Building a Culture of Academic Integrity

Based on the Magna Online Seminar, "Helping Students Learn from Ethical Failures," presented by Tricia Bertram Gallant, Ph.D.

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ABOUT THIS WHITE PAPER

Tricia Bertram Gallant, Ph.D., is the Academic Integrity Coordinator at the University of California, San Diego (UC San Diego), and is the Immediate Past Chair for the International Center for Academic Integrity's (ICAI) Advisory Council. Bertram Gallant has extensive experience in developing academic integrity procedures and policies, working with stakeholders on creating a culture of integrity, inspiring campus interest in and commitment to addressing integrity and ethics, managing a centralized office for academic misconduct complaints, advising faculty on teaching and classroom management, and teaching students about academic integrity. Since joining UC San Diego in 2006, faculty reporting of student cheating has increased, as has the pool of student volunteers who work with the office to educate students and faculty (see *http://academicintegrity.ucsd.edu*).
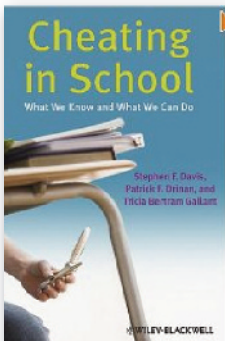
Bertram Gallant has also been active in the academic integrity movement at the national and international levels through the International Center for Academic Integrity as a member of its Board of Directors (2002-2007) and Chair of its Advisory Council (2008-2010). The ICAI is the leading organization in assisting high schools, colleges and universities in creating cultures of academic integrity. Hundreds of students, faculty and staff attend the annual ICAI conference to learn practical skills (for example, how to develop policies, educate students and faculty) and learn about the latest research on academic integrity and ethics (*www.academicintegrity.org*).

As an author and speaker, Bertram Gallant has published many articles on academic integrity in the *Journal of Higher Education*, the *Review of Higher Education*, the *Journal of Library Administration, NASPA*, and the *Canadian Journal of Higher Education*, is the sole author of *Academic Integrity in the Twenty-First Century: A Teaching and Learning Imperative* (Wiley's Jossey-Bass, 2008), co-author (with Stephen Davis & Patrick Drinan) of *Cheating in School: What We Know and What We Can Do* (Wiley-Blackwell, 2009), and editor of *Creating the Ethical Academy: A Systems Approach to Understanding Misconduct & Empowering Change in Higher Education* (Routledge, 2010).

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INTRODUCTION

Imagine for a moment that you are a student again. Maybe you are in elementary school. Maybe it's high school, college, or graduate school. Recall the assignments you completed and the tests you had to take. Think about the subjects you loved and the subjects you hated. Think about the teachers you respected — and the one you didn't.

Are you there? If you are, complete the sentence: "This one time in school I ..." by describing a time when you cheated. Maybe it's a time when you broke or bent the rules, or a situation where you gained an unfair advantage over your classmates. Did you deceive a teacher? Use someone else's ideas, words, or work without their permission or without proper attribution? Did you help someone else cheat on a test? Perhaps you copied someone's homework or allowed someone to copy yours. Or maybe you submitted an assignment that someone else — a parent or sibling — wrote or created.

Now think about what happened. Did you get away with it? Did the teacher find out but let you go? Maybe you got a warning. Perhaps you failed the assignment, or someone reported you to the administration.

Everyone has a cheating incident.

Cheating is, after all, a normal part of being human and an inevitable part of learning. Cheating is, and likely always will be, endemic to the institution of education.

It certainly has changed, though. How students cheat and even how they perceive academic dishonesty evolves along with technology and assessment methodology. Yet despite how people feel about current students and the Internet's influence, cheating is really no worse than it was in the past. It is no better, though, either.

Individual colleges and universities respond differently to academic dishonesty, but the responses generally have one thing in common: they are negative. It is possible, however, to leverage incidences of cheating and use them as opportunities to teach rather than to punish students. By institutionalizing integrity and transforming campus perceptions of academic dishonesty, schools can turn cheating into an educational tool and create learning environments that support ethical decision making and development.

This report first presents the historical and current complexion of cheating. It then reviews dominant organizational responses to cheating, and presents strategies and guides to help schools determine whether and what kind of change is necessary on their campuses. It presents the four stages of institutionalizing academic integrity and offers concrete approaches that enable schools to help students learn from their own failures.

You will explore why cheating happens, what can be done about it, who has influence over it, and even how to think about it. And in the end, you will discover how to view cheating as a learning tool and not as a disciplinary problem. When you do that, when you shift your perspective about cheating, you just might see less of it on your campus.

① DISPELLING CHEATING MYTHS

It is easy to assume that students today cheat more than students of previous generations. It is easy to blame the Internet and changing morals and attitudes for creating a culture devoid of ethics. But that is not the case. Students today are no more morally bankrupt than were students of ten, twenty, or fifty years ago.

Cheating, we all know, is not a new phenomenon. It is, in fact, a predictable outgrowth of the education system. Occasional cheating is normal behavior for youth as they learn about boundaries, authority, rules, ethics, and morality. It is also a natural response to the structures, processes, and some purposes of the institution. For example, the process of grading, or ranking students by the product they submit, is naturally going to invite students, young people who are still developing ethically, to attempt almost anything for a higher ranking.

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CHEATING OVER TIME

Although cheating is endemic, it has changed over the years in both character and body (Bertram Gallant, 2008). The character of cheating refers not only to the appearance and form of cheating but also to the perceptions of cheating.

History shows that the character of cheating changes in tandem with changes in the ways that students are taught and assessed, changes that have largely been wrought by the increase in the student-faculty ratio and the advent of the Internet and other technologies. It was difficult, for example, to cheat on oral recitation exams, the staple form of assessment back in the colonial college days. When written papers emerged as a form of assessment, students had the opportunity to plagiarize other people's ideas. Then written tests were introduced, and people could cheat by copying from a neighbor or by using unauthorized aids.

So it seems that a simple way to end cheating would be to limit class sizes to twenty students and require oral recitation exams. However, the sheer number of students attending college and university today make it impractical, if not impossible, to reduce class sizes or to test students' mastery of material by oral examination. Factor in the advent of online distance education, and it is highly unlikely that oral assessments will ever become the standard again.

Assessments are not the only factor, and schools will not resolve cheating problems by altering assessments alone. In fact, it is generally unwise to change an assessment simply to stop cheating. If the assessments are good assessments, they should remain in place.

However, assessments are certainly part of the puzzle. For example, if students are cheating because the assessments are outdated (e.g., they test only memorization), then it is a good time to rethink those. Faculty should also change assignments routinely, not to prevent cheating but to keep them fresh and relevant. It may be difficult, however, to persuade faculty to rethink assignments and assessment tools. Generally, this is easier at a school where teaching is more highly rewarded and harder to do at large research universities.

So, cheating has not only changed in character, but in how it has been perceived over time. Research shows that cheating has gone from morally reprehensible to merely morally disagreeable (Davis, Drinan & Bertram Gallant, 2009). This is especially true for behaviors such as copying homework, working with others on individual assignments, or plagiarism. Many students either see these behaviors as trivial cheating or they do not consider them cheating at all (see McCabe, 2005 for a good example of this).

Many students now consider these behaviors acceptable. They are simply using all available resources or being efficient or smart. This explains why a majority of students admit to cheating at least some of the time and simultaneously argue that those behaviors are not actually cheating. In fact, when asked about their academic behaviors, students readily admit to things that historically have been considered cheating. When asked if they're satisfied with their personal ethics, the majority are, according to research from the Josephson Institute of Ethics (see www.josephsoninstitute.org/reportcard). In other words, students do not necessarily associate their academic shortcuts with unethical behavior or bad personal character. They are cheating, but they don't think so.

NEGLECTED VALUES AND ETHICS

Changes in the educational system, society and technologies over time seem to offer increasing opportunities and temptations to cheat, yet the educational system has not countered that with an enhanced emphasis on teaching students about ethics and ethical conduct (Bertram Gallant, 2010).

What little ethics instruction that remains in the educational system is often limited to the philosophy department and perhaps even to just an ethics class. This is largely due to the value wars of the latter half of the twentieth century (Davis et al., 2009). This conflict about whose values could be taught and who got to teach them has eroded intentional strategic attention to the ethical development of students.

Interestingly, this conflict over ethical education came around the same time as did the increased emphasis on standardized testing ("teaching to the test"), both of which fed a gradual elimination of any subject matter that did not appear on a No Child Left Behind test or the SATs. Ethics and professional integrity did not make the test, so they did not make the cut.

And while ethics education has been largely eliminated, the opportunity to cheat has grown. The Internet alone makes it much easier for students to plagiarize or to find answers to homework assignments that should be completed independently.

