Strategies for Creating a Culture of Academic Integrity

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Inspiration for this Workshop

Dr. Tricia Bertram Gallant

- Director, Academic Integrity Office at UC San Diego since 2006
- Consultant, International Center for Academic Integrity (ICAI)
- Internationally known expert, speaker, and author on integrity and ethics in education
My Objectives Today

- Help you think differently about the way cheating is approached

- Provide concrete ideas and resources you can use to:
  - Approach cheating more holistically
  - Help create a culture of integrity in your classroom
Cheating is a Problem

<table>
<thead>
<tr>
<th>Exam Behavior</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Got exam info from another student</td>
<td>33</td>
</tr>
<tr>
<td>Used false excuse to delay taking exam</td>
<td>16</td>
</tr>
<tr>
<td>Copied from another student without their knowledge</td>
<td>11</td>
</tr>
<tr>
<td>Helped someone else cheat on a test</td>
<td>10</td>
</tr>
<tr>
<td>Copied from another student with their knowledge</td>
<td>9</td>
</tr>
<tr>
<td>Used unauthorized crib/cheat notes</td>
<td>8</td>
</tr>
<tr>
<td>Used an unauthorized electronic/digital device</td>
<td>5</td>
</tr>
</tbody>
</table>

N > 64,000  
Undergraduates
Cheating is a Problem

<table>
<thead>
<tr>
<th>Assignment Behavior</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Worked with others (on individual assignment)</td>
<td>42</td>
</tr>
<tr>
<td>Paraphrased/copied sentences without footnoting</td>
<td>37</td>
</tr>
<tr>
<td>Received unpermitted help from someone</td>
<td>24</td>
</tr>
<tr>
<td>Used false excuse to delay submitting assignment</td>
<td>16</td>
</tr>
<tr>
<td>Fabricated/falsified a bibliography</td>
<td>14</td>
</tr>
<tr>
<td>Turned in work copied from another</td>
<td>8</td>
</tr>
<tr>
<td>Turned in work done by another</td>
<td>7</td>
</tr>
</tbody>
</table>

N > 64,000
Undergraduates
Cheating is a Problem

<table>
<thead>
<tr>
<th>Other Behavior</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fabricated or falsified lab data</td>
<td>19</td>
</tr>
<tr>
<td>Fabricated or falsified research data</td>
<td>8</td>
</tr>
</tbody>
</table>

N > 64,000
Undergraduates
Relationship between Academic Cheating & Unethical Adult Behavior

- Students who cheat on exams are 2 or more times more likely to be dishonest later in life. \((N = 6930; \text{Josephson Institute, 2009})\)

- Significant relationship between academic dishonesty and unethical behavior in professional practice. \((N = 130; \text{Harding et al., 2004})\)
Traditional Approach

- Narrow focus: stop cheating
- Strategy: the 3 Ps
  - Prevention
  - Policing
  - Punishment
- Not working
- Creates tension among/between students and faculty
- Undermines learning
“American scholars have come to realize that the absence of cheating does not equate to the presence of integrity, and that targeting individual instances of cheating and plagiarism may not be the best way to achieve educational objectives.”

Teresa “Teddi” Fishman, 2016
Director, International Center for Academic Integrity (ICAI)
Alternative Approach

- Broader, more holistic and multidimensional
- Focus:
  - Fundamental Values of Academic Integrity to create a culture of integrity
  - Ensure students are learning
  - Relieve the tension (both students and teachers)
- Students & teachers are not opponents, but partners in learning
The Fundamental Values of Academic Integrity

- Honesty
- Trust
- Fairness
- Respect
- Responsibility
- Courage

- Faced with what is right, to leave it undone shows a lack of courage. ~Confucius

5 General Strategies for Creating a Culture of Integrity in Your Classroom

- Communicate about integrity
- Role model integrity
- Create space for integrity
- Integrate ethics into the curriculum
- Respond to cheating

Betram Gallant, T., 2015
Communicate About Integrity

Educate to prevent cheating & relieve tension

What are some specific ways we can do this?
Communicate About Integrity

- Clearly communicate: What is ok and what is not?
  - Be explicit & specific
- Policy on Syllabus
  - What is appropriate and what is not?
  - Why is academic and professional integrity important?
  - Where can students find more information and assistance?
  - How will academic integrity violations be handled?

