- TURN IT IN plagiarism detection service was used

# Results (Belter & du Pre, 2009)

Compared to prior year when module was not completed, plagiarism **DECREASED**



# Create Classroom Climate of Academic Integrity



# Promote Learning vs. Achievement Goals

Emphasize  
**learning outcomes**  
and  
**value of learning**  
in syllabus and in  
class



# Emphasize Importance of Being Ethical and Honest



# Create Assignments that Reduce Likelihood of Plagiarism

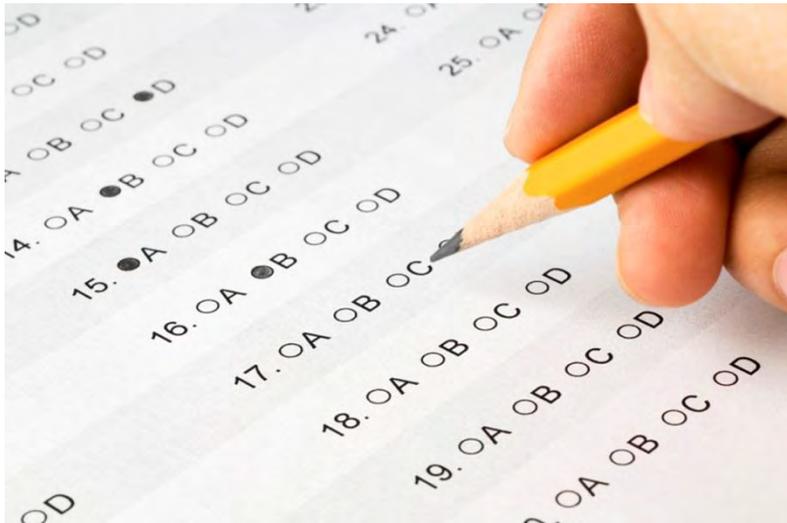
- Change assignments every semester
- Provide paper topics
- Specific vs. broad topics
- Require attachment of sources
- Brief papers may be better
- Consider multi-media presentations



# Websites with More Ideas about Creating Assignments that Promote Academic Integrity:

- <http://copyright.truman.edu/prevent.asp>
- <http://www.noodletools.com/debbie/ethical/policytemplate.html>

# Creating Tests: Promoting Academic Integrity

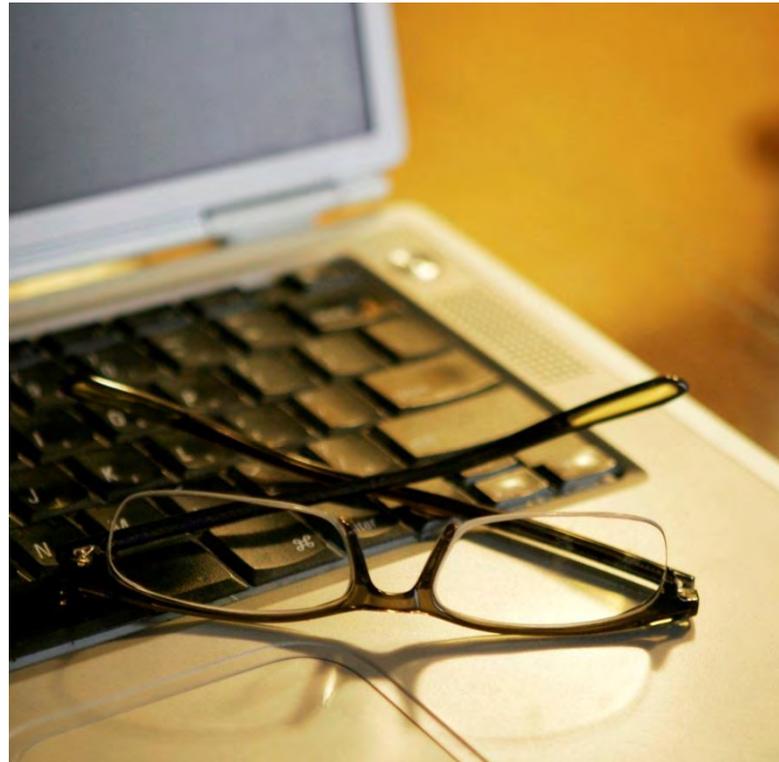


- Prepare students well
- No personal belongings
- Assigned seats/spaced seating
- Multiple formats
- Avoid re-using items/exams
- Increase use of open ended questions
- Rely on other methods
- Avoid High Stakes testing
- Sign name at top (Shu, Mazar, Gino, Ariely, & Bazerman (2012))
- Remind students about academic integrity

Several ideas from Bernardi, Baca, Landers, & Witek, (2008)

# Creating On-line Tests: Promoting Academic Integrity

- Low to moderate stakes testing; Use other assessments
- Parameters
  - Open vs. closed book
  - Time limit
  - Number of attempts
  - Randomization of questions and answers
- In person testing?



# Academically Dishonest Behavior: Need For Consequences



Report students who engage in  
academically dishonest behaviors

# References

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