What this means is that today's students may face more ethical dilemmas than did their predecessors, and yet they are less adequately trained to handle them. In other words, students will struggle to act with integrity and make good, ethical choices unless they learn how—and our colleges and universities are not teaching them.

Changing Responses to Changes in Cheating

This suggests that colleges and universities should reconsider their dominant approaches to cheating and academic dishonesty. If current approaches are not maintaining an acceptable level of academic dishonesty, it is time to change those approaches.

Cheating is a normal part of the maturation and learning process, and it will not go away. Instead of working to stop or punish cheating, schools could shift their attitudes and look for ways to harness cheating's inherent learning opportunities. That is, schools can use cheating to help students to learn about and develop ethics and integrity.

② DOMINANT ORGANIZATIONAL RESPONSES

Any effort to fundamentally change a school's approach to academic integrity requires an understanding of its current organizational response to cheating (Bertram Gallant, 2008). Organizational approaches to student cheating form a continuum from highly decentralized to highly centralized, and most schools fall somewhere on this spectrum.

The more decentralized a school's response to cheating is, the more haphazard and, most likely, the more unfair, opaque, and inconsistent it is. For example, on campuses with highly decentralized responses, faculty members handle cheating as they see fit. Colleges and universities with somewhat decentralized responses might require faculty to report cheating to an academic chair, who then handles it within the department. At schools that fall somewhere in the middle, faculty might report cheating to a divisional dean, such as a psychology professor, who would report it to a social science dean. A centralized response to cheating would have faculty reporting directly to a provost. On highly centralized campuses, cheating would be reported to an academic integrity office.

Rule Compliance or Integrity: The Centralized Approaches

The two dominant approaches to maintaining academic integrity on campus also tend to be more centralized approaches. The rule compliance approach tells students what they can't do, while the integrity approach offers guidelines for students on what they should do. The two approaches differ fundamentally in goal, method, and tone.

The rule compliance approach tells students what they can't do, while the integrity approach offers guidelines for students on what they should do.

However, both approaches attribute the cause of the problem to the character of the individual student, who is assumed to be dysfunctional or acting in dysfunctional ways. The vernacular is morally laden and generally characterizes the student and his or her conduct as honest or dishonest, honorable or dishonorable, moral or immoral, good or bad, etc. This is true regardless of whether the cheating incident was the result of ignorance or malice.

Correspondingly, both strategies focus on resolving the problem primarily by either ridding the institution of the student, which is common in the compliance approach, or "fixing" the student, which is common in the integrity approach.

Comparisons

The rule compliance approach has a disciplinary, as opposed to a developmental, focus. In other words, it tries to increase the cost of misconduct.

The goal of this approach is to create a campus where students comply with the rules. The primary method used is discipline, and the tone is usually very legalistic and adversarial. There is heavy administrative involvement, which may include judicial affairs officers, student affairs professionals, and legal professionals or pre-professionals.

Alternately, the goal in the integrity approach is to create a campus where students choose to act with integrity. That is, they desire and choose to act ethically; they do not feel forced because of the possibility of discipline. Campuses that use the integrity strategy maintain that colleges are responsible for students' ethical development; these schools use cheating as an opportunity for teaching.

The integrity approach is primarily developmental and uses discipline only as a tool. That is, discipline is used if it will help the student develop as a person and not merely to punish. The tone is generally more about forgiveness and second chances. Schools using the integrity approach rely heavily on faculty and student involvement; there is little administrative involvement. There is also significant corresponding campus talk about academic integrity and ethics. This includes any event or activity as part of a broader university initiative that brings awareness to ethics and integrity.

Campuses that use the integrity strategy maintain that colleges are responsible for students' ethical development.

An example of the integrity approach can be found in part of the approach taken by the University of California San Diego (the approach at UCSD tends to be an amalgamation of rule compliance and integrity). The integrity approach is reflected in the requirement that all first-year students take an online academic integrity tutorial that aims to teach students about campus ethical standards. Academic integrity peer educators, both undergraduate and graduate students, engage in educational campaigns throughout the year in order to further reinforce the academic integrity message. And when students violate academic integrity standards, they are enrolled in an academic integrity seminar to further instill the core message that cheating, even in the smallest of acts, undermines the core purposes of the university and their own purposes for attending. This seminar also helps students learn from failure.

Ebb and Flow of Dominant Responses
Larger social events and movements have influenced and shaped organizational responses to cheating (Bertram Gallant 2008). The rule compliance approach developed first, primarily in the last sixty years. It dominated in the 1960s through the 1980s because of student unrest, institutional fears of litigation or violence, and a 1960s court decision that mandated due process for students.

Unfortunately, the rule compliance approach was the result of a mistaken interpretation of due process. Universities interpreted the mandate to be an elaborate, legal-like process, and

the courts never intended that. The courts simply wanted colleges and universities to provide students with a right to notice and a right to be heard. Also, the court expected schools to follow their own established policies and procedures. For example, if a school official says he or she will do something, that something has to happen. Put more simply, the courts expect institutions of higher education to act with integrity.

The integrity approach began to dominate in the 1990s as a result of three simultaneous developments (Bertram Gallant 2008). The first was a surge in attention to character education and character development, both at the early levels of education (i.e., elementary and secondary) and in higher education. The second development, promoted primarily by student affairs departments and professionals, was an increased application of developmental theory to cheating. This coincided with the third development: a growing disenchantment with the legalism surrounding cheating.

Several organizations grew out of these developments. These include the National Partnership for Character Education and the Character Counts movement at the K-12 level. Several researchers of undergraduate academic misconduct also founded the International Center for Academic Integrity in reaction to what they perceived as the ineffectiveness of what has come to be known as (but wasn't yet called) the rule compliance approach. They advocated the idea that rather than force students to be compliant, schools should create a campus environment and further develop students so that the students can not only choose to comply but also have the opportunity to learn and grow from ethical failures (Bertram Gallant 2008).

Which do you use: rule compliance or integrity?
Individual campuses might not label their academic integrity strategies, but it is possible to ascertain which approach a school uses.

Rule-compliance campuses use words such as conduct, regulations, rights, and responsibilities. These schools also use a judicial approach or take a legalistic stance to incidents of cheating. The involvement of lawyers or use of legal vernacular, such as trials, guilty, innocent, cross-examination, witnesses, and opening or closing statements, are indicative of the rule-compliance approach.

Further, rule-compliance schools often offer limited explanations for the rules in place. In other words, rules are clear but lack detail about what they are meant to accomplish, why students should obey them, or why they even exist. The rhetoric focuses on compliance, and the policy concentrates on discipline rather than learning or developmental processes.

Integrity campuses use words such as honor, integrity, and ethics. Cheating policies highlight values and goals; they make statements about what students should aspire to rather than which behaviors they should avoid. Student development is at the foreground of policies and related discussions; discipline fades to the background. Student involvement is

high, and ethics and integrity events are held on campus.

Noncoordinated Strategies: The Decentralized Approach
Noncoordinated approaches to cheating are less common than the two dominant, centralized approaches. Noncoordinated strategies reflect a decentralized system in which the campus leaves cheating matters to individual faculty or departments to handle.

A noncoordinated strategy has some strengths. It communicates that academic integrity is a matter, first and foremost, of teaching and learning rather than one of conduct or discipline. It allows for immediate response to ethical failures in the context in which they occur. It also retains faculty involvement in addressing ethical failures.

The strategy has many weaknesses as well. Cheating is situational, so students may learn to not cheat in one academic department or in one professor's class, but continue to cheat in others. If students fail to learn from the immediate responses to their ethical failures, they could take advantage of the lack of a centralized database or record of ethical violations to potentially cheat their way through college. Organizational and peer norms may not be addressed because attention paid to student cheating is sporadic and individualized.

Also, students experience different interventions in response to their ethical failures; some interventions may be better than others, and the system may not operate fairly.

To determine whether your campus uses one of the centralized approaches (rule compliance or integrity) or a decentralized, noncoordinated strategy, see Appendix A: Determining Dominant Campus Strategy for Reducing Student Cheating. Have multiple colleagues complete the form to determine whether perceptions align, and use results as groundwork for change.

New Strategy

If a school is keeping cheating at an acceptable level of corruption, there may be no need to alter the system. Likewise, change is not necessary if students already have the opportunity to learn how to be ethical professionals and if students are graduating with greater knowledge of and propensity to act with integrity. Yet some—probably most—colleges and universities are dissatisfied with their current approaches to managing cheating. They struggle with an unacceptable level of corruption, and they are missing opportunities to teach students about ethics and integrity.

There is no universally successful strategy, no one-size-fits-all approach to reducing the level of corruption. Each campus must adopt an approach that complements existing institutional structures and cultures and yet also challenges the school to do more to teach students about ethics and integrity, both in the academy and in the professions they will join after graduation.

