Creating a Culture of Integrity: Strategies for Faculty

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The Problem in College/University

- 42% work with others on an individual assignment
- 38% plagiarize
- 33% obtain prior knowledge of a test
- 16% use a false excuse to delay taking a test
- 14% falsify a bibliography
- 11% copy from another student’s test
- 11% copy homework from another

The traditional approach
A “police state” (Policing)
- Heavy proctoring
- Monitoring bathroom breaks

A technological arms race (Prevention)
- Turnitin.com
- Video cameras, biometric screenings

Criminalization of Behaviors (Punishment)
- “First strike” clauses
- Heavy sanctions
- Punishment for bystander behaviors
The 3 “P”s lead to....

Faculty Anger

- “Any kid caught cheating in my class will FAIL!!!”
- “Students who cheat should get KICKED OUT!”

Faculty-Student Animosity

- “I don’t trust students”
- “Faculty don’t trust us”

Faculty resistance

- “I’m not a cop”
- “I don’t want to be the one to ruin the student’s career”
So, what can you do?
4 STRATEGIES
• Communicate Integrity
• Create Space for Integrity
• Infuse Integrity into the Curriculum (briefly)
• Leverage the Teachable Moment
Communicate Integrity
<table>
<thead>
<tr>
<th>Behavior</th>
<th>% of North American students</th>
<th>% of North American faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Working on an independent assignment with others</td>
<td>32%</td>
<td>82%</td>
</tr>
<tr>
<td>Receiving unpermitted help on an assignment.</td>
<td>44%</td>
<td>85%</td>
</tr>
<tr>
<td>Plagiarizing a few sentences</td>
<td>57%</td>
<td>84%</td>
</tr>
<tr>
<td>Fabricating or falsifying a bibliography.</td>
<td>58%</td>
<td>90%</td>
</tr>
<tr>
<td>Using a false or forged excuse</td>
<td>58%</td>
<td>80%</td>
</tr>
<tr>
<td>Getting questions or answers ahead of time</td>
<td>64%</td>
<td>93%</td>
</tr>
<tr>
<td>Fabricating or falsifying lab data.</td>
<td>68%</td>
<td>97%</td>
</tr>
</tbody>
</table>

ACADEMIC INTEGRITY

The courage to be

honest, respectful, responsible, fair & trustworthy

even when tempted not to be

International Center for Academic Integrity (2014). Fundamental Values of Academic Integrity. Available at
### Clear AI Statement

<table>
<thead>
<tr>
<th>WHAT</th>
<th>WHY</th>
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<tbody>
<tr>
<td>are integrous and cheating behaviors in THIS class</td>
<td>we care about academic &amp; professional integrity</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>WHERE</th>
<th>HOW</th>
</tr>
</thead>
<tbody>
<tr>
<td>can they find more information/help</td>
<td>violations of academic integrity will be handled</td>
</tr>
</tbody>
</table>
people disassociate from their own morality when:
- there is an opportunity to cheat
- awareness of ethical standards is minimal/absent

when people affirm their integrity it reduces cheating because it diminishes their ability to separate concept of self from actions

Create Space for Integrity
<table>
<thead>
<tr>
<th>If we want students to...</th>
<th>Then we need to...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cite their sources</td>
<td>Cite our sources in lecture</td>
</tr>
<tr>
<td>Complete assignments on time</td>
<td>Complete our tasks on time</td>
</tr>
<tr>
<td>Respect our authority</td>
<td>Respect their personhood</td>
</tr>
<tr>
<td>Attend class and learn</td>
<td>Attend to class design &amp; methods of assessment</td>
</tr>
<tr>
<td>Meet our expectations</td>
<td>Communicate our expectations</td>
</tr>
<tr>
<td>Quality</td>
<td>For you, this means that you will:</td>
</tr>
<tr>
<td>---------</td>
<td>----------------------------------</td>
</tr>
</tbody>
</table>
| Honesty | • honestly demonstrate your knowledge and abilities according to standards and expectations  
• communicate openly without using deception (includes citing sources) | • give you honest feedback on your demonstration of knowledge & abilities  
• honestly evaluate your demonstration of knowledge and abilities |
| Responsibility | • complete your out-of-class tasks on time and in full preparation for class  
• show up at class on time and be mentally (not just physically) present each week  
• participate fully each week and contribute to team learning and projects | • give you timely feedback on your assessments  
• show up at class on time and be mentally present each week  
• create assessments and class activities |
| Respect | • speak openly with others while honoring diverse viewpoints and perspectives (e.g., “I hear what you are saying and this is how I’m thinking it’s different”)  
• give sufficient space to allow others to voice their opinions and perspectives | • respect your perspective even while we challenge you to think more deeply and critically  
• help facilitate the respectful exchange of ideas and opinions in class |
| Fairness | • contribute fully so that you are not “freeloading” off of your teammates  
• not seek unfair advantage over others | • create fair assessments and grade in a fair and timely manner  
• treat students and teams equally |
| Trustworthiness | • not engage in personal business/affairs while on class time  
• be open and transparent about what you’re doing in class  
• not distribute course materials to others | • be available when we say we will be  
• follow through on our promises  
• not modify the expectations or standards without communicating to you |
Consider Alternative Pedagogies

