

FINAL REPORT
PROFESSIONAL DEVELOPMENT GRANT PROPOSAL

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

8:30 am – 9:45 am

"Making Meaning from Cheating"

Patricia Mahaffey

Abstract: What happens after an integrity violation? In what ways are students affected by the experience and what lessons do they take away? How can an institution sanction, support and educate in the wake of an integrity violation? This session will focus on the student perspective after an academic integrity violation has occurred by examining cases of individual students and reviewing how these students experienced the transgression. Information derived from this viewpoint can serve to align an institution's response to academic integrity violations with a student development perspective.

"(Cross-cultural discipline: notes from a journey"

Jo Hinchliffe

Abstract: A grant was received to visit partner universities in South Korea, mainland China and Hong Kong with specific questions on how they deal with issues related to academic integrity and student conduct. The burning questions from my perspective for my institution to consider were:

- Is SFU effectively communicating our rules and regulations to international students?
- Are cultural differences getting in the way?

The questions asked were:

-Does your institution have:

- a code of conduct? (Academic, misconduct)
- a disciplinary committee? (Membership, appeals)
- Who gives penalties?
- What are the penalties, who tracks?

In this presentation there will be a discussion of the findings from this research trip and what implications there are for our international students, our communication strategies and our own work in the field of academic integrity.

"Virgin Eyes"

Wade Robison

Abstract: We are not well-positioned to make the right ethical decision when we ourselves have an ethical problem. As a party to the dispute, we cannot readily obtain the objectivity necessary to resolving the problem fairly. The usual move is to strive for the view of an impartial observer, someone who is not a party to the dispute, but can understand the issues involved and resolve them without any suggestion of bias. But this is not the first move we ought to make. We ought first to consider the problem from

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the point of view of the others who are involved in the problem. That will allow us to see our problem with virgin eyes. We can then move on to consider how to resolve the problem fairly.

"Toward Best Practices in Educational Leadership: A Synthesis of Models and a Call for Cases"

Jane Clark Lindle

Abstract: Recent work examining the ethics and practices of school leadership has resulted in several models for the profession. A synthesis of the models exposes their theoretical grounding, their similarities and differences. Most of these models have only moderate records of application to the field, and a call for cases testing these models is warranted.

"A Space Odyssey: The Implications of Moving the Writing Center into the Virtual World"

Barbara Ramirez

Abstract: For decades, traditional writing centers have offered tutoring services in face-to-face environments, but with the growing popularity of distance education, many students now need online access to tutoring. To meet this need, some writing centers are exploring the idea of "virtual" tutoring. As we explore options using virtual environments such as Second Life for this purpose, we are confronted with a range of questions about changes in the dynamics of the tutoring process, many of which concern academic integrity. This paper will explore some of these issues, including strategies for maintaining the boundary between legitimate, effective tutoring and proofreading, rewriting, and prohibited collaboration; methods for training tutors to be effective in virtual environments; and safeguards for ensuring student academic integrity and ownership.

"Plagiarism Detection Software in Practice: Surprises, Challenges, and Opportunities"

Bradley Zakarin

Abstract: More schools are using software like Turnitin and SafeAssign to detect possible plagiarism. This presentation highlights unexpected complications and welcome opportunities created by SafeAssign at Northwestern University. Ultimately, the advantages for focusing students' attention on the writing process may outweigh the disadvantages of analyzing SafeAssign reports with great care. The presentation also considers the implications of simultaneous increases in student reliance on internet sources and faculty tendency to employ plagiarism detection software.

"Damage to the culture: What's behind faculty reluctance to respond?"

Christine Austin

Abstract: Faculty members do not always report or address all incidents of academic dishonesty occurring in their classrooms. The reasons for this unwillingness are often given as insufficient proof, no support from administration, or a lack of time and interest to pursue adjudication of the violation. This presentation will examine research that suggests that a faculty member's emotional response to the incident might possibly

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contribute to this reluctance to act. Suggestions will be generated to support faculty in addressing violations of academic integrity and to create the all-important culture of integrity that can in itself impede further violations.