③ INSTITUTIONALIZING ACADEMIC INTEGRITY

Once university or college officials determine that organizational change or a new strategy is needed, they should frame the goal as an effort to institutionalize academic integrity and not as one to "fix" student cheating. That is, schools should aim to infuse the value of integrity into structures, processes, and cultures of the organization so that ethical behavior is supported.

Addressing cheating via culture and environment might not be immediately obvious, but it does make sense. Cheating is a widespread problem that is difficult to resolve one student at a time, and most students cheat at some point in their educational careers. Environments shape behaviors and provide temptations and opportunities for cheating. Cultures establish and regulate norms. Changing the environment and culture in which students live, work, and study is more than helpful; it is instrumental in reducing cheating and enhancing integrity.

Four Stages

While there is no map or a linear, step-by-step guide to institutionalizing academic integrity, there are four stages through which universities or colleges can move. These are checkpoints, or benchmarks, that allow campus officials to measure progress and celebrate successes. They also allow stakeholders to reach a common understanding of how far the school has progressed and how much work remains. This kind of consensus or mutual agreement can help keep efforts moving forward (see Davis et al. 2010; Drinan & Bertram Gallant, 2008; and, Bertram Gallant & Drinan, 2008 for more information about academic integrity institutionalization).

The following are the four stages of institutionalizing academic integrity:
- Recognition and commitment
- Response generation
- Implementation
- Institutionalization

1. Recognition and Commitment

At this stage, the organization has to recognize that cheating is a problem on campus and then commit to addressing it. That is actually much harder than it sounds. Many people do not want to admit that cheating is a problem or that cheating can be a corruptive influence on the integrity of the institution as a whole. To be in stage one, there has to be some discontent with the current situation as well as some commitment to addressing it.

Even though the end goal is the same, each school will enter this process with different circumstances. Four individual case studies or campus stories will provide some insight into

the process as it unfolds at different kinds of institutions. Note that school names, with one exception, have been changed (the stories of Heartland, Elite & Lasallian are taken from Bertram Gallant, 2006).

UCSD: A large, public research university in California
The University of California San Diego entered stage one after extensive, loud complaints from faculty about student cheating. First, they were angered at the extent of the cheating. Second, the faculty were frustrated by the cumbersome, bureaucratic, and slow process used to address academic dishonesty. When the complaints mounted, the faculty senate decided to address the problem and take action.

Heartland University: A large, public research university in the middle of the country
Heartland had a cheating scandal in which a substantial number of students in one class were accused of cheating. There was some national media exposure, which made it easier for the provost to commit to addressing the issue. Interestingly, the uproar had less to do with the fact that the cheating had occurred and more to do with the fact that the university had not taken steps to prevent cheating and had no processes in place for responding to cheating when it occurred.

Elite University: A midsize, private research university
Elite had moved in and out of stage one over the course of fifty years. Until its last cheating incident, it never seemed to do more than simply acknowledge the problem. However, Elite participated in a self-assessment and found that students were cheating. The data was sufficient to convince people to recognize the problem and commit to addressing it. In this case, the provost assigned someone to handle the change and established a committee to see it through.

Lasallian College: A small, private religious college
Lasallian faculty members were upset with plagiarism on campus. Two junior faculty members, who were on the faculty senate, convinced the senate to look at student cheating policies. Those two faculty members committed to reviewing the campus cheating process.

Each campus had different reasons for recognizing the extent of its cheating problem and for committing to addressing the problem. The key for other universities and colleges is to make accurate assessments—and not rely on assumptions—about the circumstances on their particular campus before moving forward with plans.

It can be tricky to determine whether a school has entered the recognition and commitment phase. Pay attention to faculty complaints about cheating. Note when questions about cheating pop up unexpectedly at meetings about accreditation, assessments, or even writing centers. While it is less common, students sometimes complain about cheating. Many faculty members want to do more than complain; they would like to address the problem but are unsure about how to proceed.

2. Response Generation

After acknowledging a cheating problem, schools can generate responses to it. The term "generation" is important: the responses to cheating should be generated organically. They should not be reactionary or responsive to specific events.

This begins with an in-depth study of the problem. The International Center for Academic Integrity (www.academicintegrity.org) has an assessment guide that colleges and universities can purchase to use in gathering data about their cheating problems. It is not the only approach to data collection, but it is one common and accessible way. Surveys are another potential tool. They are good for determining perceptions of cheating, but they are not good at measuring the amount of cheating that is happening. The best assessments cover a wide range of attitudes, perceptions, and behaviors, and they allow respondents to indicate not just whether they observe or participate in certain cheating behaviors but also how often.

University officials should also have structured conversations with students and faculty to determine exactly what is going on, what is wrong with current systems that enables or allows cheating, and what specifically needs to change.

Response generation is a process, and quick solutions are rarely sufficient. Avoid the temptation to model or mimic what other campuses are doing. For example, it is likely that your campus has some people who went to an honor-code school. They may report that there was no cheating on campus and then advocate adopting a version of that honor code. However, honor codes are only effective when they bubble up from the culture of the organization; they should not be imposed downward from the administration. Although well intentioned, that kind of approach is unlikely to adequately address or resolve a cheating problem.

> *Avoid the temptation to model or mimic what other campuses are doing.*

Of course, examples from other schools are valuable in helping campus officials determine what approaches for generating a response are possibilities and which one will lead to a response suitable for their own college or university.

UCSD

When UCSD entered stage two, it convened focus groups of key stakeholders. These groups were composed primarily of faculty but included some administrators. The groups considered revising existing policies and processes rather than starting from scratch, and they established some resources and routines.

Heartland University

Heartland University held town hall meetings, and the provost attended all of them. The town hall meetings gave people a forum to air concerns and offer opinions; as a result, the meetings were very well attended by students and faculty. Heartland also completed the International Center for Academic Integrity assessment and has repeated that assessment every two or three years since. The school established some new routines and resources, and it hired someone to help manage the process.

Elite University

A committee at Elite University also gathered some data. They produced a self-study report, which made their findings transparent to the entire community. They disclosed what they found, what the current problems were, and what they thought should be the responses generated to move forward. They held public forums to discuss the changes they proposed, and they worked to create a new policy.

Lasallian College

Lasallian College formed a faculty-student committee that worked all summer to gather data on best practices around the country. They also secured an administrative support person for that committee. Eventually they created an honor code and an honor council that complemented the character of the school, which as a religious college was already focused on being an institution of honor and integrity.

> *Data is always a powerful tool for response generation. However, collecting it isn't always easy.*

Data is always a powerful tool for response generation. However, collecting it isn't always easy. For example, even UCSD—a research university that uses data to inform and make decisions—has not yet conducted an assessment of student and faculty academic integrity beliefs and behaviors. That is unfortunate, as the only baseline measure of the magnitude of the cheating problem is reported incidents. Assessments provide much more thorough, reliable, and actionable information.

3. Implementation

Once a school has recognized a problem, committed to addressing it, and generated some responses, the next step is integrating integrity into core procedures. This addresses, for example, how faculty report cheating or how integrity is discussed in the admissions or hiring processes. This is where schools establish structures and processes. It is at this stage, for example, when UCSD established an office of academic integrity.

Communication mechanisms should become standard, consistent, and routine. For example, faculty should always address academic integrity on syllabi. It should be a topic at orientation and appear on admissions applications and the school website. Faculty should

be trained so they know how to promote academic integrity in their classrooms, how to talk about it with students, and how to respond when cheating occurs.

UCSD
Increased faculty reporting of cheating moved UCSD into stage three. In fact, the rate of faculty reporting doubled in just three years. Students also started to report cheating; this indicates that the messaging was reaching and resonating with them. The school now has related committees working in specific areas to enhance campus-wide integrity. For example, the classroom advisory committee looks at facilities used for exam taking in order to improve conditions and to reduce the temptations and opportunities for cheating afforded by large, closely packed classrooms. These committees help the school address perennial problems, such as the large exams or other situations where it is more difficult for a student not to look at a neighbor's paper because of tight quarters.

Heartland University
Heartland University moved into the implementation stage when faculty started reporting cheating. Also, a group of students created an educational movement and organization that conducted education and outreach on academic integrity.

Elite University
Elite University has a somewhat unique situation: a student-run honor council that is separate from the hearing board. The honor council started to thrive as the university entered stage three. The president spoke about ethics and integrity at convocation and other events. The school began to tackle related problems, including the massive drinking parties held in the quad every semester. Academic leaders also modified the curriculum according to student feedback regarding cheating. For example, students reported cheating in classes that they were forced to take, that they didn't enjoy, or that did not seem relevant to their learning. The school responded by adding more flexibility in the selection of liberal education courses.