- Academic Integrity Contract
- Academic Integrity Affirmation Statement
Sample Affirmation Statements

- I did not collaborate with others.
- I violated the policy and cannot in good conscience submit this assignment. Please contact me to discuss how I can do an alternative assignment.
  
  Dr. Matthew d’Alessio, CSUN Presentation, April 2015

- I upheld my professional integrity on this assessment.
- I affirm that I have neither given nor received unauthorized aid on this quiz/exam/test.

- I affirm that this assignment reflects my own honest work and was completed with the integrity expected of me and my profession.

  Dr. Trisha Bertram Gallant, CSUN Presentation, April 2015
Role Model Integrity

*If a teacher does not involve himself, his values, his commitments, in the course of discussion, why should the students? ~Paul Wellstone*

- An ethical learning climate significantly increased ethical behaviors. *(Lawter et al., 2012)*
- Having an ethical faculty member who served as a “moral anchor” significantly deters cheating. *(Simkin & McLeod, 2010)*

What are some specific ways we can do this?
Role Model Integrity

Act as you expect your students to act

- Return graded work when promised
- Show up on time and always give 100%
- Cite your sources
- Acknowledge and correct mistakes
- Keep your office hours
- Respond to emails within a reasonable timeframe
- Treat your students equally and with respect
Create Space for Integrity

- Reduce opportunity and temptation
- Relieve tension
  - Don’t allow honest students to be at a disadvantage

What are some specific ways we can do this?
- Exams
- Assignments
Create Space for Integrity

Basically:

- Be aware of how students cheat
- Don’t allow it to be easy to cheat in your class
Create Space for Integrity: Exams

- Seat students randomly and spaced out
- Multiple versions, different colors, numbered, collect all
- Belongings, watches, calculators, or other electronic devices
- Inspect desks
- Pay attention, walk the room
- Don’t let students leave the room
- Take caution when returning exams
- “Please don’t be a cheater” (Bryan et al., 2012)
Would you be willing to participate in a 3-minute study for a chance to win $5?

Three Trials:
- No mention of cheating (control)
- Please don’t cheat (action/verb)
- Please don’t be a cheater (identity/noun)
Create Space for Integrity: Assignments

- Students understand the relevance, value, and purpose
- Students feel a personal investment
- Fair
- Focus on higher level cognitive skills
- Creative and unique, not “cookie-cutter”
- Not easily “googleable” or purchasable
  - Narrow and specific research topics
- Turnitin.com
Create Space for Integrity

Provide a means for students to report anonymously

http://academicintegrity.ucsd.edu
Integrate Ethics into the Curriculum

Students who took a business ethics course were significantly more likely to use ethical behavior. (Lawter et al, 2014)

What are some specific ways we can do this?
Integrate Ethics into the Curriculum

- Class code of ethics
- Teach ethical issues within the field and provide examples
  - What if researchers cheated on their studies?
  - What if medical school students cheated?
- Help students discover the importance of integrity on their own
- Advances in Physiology Education
  - Goswami et al., 2012 (lecture structure/content/examples/refs)
  - Senchina, 2011 (interactive video assignment)
41% of faculty report that they have ignored incidents of suspected academic dishonesty. (McCabe, 2005)

Why should we respond?
Respond to Cheating

- Students need to know that academic dishonesty is important and cheating is taken seriously
  - Students need to have fear to counter their “desire to get ahead”
  - Those who perceived higher levels of students being caught cheating were significantly more likely to use ethical behavior. (Lawter et al., 2014)

- Need to establish patterns
- Mistakes with consequences lead to lessons learned
- Help change the larger university culture and deter cheating
- CSUN policy: you are professionally and ethically obligated to report academic dishonesty
“Your beliefs become your thoughts, 
Your thoughts become your words, 
Your words become your actions, 
Your actions become your habits, 
Your habits become your values, 
Your values become your destiny.”
References


- **Bertram Gallant, T.** *Creating a culture of integrity: An alternate proposal for educators.* Workshop presented at California State University, Northridge April 17, 2015.


References


References


Other Recommended Resources

- The International Center for Academic Integrity (ICAI)
  - www.academicintegrity.org
- The Fundamental Values of Academic Integrity
- Academic Integrity: A Letter to My Students
  - http://www.academicintegrity.org/icai/assets/A_Letter_To.pdf
- http://academicintegrity.ucsd.edu
- http://josephsoninstitute.org
- www.cheatingculture.com
Thank You for Attending Today

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