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.
“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 is an international problem
(Bernardi, Baca, Landers, & Witek, 2008)
Who Cheats?
Individual Factors that Contribute to Cheating

Higher Levels of Cheating

Younger Students
- Involved in clubs, fraternities/sororities, athletics, caring for children or parents

Higher levels of entitlement

Lower levels of religiosity

High ("thrive") and Low ("survive") GPA

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

McCabe, Butterfield & Trevino, 2012
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

Please don’t cheat

Please don’t be a cheater

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

McCabe, Butterfield, & Trevino, 2012
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

McCabe, Butterfield, & Trevino, 2012
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.

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, & Roskelley, 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://copyright.truman.edu/prevent.asp)
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