Lasallian College
At Lasallian College, the original framers of the student-faculty committee removed themselves from the effort, but the process continued and moved into implementation. School officials ramped up their education outreach with students, and they began to tackle related perennial problems. For Lasallian, one problem was plagiarism in their great-books courses. Lasallian had a student cooperative that would make new students feel welcome on campus by sharing papers previously written for those courses by older students. The school began to change the topics for the assignments and modify the classes so that it was more difficult to copy from someone else's work.

The implementation phase at most colleges and universities is marked by an enacted academic integrity policy. Reporting procedures are known, followed, and fair. Students,

faculty, and staff talk about academic integrity, and campus leadership joins in those conversations and reinforces its importance. Schools in this phase will also have structures and resources in place to support policies. These include academic integrity officers, an assigned faculty member or provost, or someone else in charge of the process.

Resistance to Change

The implementation phase offers numerous challenges. For example, the implementation phase is often when schools encounter the greatest resistance to change. However, resistance is a normal part of the change process and can actually be used to maintain momentum.

Resistance can come from a number of constituencies including students, faculty, administrators, governing boards, and alumni. Each group resists in different ways. Students resist by continuing to cheat. Faculty resist by not reporting cheating incidents.

Each group also resists for different reasons. Alumni might resist because they fear damage to the school's reputation if it acknowledges a cheating problem. The governing board might share that concern.

Duke's public acknowledgment of cheating opened the conversation on many campuses, but the fears about addressing academic dishonesty persist.

However, some of these fears might be misplaced. When Duke University President Nan Keohane spoke publicly about the school's problem with cheating, the reaction was not surprise that there was cheating at Duke. Instead, people confronted the fact that if Duke had a problem with cheating, most other schools probably had a problem with cheating, too.

Duke's public acknowledgment of cheating opened the conversation on many campuses, but the fears about addressing academic dishonesty persist. For example, UCSD and numerous other schools worry that the best and brightest students will not want to enroll at a college or university that openly acknowledges a cheating problem.

That kind of resistance is common, but it does not mean that change is impossible.

Avoid "best practices"

First, avoid adopting "best practices" approaches to academic integrity. That is almost always going to encounter resistance. For example, schools should not adopt an honor code because a statistic shows that students at schools with honor codes cheat less than students at schools without one. Each school is unique, and each school needs a unique approach.

Include dissident voices

Critics often have very important points. Sometimes those points can be addressed and dismissed. Sometimes critics raise legitimate concerns and issues that should be carried forward in the process. That is why it is important to include dissidents in all conversations; it usually leads to better end results.

For example, a faculty member at Elite University was not happy about the way the committee was progressing. He complained to the provost that the committee was taking a policing stance rather than a pedagogical one. So the provost offered him a seat on the committee. The professor accepted and then successfully changed the committee's focus. Instead of concentrating on fixing or punishing students, the committee began to explore what it was about the teaching and learning environment, as well as assessments, that shaped students' decisions.

Uncover the underlying reasons for resistance

Sometimes faculty resist not because they do not want to improve integrity on campus, but because they already feel too overburdened and stressed to support a new initiative. In fact, they might fear that changes to any existing processes might actually increase their stress levels. Understanding what is generating the resistance allows academic leaders to address those concerns, in this case those concerns are faculty demands and workload, head-on.

Make academic integrity profitable

Cheating happens because it is more profitable than integrity. A way to overcome this resistance is to make integrity more profitable than cheating. One controversial strategy is to identify faculty who truly address academic integrity in their classes, who explore professional integrity or ethics, who work to prevent cheating, and who respond to cheating. Classes offered by those faculty would be marked or identified as "integrity" classes on transcripts. This system, when shared externally, provides more information to grad schools or employers. The idea is that an "A" in an "integrity" class is different from an "A" in a standard class where cheating might have been prolific, accepted, or even condoned.

While controversial, this approach communicates to faculty and students that there is value in embracing efforts to improve academic integrity on campus.

Garnering Faculty Buy-In

Faculty support is critical to any effort to implement a campus-wide culture of academic integrity. The faculty do not have to actively resist change to thwart it; without active faculty buy-in, any effort to transform campus culture and to institutionalize integrity is bound to fail.

To build faculty support, the new process should be as simple and reasonable as possible. Many faculty members complain that reporting cheating is too cumbersome and bureaucratic. It takes too much time, and reporting cheating is more likely to increase, not reduce, stress levels.

One key is to reduce legalisms. University processes for academic misconduct tend to be unnecessarily litigious and bureaucratic, creating an adversarial environment and thereby undermining the potential for teaching and learning. Reducing legalisms can greatly simplify matters and mitigate the stress involved.

For example, consider eliminating legalese (e.g., "hearing" and "witnesses") and restructuring academic integrity reviews so that they no longer mimic courtrooms or legal proceedings. Share all information and documentation with all parties ahead of time, and focus on discussions rather than arguments. Finally, remove "university representation" or lawyers from the room. Not only does this alleviate the adversarial element of the process, it also often reduces the amount of time involved. (See Appendix B: Steps for Reducing Legalism in Campus Processes and Appendix C: Legalistic Policy & Procedures Checklist.)

It is counterproductive to deny promotions to the professors who didn't publish the right articles in top-tier journals during the time they were making sincere and concerted efforts to adopt new ethics practices.

Schools can also provide and faculty can use screening tools such as Turnitin and SafeAssign to help students identify when their work might be suspect for plagiarism. Instead of using the tools to catch and punish students, faculty can use them to identify when students need help with citation or attribution. In the era of the Internet, it is virtually impossible for professors to identify plagiarism without technological tools, and both Turnitin and SafeAssign are unbiased, so any prejudices about race, class, or past performance will not factor into the result.

Also, schools need to recognize that it takes time and effort for professors to change assignments to reduce cheating or to incorporate integrity and ethics into coursework. Thus, those efforts should factor into the tenure promotion process. It is counterproductive to deny promotions to the professors who didn't publish the right articles in top-tier journals during the time they were making sincere and concerted efforts to adopt new ethics practices. Efforts to promote integrity should be rewarded, not discouraged.

Colleges and universities must also protect faculty from student backlash. For example, consider a situation in which a professor reports two students for cheating in the fall semester. Then on his course evaluations, there are two bad outlier evaluations. That is, all

the other evaluations are good; only two are bad. To prevent this apparent student backlash from damaging the professor's career or from discouraging future reports of cheating, schools should adopt policies that discount outlier evaluations in any semester in which a faculty member reports cheating. Otherwise the bad evaluations will draw negative attention from department chairs and might have career repercussions for faculty. Eventually, faculty will stop reporting cheating as a result.

Schools should also offer administrative support to faculty who report cheating incidents. Someone should be available to expedite paperwork or other reporting requirements. Sometimes it is a staff person in a central office, but it can also be a support staff person within the academic department. It also has to be the right staff person. Usually this is someone with credentials or classroom experience, or it could be an actual faculty member who oversees an office that is run by non-academic staff. In any case, faculty must respect whoever is in charge of integrity efforts.

Finally, colleges and universities should consider the positioning of academic integrity in the school's organizational structure. Many campuses bury this office or these processes under student judicial affairs or student conduct. That sends a different message to faculty than does positioning academic integrity under the provost or within a center for teaching and learning. Ultimately, the academic integrity office must be in an organizational unit that faculty members respect or see as related to their work.

4. Institutionalization

When integrity is fully integrated into a campus, it has become institutionalized. Cheating is occasional, and when it happens the campus knows how to respond. Faculty may choose to teach at and students may choose to attend a specific college or university because it is known for its integrity and honor.

Artifacts of integrity are everywhere. Moral ethical development is part of the curriculum or co-curriculum. Integrity is part of the mission statement. Constituents routinely prioritize ethics over self-interests. An office and staff are dedicated to maintaining an atmosphere of integrity on campus, and routine assessments identify changes in perception or emerging problems.

Faculty members are rewarded for infusing courses with ethics instruction. Faculty also respect and trust students. For example, a professor could give an exam, and students could take that exam and finish it almost anywhere—even sitting alone, outside beneath the favorite campus tree.

That is actually an example from Wellesley College, which has the reputation of having a culture of integrity. The school has a fairly acculturated honor code that allows students to take exams anywhere—even beneath trees, if they like. There is not a lot of faculty

proctoring of exams, and students are trusted not to cheat. Of course, research and assessment are still necessary to ensure that the campus maintains its culture of integrity and does not rely solely on perception and reputation.

The Air Force Academy is another example, albeit a unique one. The military environment obviously puts the school in a different realm for enforcing standards and pursuing incidents of cheating. However, the academy also incorporates into the curriculum education on ethics and integrity.

For strategies to use at each stage, see Appendix D: Table 6.3 Guidelines for advancing the institutionalization of academic integrity, from Cheating in Schools. Also, to identify a school's current stage, use Appendix E: Institutionalization Self-Assessment Survey.