- Flipped classroom models
  - Peer instruction
    - Caveat: peer instruction with clickers without the right integrity tone can invite cheating
  - Team-based learning
- Active learning
  - Case studies
  - Discussions
  - Role plays
  - Demonstrations
Rethink Assignments

are they measuring what you think they are?
Rethink Assignments

are they measuring what you think they are?

are they easy to cheat on?
Rethink Assignments

are they measuring what you think

are they easy to cheat on?

are they necessary?
Rethink Assignments

- Are they measuring what you think?
- Are they easy to cheat on?
- Are the learning objectives clear?
- Are they necessary?
Reduce Opportunities/Temptations

- **Plagiarism**
  - Be clear of citation and attribution rules
  - Use turnitin.com
  - Focus on the spirit, not the technicalities, of citation

- **Unauthorized Collaboration/Aid**
  - Be explicit on collaborative vs. independent assignments
  - Authorize WHO can provide aid on assignments (e.g., only University tutors)
  - Have students acknowledge those who helped them with an assignment
  - Be clear on use of old examinations
Infuse Integrity
Sample Activities

• Decoding Integrity Exercise
• Read an Academic & Professional Integrity Primer
  • Test or assignment in response
• Develop and analyze own ethical dilemma case study
• Integrity/ethics journaling:
  • reflect and analyze integrity/ethics issues that arose in the term
  • make connections between course concepts and ethics/integrity
  • apply principles to an ethics/integrity issue in the news
• Ethics/Integrity in the News Presentations
• Include ethics/integrity questions in every class (use clickers)
• Creating a class or team code of ethics
Create Movement!

Start where they are at
- use academic integrity as a way to break into the conversation
- Use course concepts, techniques, strategies to bridge the to ethics

Move toward where they need to be
- Applying the skills they’ve learned to resolve ethical issues and dilemmas in their field

Leverage the Teaching Moment
Leverage the Teachable Moment

- By responding
- Why Respond? (isn’t that policing?)
  - Mimic real world --- consequences for cheating
  - Change perceptions of acceptable behaviors
  - Reduce cheating in your class
  - Change larger university culture
  - Allow students to fail…& learn!
When You Respond To Cheating

- Don’t take it personally
- Respond calmly
- Stop the behavior
- Collect the necessary documentation
- Report it promptly
- Sanction the behaviors

A little time = Great Benefits
Leveraging Learning

- Occasional cheating is NOT a bad thing!
- We learn best from our failures!
  - Reflection
  - One-on-one conversations
  - Group learning
  - Applied, experiential learning (e.g., AI Seminar)
Why Does it All Matter?
Integrity in School May Predict Integrity in the Profession & in Life

- Of 7000 people surveyed, school cheaters are more likely dishonest as adults\(^1\)
- Of 130 people surveyed, people who cheat in school are almost twice as likely to violate work policies\(^2\)

3 x more likely to lie to a customer

3 x more likely to inflate insurance claim

2 x more likely to deceive their boss

1.5 x more likely to cheat on taxes

1.5 x more likely to lie to spouse

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Ethical Decision-Making Takes Practice

- “ethical fitness” is developed over time with practice\(^1\)
- Decision making about cheating in school parallels decision making about professional violations\(^2\)

Employers want graduates to have these skills:

- ethical judgment and integrity
- interpersonal and team work skills
- able to solve complex problems
- application of knowledge and skills to real-world critical thinking skills
- the “capacity for continued new learning”
- clear communication (oral and written)
- respect for differences


Hart (2013). It takes more than a major: Employer priorities for college learning and student success. Liberal Education, Spring, 22-29.
## Top 6 reasons why new college hires are disciplined/fired

<table>
<thead>
<tr>
<th>Reason</th>
<th>Disciplined</th>
<th>Fired</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of work ethic/commitment</td>
<td>52%</td>
<td>18%</td>
</tr>
<tr>
<td>Unethical behavior</td>
<td>46%</td>
<td>28%</td>
</tr>
<tr>
<td>Failure to follow instructions</td>
<td>41%</td>
<td>9%</td>
</tr>
<tr>
<td>Ineffective in teams</td>
<td>41%</td>
<td></td>
</tr>
<tr>
<td>Failure to take initiative</td>
<td>26%</td>
<td></td>
</tr>
<tr>
<td>Missing assignments/deadlines</td>
<td>33%</td>
<td>7%</td>
</tr>
<tr>
<td>Unable to communicate effectively -- verbally</td>
<td>32%</td>
<td></td>
</tr>
<tr>
<td>Inappropriate use of technology</td>
<td>34%</td>
<td>14%</td>
</tr>
<tr>
<td>Being late for work</td>
<td>28%</td>
<td>8%</td>
</tr>
<tr>
<td>Unable to communicate effectively – writing</td>
<td>28%</td>
<td></td>
</tr>
</tbody>
</table>

Source: Collegiate Employment Research Institute, Michigan State University
Good people make bad decisions under stress & pressure.

Our job is to educate our students to make better, ethical, decisions even when under stress & pressure.

