Damage to the culture:
What's behind faculty reluctance to respond [to student academic dishonesty?]

Presentation to the
Center for Academic Integrity 2009 International Conference, St. Louis, MO
October 16 – 18, 2009

Dr. Christine E. Austin
September 20, 2010
This final report outlines the results of a professional development grant that funded travel, lodging, and meals during October 16 - 18, 2009. The grant was approved in support of my attendance at a professional conference, where I delivered a 90 minute presentation to participants of the 2009 International Center for Academic Integrity conference held in St. Louis, Missouri on the campus of Washington University. A copy of the program page on which this workshop appeared is included at the end of this report.

A. Title Page (see previous page)

B. Restatement of professional enhancement opportunity

The faculty member traveled to a national conference in order to present results of original research. The purpose of this research was to understand the experience of faculty members who had experienced student academic dishonesty and to understand how they responded to that action.

The goals of this presentation were:

- to acquaint faculty and administrators with the study findings which offered possible reasons for inaction on the part of faculty members to the discovery of student academic dishonesty.
- to generate suggestions for assisting faculty and students in upholding a culture of integrity.
- to generate further discussion on this topic.

C. Brief review of the professional enhancement opportunity

This presentation built upon the skills of the faculty member in presenting her own research, and served to initiate strong networks for future research projects. As a faculty member, I gained valuable experience not only in presenting original scholarship at a conference, and furthered my own skills in grant proposal preparation.

Another benefit was the appearance of the University’s name on the program and demonstrated Arkansas Tech’s place as an innovative graduate preparation program at a national conference.

D. Summary of experiences.

This presentation was well attended by over 40 participants from colleges and universities across the country and included faculty, administrators, and students in the
audience. I presented information on the experience of the six faculty members in my study as a means of increasing the understanding of a faculty member’s possible reaction to student academic dishonesty. The findings of the study were offered in order to elicit greater support for faculty response from administrative units.

Attendees had numerous questions, and the better part of the presentation time was spent in discussing the benefits of various approaches to support faculty members in both addressing academic integrity prevention in their classrooms and brainstorming possible areas where universities could better support their faculty caught in such situations.

E. Conclusions and Recommendations

I gained valuable networking contacts, and received a request to write an article on the topic of the workshop for the organization’s professional journal. I also received several requests to send copies of my dissertation. I gained experience in presenting at a national conference that will serve me well in future presentation opportunities as I continue to grow as a scholar in my chosen discipline. This was an invaluable conference for getting my own scholarship recognized, as well as the intentions of my institution to be a part of the culture of integrity.

Copy of Conference Program
SATURDAY, OCTOBER 17 (DAY 2)

Concurrent Sessions
9:00 am - 12:00 pm

"Making Meaning from Chilling"
Patricia McHale
Abstract: What happens after an integrity violation? In what ways are students affected by the experience and what actions do they take away? Here we use an institutional perspective, supported and extended by the voices of integrity violated students. The session will focus on the student perspective of being confronted by the violation. It will provide a thoughtful overview of various factors that contribute to the decision to participate in or to respond to the violation. The presentation will be followed by a facilitated discussion about the experience and the actions that students take in response to the violation.

"A Synchronous Online Course: Considerations for Teaching and Learning in an asynchronous setting"
Barbara Janicka
Abstract: This session will provide an overview of the experiences of teaching and learning in an asynchronous online course. The session will focus on the challenges and opportunities of teaching and learning in an asynchronous setting, with a particular emphasis on the use of technology to facilitate student engagement and success. Participants will have the opportunity to ask questions and share their experiences with asynchronous online teaching.

"Protecting Student Data in Practice: Strategies, Challenges, and Opportunities"
Rebecca Zatorski
Abstract: This session will explore the challenges and strategies for protecting student data in practice. The session will cover best practices for data protection, as well as the legal and ethical considerations that should be taken into account. Participants will have the opportunity to ask questions and share their experiences with data protection.

"Researching the Academic Advisory Process in Higher Education"
Billie Jo Gray
Abstract: The academic advisory process is a critical component of higher education, and it is important to understand the challenges and opportunities associated with it. This session will provide an overview of the research on the academic advisory process, with a focus on strategies for improving the process and increasing student success.

"Integrating the Academic Integrity Process into the Classroom"
Susan Bocca
Abstract: This session will provide an overview of the process for integrating the academic integrity process into the classroom. The session will cover best practices for integrating the process into the classroom, as well as the legal and ethical considerations that should be taken into account. Participants will have the opportunity to ask questions and share their experiences with integrating the process into the classroom.

"Closing Session: What We Know and What We Can Do"
Deborah L. Braten
Abstract: This session will provide an overview of the key findings from the research on academic integrity, as well as strategies for improving academic integrity. The session will cover best practices for improving academic integrity, as well as the legal and ethical considerations that should be taken into account. Participants will have the opportunity to ask questions and share their experiences with improving academic integrity.

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