Stakeholder Roles

Any conversation about process should also include discussion of the roles the different stakeholders can play (these ideas come from an unpublished conference paper, Bertram Gallant, 2008b). Activators are people who notice the problem and call attention to it. Management champions work in the background and provide resources. Product champions commit to innovation and sell the idea. Finally, agents of diffusion move the innovation from idea to active implementation.

At Lasallian College, the product champions were the two junior faculty members on the senate. Their efforts were not simply about stopping cheating. As one of the faculty said, "It was about this beautiful vision of what our college could become." These two professors became the faces of the process, and the associate provost and the president were both strong management champions. They supported the faculty with the resources they needed, such as funding to meet over the summer and to conduct research.

The challenge, however, was that the two faculty member product champions eventually became equivalent to the product. In other words, any problems with those faculty members became problems of the effort to improve academic integrity. Some opponents eventually wrote off the two product champions as rogue and ambitious faculty who wanted to create change just for the sake of creating change.

The faculty members countered this resistance by bringing in an outside expert who validated their efforts. That objective voice helped bring the rest of the faculty on board with the plan. The product champions eventually removed themselves from the process and turned their efforts to strengthening the honor code with other professors and students so that the work could and would continue without them.

Heartland, on the other hand, was responding to a cheating scandal. The provost was the activator and, in a way, the management champion as well as the product champion. That is,

he was pushing the idea of academic integrity as well as providing the resources and support for it.

This also caused some challenges. One person cannot possibly do all the work, especially when he or she has other duties and responsibilities. Also, housing so much of the responsibility in one person or position risks creating an integrity vacuum should that person leave.

One person cannot possibly do all the work, especially when he or she has other duties and responsibilities.

That almost happened at Heartland when the provost left within a few years. The university managed to continue with integrity efforts thanks to the provost's groundwork. Before he left, the provost created a solid infrastructure and support system. He established an office with a part-time faculty director, a full-time staff director, and a part-time assistant along with a student organization and honor council. The school also gave faculty great control over the process. While the new provost was not as supportive or as much of a champion as the previous provost, the systems established by the latter allowed the school to maintain its academic integrity efforts.

Elite University had no clear activator. The vice provost served as a management champion; she provided the structure and the resources. The faculty were the product champions, an ideal role for faculty to play.

Elite had some challenges, however. First, there was no general acceptance that cheating was a problem. Many acknowledged that cheating was a problem in higher education, but only at other schools. The second challenge was the institutional orientation toward research and national rankings. The school was very focused on its upward mobility in the national rankings and attention to cheating did not fit into that paradigm. Also, paying attention to cheating requires paying attention to teaching. That was not a priority at Elite. Schools generally do not get ranked on teaching, and faculty members do not get tenure promotions or external validation at research universities unless they are doing research.

Elite did, however, have strong administrative investment, including support from the president and provost. The school established a strong committee with both faculty and students—separate from the body that hears cases—that focused on education and outreach. This division of responsibilities seems to work well. When one body has the responsibility to both hear cases and conduct education and outreach, time can become a factor and education often the unintended victim.

4 ALTERING REACTIONS TO STUDENT CHEATING

Even at schools where integrity is institutionalized, some students are going to cheat. Yet the combination of these two factors affords colleges and universities a wonderful opportunity to use students' natural tendencies and schools' environmental conditions for students' ethical benefit. To do this, however, you must first alter your reactions to student cheating.

The overwhelming educational response to cheating is negative. Cheating is, first and foremost, a problem. More specifically, professors may feel anxious that they need to confront cheating. They may be angry that students cheated in their classes. Or faculty might be apathetic. Who cares if students cheat? They may also be frustrated that they have to deal with it. Academic leaders could deny it, hiding behind the assumption that cheating only happens at other schools. Perhaps they perceive it as routine, just part of the educational process. Some educators may even take it personally and feel disappointed in or betrayed by students who cheat. Some even blame themselves for allowing it to happen.

The overwhelming educational response to cheating is negative. Cheating is, first and foremost, a problem.

All the responses assume that cheating should not happen and that it is a problem when it does. Yet faculty could turn cheating on its head. Professors could leverage cheating into opportunities to teach students about ethics and integrity. Unfortunately, educators are often too distracted by their anger or other negative emotions to seize the teaching opportunity in a cheating incident, but that opportunity is there.

Faculty Concerns about Cheating

Perceptions about cheating are fairly entrenched, and individual faculty may have specific reasons why they might not want to embrace cheating incidents as opportunities for ethics education.

First, self-interest may prevent faculty from confronting students who cheat. Perhaps the faculty member works in a department that is worried about dissatisfied customers or mocks faculty members who report cheating. Others may feel conflicted about their own practices of authorship (e.g., putting their names on articles they neither wrote nor contributed to) and therefore feel uncomfortable pursuing plagiarism. Others feel sympathetic toward students and do not want to risk discouraging them. Still others are concerned about potential damage to their school's reputation should cheating become a big issue.

However, these reservations neither serve students nor educational institutions when they are allowed to dominate conversations or interfere with processes for responding to student cheating or institutionalizing academic integrity.

There are other ways to respond to cheating. School officials and faculty can understand and accept the behavior without condoning it. Of course, any response needs to state emphatically and clearly that cheating is not an acceptable way to resolve ethical dilemmas. Yet schools can recognize that cheating can play a role in students' ethical development, and educators can use cheating incidents as tools or lessons.

Changing the way campus communities think about cheating is a big task, but schools can take smaller steps to achieve it.

For example, schools can match the response to the violation. Minor incidents warrant minor responses; serious incidents require serious responses. In other words, an elaborate procedure may not be necessary for all cheating incidents. Some cheating incidents can be resolved with a simple meeting with the student, some assignment of educational remediation, and recordkeeping for tracking the student. More serious incidents might require some temporary or even permanent separation from the school.

Schools should also consider what might have led to the policy violation. In the case of suspected plagiarism, for example, is the missing citation indicative of an effort to deceive the professor into thinking the words or ideas were the student's or is it indicative of the student's sloppy or unclear citation practices? We all have forgotten a citation or two (have I forgotten any in this piece?), so not all of these cases need to be disciplined. Rather, such failures become opportunities for learning.

Ideally, campuses would offer faculty and staff a range of educational intervention options to use in response to cheating. Some schools might even offer seminars similar to the UCSD course described earlier, which provides students a structured opportunity to learn from failure. For tips on creating such a class, see Appendix F: The Learning Cycle, Harnessing the Power of an Ethical Failure.

These classes do not have to be theory-heavy to provide students with sufficient content to enable them to step outside their own integrity violations and see them within a larger context of professional ethics and academic integrity. Students can begin, for example, by writing a letter to tell their own story, which is reflective of their own violation. They end with another letter or some other creative medium—such as poems, fliers, cartoons, or videos—that educate others about the importance of academic integrity or how their change in action could help enhance academic integrity on campus.

The key to any post-violation learning opportunity is that it avoids shaming the student.

Most students are already rather ashamed after being accused of cheating, so a seminar that focuses on shame is unlikely to facilitate any new learning. However, a seminar that names the issue and identifies new ways of moving forward can help the student learn from ethical failure. It is important to remember that students who cheat are not necessarily bad people; instead, they are good people who made bad decisions.

The Role of Academic Leaders

Academic leaders are essential to institutionalizing integrity and transforming campus perceptions of cheating. While faculty must be on board, it is the school leadership that provides the vision and maintains the effort to create campuses of integrity where students learn to make ethical decisions and grow into ethical professionals.

Academic leaders have some specific responsibilities in these processes. The first is working with the faculty. For example, academic leaders can talk about student cheating and academic integrity in faculty meetings. This allows faculty time to have open discussions about student cheating and brainstorm ways of responding. Schools must also adequately socialize new faculty members into the norms of a campus, including candid discussions about the amount of cheating that occurs and the ways in which the campus has decided to respond to student cheating.

Academic leaders and school officials must also acknowledge that reporting cheating may negatively affect a faculty member's student evaluations, and policies must be in place to protect faculty. Schools should offer resources, support staff, and other help in gathering and processing paperwork, and they should provide moral support to individual professors should the process become stressful.

In addition to working with faculty, academic leaders should also spend time reviewing policies to determine whether they are designed to punish students or to support student learning. If integrity is not fully integrated into campus culture and operations, academic leaders should ask for a formal review of academic integrity policies. This process should involve all the vested stakeholders, including faculty, students, administrators, and possibly alumni.

Campus officials must support the adoption of a graduated response to cheating. For example, the first offense may not require a separation from the school, but the second one might. Some students learn from an increased cost of cheating. Some learn from a break from their situations or circumstances. Some must be forced to change their habits.