10:00 am – 11:15 am

"Cheating or Sharing? Academic Ethics Across Cultures"

Anne Hayner, Opal Leeman Bartzis

Abstract: Students traveling across cultures often encounter definitions of 'cheating' and 'plagiarism' that differ from those of their home cultures, and such confusion can lead them - often unwittingly - to serious academic violations with dire consequences. How do standards and expectations of academic integrity in the US compare with those of other cultures? How can we orient students, faculty, and administrators to prevent crises? This interactive session will begin with analysis of actual case studies faced by faculty, advisors and study abroad administrators, then introduce tools and resources that educators can use in training students, faculty, and administrators.

"The Evolution of Academic Integrity: Parallel Progress in Two Hemispheres"

Panel with Daniel Wueste, Tracey Bretag, Teddi Fishman

Abstract: In this interactive panel discussion, panelists will trace the "evolution" of academic integrity practices in CAI (The Center for Academic Integrity) and APCEI (The Asia Pacific Conference for Educational Integrity), highlighting the most significant and most promising approaches and trends. Attention will be paid to "the three Ps" (prevention, policing and promotion) as well as successful AI efforts that focus on teaching and learning. Panelists will work with each other and the session's attendees to identify the "core" of academic integrity in the present moment. Comments, questions, and participation is welcome and requested.

"Cheating in School: What we know and what we can do"

Tricia Bertram Gallant, Pat Drinan, Tracey Bretag

Abstract: "Cheating in School: What we know and what we can do" (Wiley-Blackwell, 2009) is the latest book on addressing and preventing the student cheating problem in all levels of education. Written for parents, students, K-12 teachers and staff, as well as higher education faculty and practitioners, the book can serve not only as a resource for those who wish to do something about student cheating, but also as a stimulus for school-family dialogues about the problem. In this session, co-authors Tricia Bertram Gallant and Patrick Drinan will offer key insights from the book, with moderation by Tracey Bretag.

"Worse than plagiarism? The case against the dismissive research literature review"

Richard Phelps

Abstract: With a dismissive literature review, one claims to be the first to conduct research on a topic. This discussion will make a case for addressing a serious public policy problem, discover if others are interested in the topic, and/or to make plans for addressing the issue.

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Dismissive reviews may do more damage than plagiarism as they are bad behavior and they destroy information. Readers are discouraged from looking for information and so it may be removed from public consideration.

Dismissing research seems to pose little professional risk, but can save time and earn one credit for conducting "original" research.

"I Have to Think So Much in This Class! Fusing Ethics and Critical Thinking"

Kristyl Kepley, Amanda Bond

Abstract: Our students often don't realize that being part of a culture of education means becoming a life-long learner, a critical thinker, and a good citizen. So, we developed a program which fuses critical thinking with ethics.

Our aim was to get students to (1) Realize that much of their thinking was unreflective; (2) Learn to practice assessing their own thinking by analyzing the ethical assumptions they held; (3) Make choices based upon critical analysis of ethical issues.

This workshop will replicate our five-day module. All the materials needed to institute this program in a high school or college will be provided.

"Expanding Outwards – Using the CAI Forum to Generate Discussion and Debate"

Mark Reardon

Abstract: The session entitled "Expanding Outwards - Using the CAI Forum to Generate Discussion and Debate" is a workshop oriented session that seeks to illustrate the benefits of having an online, active, user-generated forum for the purposes of academic debate and discussion regarding academic integrity. Topics to be covered will include user participation within the forum, the goals of the forum as they relate to CAI's objectives, and the forum as a resource for teachers and students. This session will also ask for user feedback on how to improve the forum and publicize it such that it becomes a central hub for academic discussion and contributions.

"To publish or not to publish? That is the question!"

Danielle Ist

Abstract: Has your institution ever contemplated publishing its disciplinary decisions? This session will canvass the pros and cons of doing so, taking into consideration issues such as deterrence, accountability, transparency, consistency, precedent-building, and privacy. This session will also provide the steps the University of Windsor's Academic Integrity Office took to obtain the necessary approval and buy-in to publish disciplinary decisions online. Windsor also publishes "Students' True Stories," which are anonymous accounts by students about the misconduct they engaged in, what they learned, and what advice they have to offer other students. The rehabilitative and deterrent value of this initiative will likewise be explored at this session.

11:30 am – 12:45 pm

"Finding Our Way"

Joy Goldsmith, John VanVliet, Jessica Keaton, Lindsey Neisler

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