Finally, academic leaders must consider whether the institutional structures, cultures, and processes support ethical choices. Yes, students should be ethical despite the environment, but schools should also work to create a campus environment that supports integrity and

ethics. For example, schools can consider the rooms used for testing and allocate more space to reduce the temptation for students to look at another's work.

Leaders should also consider academic integrity and ethics as they pursue new ventures and launch new programs. For example, online programs are often designed for student convenience and offered to increase school efficiency. If these values—convenience and efficiency—trump integrity and learning, it should be no surprise if students treat the class in the same manner by taking convenient shortcuts to earn credits rather than learn material.

Thus, integrity and ethics should be among a college or university's strategic priorities in all endeavors. Structures and processes also should support integrity and ethics. Campuses should have academic integrity offices. School leaders should work to develop a broad culture of integrity and then socialize all students into it.

Some schools, for example, have a ritual where new students sign a pledge of academic integrity or an honor code. Schools also do not have to wait for an ethical breach to discuss cheating; they can instead reward campus community members for showing professional integrity.

Remember as well to lead by example. Faculty and administrators are role models for students. They should publicly hold themselves accountable for their own ethical failures as they make transparent their own learning processes.

FINAL THOUGHTS

The question that remains is how to garner faculty, student, and staff support for these seemingly vast changes. The strategies will depend on individual campus culture, politics, and institutional structures. For example, the first move at a school with a history of strong faculty governance would be consultation with the faculty senate. Also consider which student bodies are influential on campus. Is it student government? Athletes? Fraternities and sororities? The point is to locate key allies and include them in the conversation.

Research and experience suggest that the most successful on-campus integrity movements begin at the grassroots level and not by administrative fiat. Those with the motivation, inclination, and energy to begin a movement can couple that with smart strategies to involve the right people who will act as champions for integrity in their representative communities.

Appendix A:
Determining Dominant Campus Strategy
for Reducing Cheating

1. Choose the statement that is the best match for how your campus characterizes the issue:

a. Cheating is not a problem on our campus

b. Cheating is a problem in the classroom, and thus best left to the individual instructor or academic department to deal with

c. Academic cheating is a student conduct problem to be controlled by student affairs along with other student conduct problems (e.g., alcohol use and social disobedience)

d. Academic cheating is a problem resulting from a lack of attention to ethics and integrity in education, and thus can be resolved by developing academic integrity along with moral citizenship and ethical leadership.

2. Choose the statement that best represents how your campus predominantly characterizes student involvement in cheating in the following way:

a. Students are making poor choices from which they need to learn and grow, and the college/university should help them

b. Students are not cheating on our campus

c. Students are doing bad things that harm individual classroom climates and must be stopped by faculty

d. Students are doing bad things that harm the overall campus environment and must be stopped by central administration

3. Choose the statement that best represents your campus' view of the solution to student cheating:

a. Student cheating can be controlled by disciplining students, consistently enforcing the rules, and removing offending students from the institution

b. Academic integrity can be enhanced by educating students, communicating the importance of integrity, and enrolling offending students in ethics or integrity seminars

c. Student cheating happens never or rarely, and thus does not require a solution

d. Student cheating can be controlled by individual faculty members setting clear expectations and limits in their classrooms

Appendix A:
Determining Dominant Campus Strategy for Reducing Cheating

4. In each row, check off the question that would be more likely asked on your campus and then total the number of checks in each column:

COLUMN A	COLUMN B
____ How are students violating institutional rules?	____ Why do students violate institutional rules?
____ How do we get students to comply with our rules?	____ How can we develop students' integrity and moral compasses?
____ How do we encourage faculty to report students so we can catch repeat offenders?	____ How do we create cultures of integrity where integrity is normative?
____ TOTAL FOR A COLUMN	____ TOTAL FOR B COLUMN

5. In each row, check off the mechanism that is most like the ones employed on your campus for reducing student cheating and then total the number of checks in each column:

COLUMN A	COLUMN B
____ Encourage faculty to devise mechanisms to make cheating difficult	____ Facilitate moral development (after misconduct has occurred)
____ Implement punishments to increase the cost of cheating	____ Implement ethical interventions and programs, such as ethics across the curriculum
____ Decrease costs to faculty for enforcing rules and reporting students	____ Create second chances and opportunities for students to learn from mistakes
____ Espouse that students are trusted to comply with rules and be honest in their academic work	____ Espouse that students are expected to live, study, and work with integrity and honor
____ Course syllabi are typically absent of much detail on academic conduct, but might simply say "students are expected to comply with institutional policies on academic integrity"	____ Course syllabi typically include detailed information about course expectations, including perhaps an honor pledge or code for students to sign, e.g., "on my honor, I…."
____ TOTAL FOR A COLUMN	____ TOTAL FOR B COLUMN

Appendix A:
Determining Dominant Campus Strategy
for Reducing Cheating

6. In each row, check off the organizational structure that is most like the ones that exist on your campus and then total the number of checks in each column:

COLUMN A	COLUMN B
___ Student conduct code that covers academic misconductcode	___ A specific academic integrity policy, modified honor code, or honor code
___ Judicial affairs office, officers and a judicial court system handle academic violations Separate academic integrity office/honor system from that which handles non-academic misconduct	___ Separate academic integrity office/honor system from that which handles non-academic misconduct
	___ Students are involved in hearing cases of violations as well as in education and outreach
___ Students are seldom involved in enforcement	
___TOTAL FOR A COLUMN	___TOTAL FOR B COLUMN

For questions 1-3, give yourself a point for each answer chosen and then total the columns.

___ 1 a.	___ 1 b.	___ 1 c.	___ 1 d.
___ 2 b.	___ 2 c.	___ 2 d.	___ 2 a.
___ 3 c.	___ 3 d.	___ 3 a.	___ 3 b.

1 NO STRATEGY TOTAL	___ UNCOORDINATED STRATEGY	___ COORDINATED STRATEGY	___ COORDINATED STRATEGY

Now add the totals for Columns A and B in questions 4-6:

2

3

4

___ 4 A TOTAL	___ 4 B TOTAL
___ 5 A TOTAL	___ 5 B TOTAL
___ 6 A TOTAL	___ 6 B TOTAL

Now total rows 1, 2, 3, & 4. The column with the highest score indicates campus strategy ideology

RULE-COMPLIANCE STRATEGY ___

INTEGRITY STRATEGY ___

APPENDIX B:
STEPS FOR REDUCING LEGALISM IN CAMPUS PROCESSES

Step 1. Establish a committee comprised of administrators, faculty and students
- Should academic/faculty senate be involved? Should they lead the committee?
- Should student government be involved to enhance future buy-in?
- Is there a campus advocacy, ombuds office, or student legal services that should be included to enhance buy-in later?
- At what points will you consult with/include campus counsel?

Step 2. Review policies and procedures for legal terms and system echoes (see checklist on next page)

Step 3. Talk to people involved in the process
- Do faculty articulate such phrases as "I'm not a cop" or "my job is not to prosecute students" when they explain their resistance to reporting?
- Do faculty feel as if they are on trial at any point in the process?
- According to faculty and students who have been through the process, do hearings have an overall atmosphere of a "trial?"
- Are hearings (overly) adversarial?
- Do staff members responsible for resolving cases talk in legalistic terms?
- What do hearing panel members have to say about the process?

Step 4. Discuss existing and desired policy and procedures
- Analyze information gathered in steps 2 & 3 – are the policy and procedures unnecessarily legalistic?
- Determine the purpose of the policy and procedures – is it to ensure rule-compliance or to enhance integrity on campus?
- Decide if the current policy and procedures match purpose

Step 5. Rewrite the policy and procedures to remove legalism
- If there is a mismatch between purpose and format, rewrite policy and procedures
- Change the language to remove legalistic terms (e.g., replace trial with hearing or review; replace guilty with "responsible" and innocent with "not held responsible")
- Eliminate involvement of attorneys or pre-law/law students as "representation"—include faculty and students who can act as advisors instead

Change format of hearing to remove court-room processes – organize as a structured discussion instead

APPENDIX C:
LEGALISTIC POLICY & PROCEDURES CHECKLIST

1. Check off all of the terms that appear in your campus policy or procedures

☐ Due process   ☐ Trial

☐ Guilty   ☐ Innocent

☐ Judge   ☐ Jury

☐ Representation   ☐ Defense

☐ Prosecution   ☐ Burden of proof

☐ Plea bargaining   ☐ Judicious

☐ Legal   ☐ Witness

☐ Cross-examination   ☐ Opening statement

☐ Closing statement   ☐ Attorney

☐ Beyond a reasonable doubt   ☐ Court

Other: _____   Other: _____

2. Check your policy for the inclusion of legal professionals in the process

☐ Are students allowed "representation"?
By whom? _____

☐ Are attorneys allowed to participate, either for the student or the university?

☐ Are pre-law or law students the only representatives allowed in the process?

3. Review the hearings procedures to check for legal echoes

☐ Is there a "cross-examination of witnesses" stage of the hearing?

☐ Are people required to make "opening" and "closing" statements?

☐ Is there a "prosecution" and a "defense?"

☐ Are students found "guilty" or "innocent?"

☐ Is there a hearing officer in charge or one of the student or faculty panel members?

APPENDIX D:
TABLE 6.3 GUIDELINES FOR ADVANCING THE INSTITUTIONALIZATION OF ACADEMIC INTEGRITY

Table 6.3 Guidelines for advancing the institutionalization of academic integrity

STAGE 1: Building **recognition** of, & **commitment** to addressing, the problem of academic dishonesty
Conduct institutional self-assessment to get folks on same page re: the stage your campus is at.[i]
Complete the Center for Academic Integrity Assessment Guide to assess the academic integrity climate on campus (focusing on students and faculty)
At the high school level, talk to parents about academic integrity and cheating to assess their perceptions and attitudes
Create a representative coalition to guide institutional actions (in high school, this coalition should include parents, students, teachers, and administrators; in college, this coalition should be led by faculty and include teachers and administrators)
Principal/president should speak publically about the problem and openly commit the institution to addressing it
Governing boards should publically express support for the initiative and, where possible, provide the resources that will be necessary
STAGE 2: **Generating** institutional **responses** to the problem
Review the results of the CAI assessment to pinpoint problem areas (for example, specific behaviors that are most prevalent, reasons students give for cheating, reasons faculty give for not reporting)
Review existing policies and procedures that support or inhibit an ethical culture. For example, do tenure and promotion policies hurt faculty who report cheating? Is there an existing academic integrity policy that is unworkable? Are the current procedures cumbersome?
Rework existing policies and procedures or craft new ones
Revisit the institution's strategic plan and determine how academic integrity fits in
Craft an academic integrity curriculum – e.g., orientations, seminars, and text for faculty to use and adapt
Conduct focus groups with key campus constituencies to unearth more in-depth information than provided by surveys already conducted
STAGE 3: **Implementing** the generated solutions and responses
Create institutional manuals/guides, for preventing, detecting, and responding to cheating
Hire staff and open offices to support the responses generated by the coalition and larger campus
Recruit students to act as academic integrity peer educators
Recruit faculty to act as academic integrity advisors and advocates within their departments
Ensure ongoing fiscal and rhetorical support from the principal/president/boards for the academic integrity initiative
Include academic integrity in core institutional documents – mission statement, admissions material, websites
Host regular dialogues about academic integrity and cheating
STAGE 4: Achieving and sustaining the **institutionalization** of academic integrity
Assess the academic integrity climate at least every two–three years
Ask for an external review by the Center for Academic Integrity or Transparency International
Continually monitor and update policies and procedures as needed

APPENDIX E:
INSTITUTIONALIZATION SELF-ASSESSMENT SURVEY [1]

SECTION 1.					
A. Read the following statements in the context of your institution. Place a check in the appropriate box. Leave blank if unsure.					
		Not at all	Minimally	Adequately	Substantially
1	We use the phrase "academic integrity"				
2	We talk about trying to create a culture of integrity				
3	We have a committee that works on the promotion and education of academic integrity				
4	We have a designated budget for the promotion and education of academic integrity				
5	We have staff who are responsible for the promotion and education of academic integrity				
6	We have a designated office space where university members can go to obtain information about academic integrity				
7	We have a tradition of academic integrity within the institution				
8	Undergraduate students are committed to transforming institutional culture				
9	Graduate students are committed to transforming institutional culture				
10	Faculty are committed to transforming institutional culture				
11	Student affairs administrators are committed to transforming institutional culture				
12	Academic affairs administrators are committed to transforming institutional culture				
13	The chief academic officer is committed to transforming institutional culture				
14	The president/chancellor is committed to transforming institutional culture				
15	The board of trustees/governors is committed to transforming institutional culture				
16	Faculty comply with the policies, procedures and/or codes				
17	Students comply with the policies, procedures and/or codes				
18	Staff are consistent in the application of the policies, procedures and/or codes				
19	Schools/colleges/programs are consistent in the application of the policies, procedures and/or codes				
20	The policies, procedures and/or codes can adapt to respond to new forms of student cheating or plagiarism				
21	Deans are held accountable for reducing student cheating and plagiarism				
22	Vice-presidents are held accountable for reducing				

		Not an Obstacle	Somewhat an Obstacle	Fairly Strong Obstacle	Very Strong Obstacle
	student cheating and plagiarism				
23	The president is accountable for reducing student cheating and plagiarism				
24	Students recognize academic dishonesty as a problem and are committed to addressing it				
25	Faculty recognize academic dishonesty as a problem and are committed to addressing it				
26	Student affairs administrators recognize academic dishonesty as a problem and are committed to addressing it				
27	Academic affairs administrators (including deans) recognize academic dishonesty as a problem and are committed to addressing it				
28	The president/chancellor recognize academic dishonesty as a problem and are committed to addressing it				
29	Students are addressing the problem				
30	Faculty are addressing the problem				
31	Student affairs administrators are addressing the problem				
32	Academic affairs administrators (including deans) are addressing the problem				
33	President/chancellor are addressing the problem				
34	Board of trustees/governors are addressing the problem				
B.	**Add the check marks in each column**				
C.	**Multiply each column total by the number indicated**	x 0	x 1	x 2	x 3
D.	**Enter the new total for each column**				
E.	**Add all 4 totals from Line D**		= Section 1 Grand Total		

SECTION 2.

F. Read the following statements in the context of your institution. Place a check in the appropriate box. Leave blank if unsure.

		Not an Obstacle	Somewhat an Obstacle	Fairly Strong Obstacle	Very Strong Obstacle
35	Internal conflict over **the importance** of the policies, procedures, and/or codes				
36	Disparities in the implementation of the policies, procedures, and/or codes among colleges, schools, programs and/or departments				
37	Difficulty in educating faculty and students on the policies, procedures and/or codes				
38	Lack of central authority for the management of the policies, procedures and/or codes				
39	A peer culture (i.e., campus norms) that supports student cheating				
40	Faculty who do not mention or enforce policies, procedures, and/or codes to students				
41	Gaps between policy/procedure development and policy/procedure implementation				

42	Lack of support from deans				
43	Lack of support from vice-presidents				
44	Lack of support from president/chancellor				
45	Lack of support from board of trustees/board of governors				
46	Cumbersome policies or procedures				
G.	**Add the check marks in each column in Part II**				
H.	**Multiply each column total by the number indicated**	x 3	x 2	x 1	x 0
I.	**Enter the new total for each column in Part II**				
J.	**Add all 4 totals from Line I**		= Section 2 Grand Total		
K.	**Add the two Grand Total Scores together**		= Total Institutionalization Score		
L.	**Institutionalization Stage**	Score	Stage		
		0	No Stage		
		1-44	Recognition & Commitment		
		45-88	Response Generation		
		89-133	Implementation		
		134-176	Institutionalization		

[1] Originally published in Drinan, P., & Bertram Gallant, T. (2008). Academic Integrity: Models, Case Studies, and Strategies. In, J. M. Lancaster & D. M. Waryold (Eds.), *Student Conduct Practice: The Complete Guide for Student Affairs Professionals* (pp. 258-278). Sterling, VA: Stylus.

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APPENDIX F:
THE LEARNING CYCLE: HARNESSING THE POWER
OF AN ETHICAL FAILURE

Learning from failure requires "structured" learning experiences, "a process by which [people] learn inductively"[1] from their own experiences rather than deductively from theory.

The theory behind this valuing of structured experiences is Kolb's experiential learning cycle, which suggests that people can learn from experience by reflecting on the experience, conceptualizing what the reflections mean (pulling in theory) and then actively experiment with new ideas and beliefs.

Pfeiffer & Goodstein (1983) break out Kolb's 4 step cycle in a bit more detail:
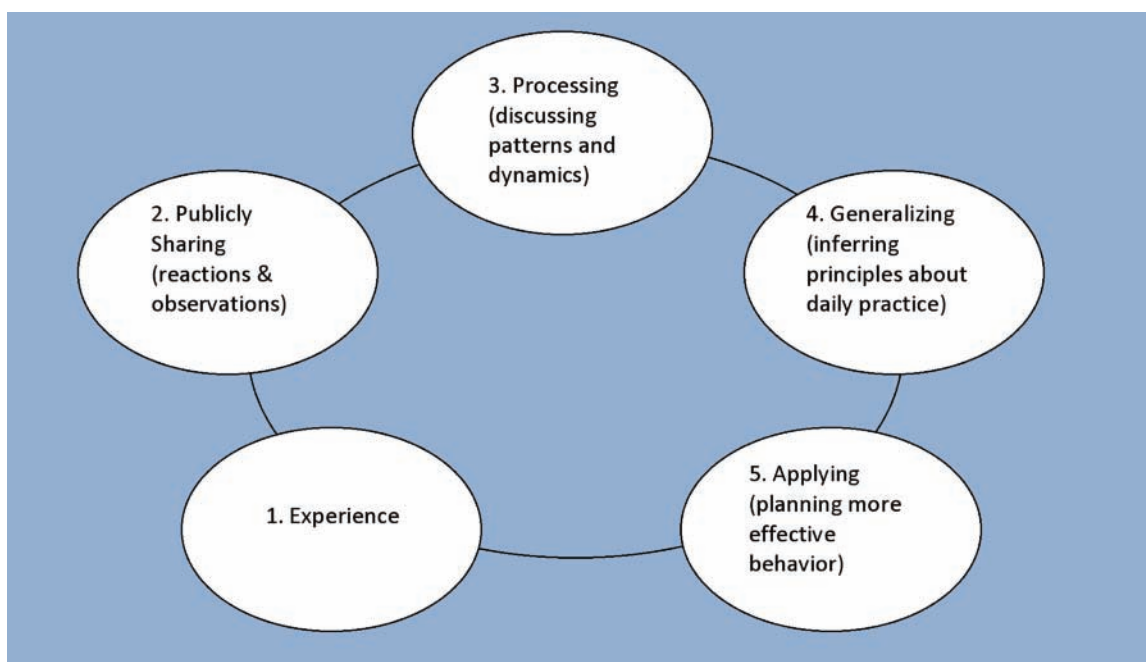
Let's explore each of those steps in relation to helping students learn from ethical failures.

STEP 1. EXPERIENCE

Now, Pfeiffer & Goodstein (and others who use the experiential learning cycle to plan specific experiences for students) suggest that the structured experience should normally be a "game" or "fun." However, I am suggesting that the experience of "cheating," even though it is one perceived as negative, can also be used to springboard a learning cycle for students. People can, of course, learn "by accident" after a failure, but more often than not, we require structured opportunities to

[1].Pfeiffer, J. W. & Goodstein, L.D. (1983). *The 983 Annual for Facilitators, Trainers and Consultants.* San Diego: University Associates, pg. 3.

learn from our experiences or, at the very least, a wise mentor or guide who can help facilitate our learning. This may be especially true when the experience IS perceived as negative by the student – they are more likely to simply try to forget it ever happened, rather than learn from it.

The point of this seminar is this – it is our job as educators to help the students learn from an experience that is ripe for learning because otherwise the learning is unlikely to happen if students are left to their own devices.

Although the "cheating incident" is the springboard experience, we can also use "fun" or game-type structured experiences to help the student learn (more to be said about that later).

STEP 2. PUBLICLY SHARING

This step is a bit more delicate in the process of learning from a cheating experience. Pfeiffer & Goodstein suggest that people "share what they saw and/or how they felt during the event" so we can discern what happened cognitively, affectively, and behaviorally (p. 4). Obviously, we do not want students who have cheated to be forced to share with other students. However, this step can still happen in a safe and welcoming way, for example, through assignments that only the instructor reads. At UCSD, the first assignment (before they even attend the seminar) is "Telling Your Story: A Letter to a Stakeholder" in which the students are asked to:

> First, think of someone who you respect or admire and/or someone who has a "stake" in your academic integrity violation. This could be the Instructor of the course in which the violation occurred, your favorite high school teacher, a parent, a current or future employer, or a future admissions counselor (perhaps for graduate school, medical school, law school, etc.). If you are going to be applying for a job or post-graduate school and you are worried about having to tell them of this violation, the employer or "admissions counselor" would be a great choice for this assignment.

> Second, you will compose a letter to that person. In that letter, you should do four things:
> 1. tell the story of the events that led to the violation **(see below for advice in telling your story)**
> 2. pose questions that you still have about the violation, the consequences, or future ramifications you may experience as a result of the violation, and
> 3. ask the imagined recipient for advice that would help you move forward and recover from this experience (e.g., "what would you have done in this situation?" or "what would you do if you were me?"

The instructor and the peer educators read these "letters" and respond to them in ways to make the student feel safe in sharing and to facilitate additional learning. The point of this exercise is both to have the student "publicly share" their experience as well as practice how they might share it in real

life with the intended recipient (e.g., parent, graduate school admissions officer).

Note: We do not prohibit students from sharing their stories in the class – but we do not require or encourage it either.

STEP 3. PROCESSING

At this point in the process, students are supposed to "reconstruct the patterns and interactions of the activity from the published individual reports" (Pfeiffer & Goodstein, 1983, p. 4). However, this is of course not possible since we do not require students to share their individual ethical failures with the group. Rather, we used simulations/exercises in class to help students to process experiences that may be similar to their own. For example, we utilize a debate method to explore the patterns and interactions of plagiarism; a case study to explore those in test-cheating situations; an observation assignment to notice patterns and interactions in everyday student life; and a role play to explore those in cases of copying/unauthorized collaboration. In fact, we take the students through a experiential learning cycle with each of these activities, so that together they may be able to help students individually process the patterns and interactions in their own cheating experience.

STEP 4. GENERALIZING

Pfeiffer & Goodstein note that at this point, "an inferential leap is made...to the reality of everyday life" (p. 4). In this step, students learn about the relevance of academic integrity, not just to "not being punished" but to the success of their school, the success of the education system in general, and to their eventual profession. For example, we help students to make the connection between honesty in the most seemingly menial assignment to the fairness of the grading system and the awarding of degrees. We help students see that their individual behaviors do not simply affect themselves, but their peers, the faculty, the school and so on. And, we help students see that THEY have a responsibility for ensuring the integrity of the university – that neither the faculty nor my office alone can do it without their help.

I have found this to be an extremely important step in helping students learn from ethical failures.

Why do I say that?

First, the generalization step helps students see "beyond themselves," to step out of their particular situation and see that it is not "all about them," but about the larger university culture and the type of school they want to go to. This releases in students the fear that the seminar is going to be a "blaming" session where they are "slapped on the wrist" and "punished" for violating academic integrity. And, when that fear is gone, the learning can begin.

Second, it motivates students to action so that they do not feel helpless and swallowed whole by the

system. The reality for these students is that they are surrounded by cheating and unethical examples –helping them to see that they can choose NOT to fall into that line is empowering, and then giving them the tools to help them not do that (e.g., "you can call my office to anonymously report cheating") is essential.

STEP 5. APPLYING

In this last step, students are encouraged to "report what they intend to do with what they learned" and "apply their new knowledge to actual situations that they will encounter" (Pfeiffer & Goodstein, p. 4). This can be done with additional activities or structured experiences in class (e.g., we have a "How to Make Better Ethical Decisions" exercise) or in assignments outside of class time. The students' last assignment in the seminar at UCSD is "In their Own Words: Student Voices about Academic Integrity" in which they are given full leeway to talk about what they have learned and how it applies to education in any format and to any audience they wish.

Types of Structured Experiences[2]

There are a variety of structured experiences you could use to help students learn from their ethical failure. In the table below, I have listed 4 different methods, what they can be used to do, their advantages and their disadvantages. After you look through this chart, fill in the blanks.

METHOD	USE TO…	ADVANTAGES	DISADVANTAGES	In an Academic Integrity class, this method could be used to teach/convey/model….:
Lecture	Inform & introduce a topic	Fits into short time-frame	Minimal interaction	
	Give directions	Easy to modify	Cannot help participants build skills	
	Explain procedures	Very direct and to the point	Does not facilitate the changing of attitudes	
	Arouse interest in a topic			
Discussion	Encourage brainstorming	Participant involvement	Time consuming	
	Test understanding	Increased understanding	Difficult to direct and control	
	Share group knowledge	Stimulating	Participant dependent	
Role Play	Bring a bit of reality into the class	Participant involvement	Time consuming	
	Connect theory with experience	Active learning	Participant reluctance	
	Practice skills in a safe setting	Practical and relevant	Can be awkward	
	Explore attitudes		Can be difficult to prepare	
Case Studies	Link theory with practice	Non-threatening	Difficult to prepare	
	Engage participants in problem solving	Can be made directly relevant	Time consuming	
	Present complex situations		Can seem artificial	
Other:				

[2] Thank you to Rick Neagle and an extension class (Training & Development) I took at the University of Guelph back in 1995. He introduced me to so many new concepts, ideas and training tricks, and much of the material that I have produced here (including this chart) is thanks to his teaching and mentorship. Some of the material in my handouts and the ideas I have about training and teaching also came directly or indirectly from the book by Peter Renner (1994)—"The Art of Teaching Adults: How to Become an Exceptional Instructor and Facilitator" (Vancouver: Training Associates).

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