Welcome to Today’s PaperClip Communications Webinar

Academic Dishonesty Adjudication: What happens on your campus and how can you impact it

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2:00 – 3:30 PM ET

Presenter
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“I know it when I see it” ~ United States Supreme Court Justice, Potter Stewart on pornography

Who Cheats?

- 70-80% of students enrolled in college have committed some act of academic dishonesty during their college careers¹
- Many students on campuses nationwide are finding ways to cheat.

Who is Caught Cheating?

- Definitions vary
- Estimates range from 3%¹ to 7%² of students who are caught for their behavior

² Bunn, Caudill, & Gropper, 1992; Singhal, 1982; Wright & Kelly, 1974.
Why the difference?

- The Center for Academic Integrity (2000) four reasons for differences in self-reported cheating rates and university statistics
  - cases of dishonesty that go unnoticed
  - students do not report each other
  - instructors may prefer to ignore cheating
  - instructors may decide to handle the matter informally

Overview

- Background on student factors: Key studies reviewed
- What is your institution doing? Institutional self-evaluation
- Supporting faculty members
  - Adjuncts in particular
  - Address department meetings
  - Syllabi
  - Department goals and standards
  - Department definitions: Proper citations; Expectations for independent work

Chat

- How involved are faculty on your campus with the academic honest adjudication process?

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<td>Not at all involved</td>
<td>Faculty manage the entire disciplinary process</td>
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Types of cheating

- Whitely meta analysis
- Examine 107 studies on academic dishonesty conducted between 1970-1996.
- Estimated:

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<th>Total Cheating</th>
<th>Cheating on Tests</th>
<th>Cheating on Homework</th>
<th>Plagiarism</th>
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<td>70%</td>
<td>43%</td>
<td>41%</td>
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Student variables related to academic dishonesty

- Potential causes of student academic dishonesty:
  - Academic ability,
  - Demographics,
    - Gender
    - International or domestic students
    - Age
    - SES
  - Personality, Attitudes, Perceptions
  - Student Environments

Multiple choice

In your experience which students cheat more often?

A. High performing students
B. Low performing students
C. About the same
D. Not sure
Academic Ability

- “Cheating tends to be more prevalent among the less intelligent students”\(^1\)
- Assuming GPA is equated to intelligence - students with a lower GPA report cheating more\(^2\)
- GPA is “one of the most consistent among the demographic variables”\(^3\) predicting cheating

Pre-college academic performance

- Lower SAT or ACT scores\(^1\)
- Not prepared for college level work\(^2\)
- Poorer performing students “have more to gain and less to lose”\(^3\)

Academically at-risk students

- Academically underprepared and reported for academic dishonesty
- More severe penalties
- Less likely to be retained
Multiple choice

Do you think men or women are more likely to engage in academic dishonesty?

A. Men  
B. Women  
C. Equally likely  
D. Not sure

Gender

- Historical differences
- Men cheat more than women not universally supported
- Attitudes are different
- Behavior similar
- Equally likely to cheat overall
  - Men take more risks with cheating & may be more likely to be caught

Students’ attitudes

- Gender differences in affective response to cheating
  - “Men had a more positive affective response and women had a more negative affective response” (p. 255)
  - Women - uncomfortable, nervous, and guilty
  - Men - comfortable with their cheating behavior
 Worldwide prevalence

- Academic dishonesty is a phenomenon that has been studied in many countries throughout the world.
- Cheating pervasive in various student populations

Age

- Age, rather than class standing, is the significant indicator of who is likely to cheat
- Younger students more likely to engage in academic dishonesty than older students

Socioeconomic status (SES)

- Hypothesized a relationship between SES and academic dishonesty
- No access to accurate measures of SES
Institutional Policy

- Policies not a deterrent\(^1\)
- Contextual; not based on understanding policy
- “Knowledge of the institutional policy regarding academic honesty or integrity does not deter the rate of academically dishonest behavior”\(^2\)
- Fear of punishment for academic dishonesty may deter the behavior\(^3\)

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Honor Codes

- Students at institutions with an honor code in place were less likely to cheat than students at non-code institutions \(^1\)
- “Overemphasis on honor codes” \(^2\)
  - US Air Force Academy
  - Rutgers
  - Vanderbilt

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The Webinar Pledge

“I, __________, do solemnly swear to look at various graphs and tables for my school only when instructed to do so by the presenter during this session. I will resist the temptation to skip ahead in the (website/program) and thereby ignore the sage advice and compelling analysis of my presenter – no matter how cool and awesome the other graphs and tables may be. I will stay on the same page (both literally and figuratively) as the rest of the group.”
Student Involvement

- Involvement
- Peer influence
- Student organizations
- Student athletes

Faculty and Instructor Influence

- Help faculty understand policies
- Structure courses
- Build relationships
- Discourage dishonest behavior

What is academic dishonesty

- Definitions and policies
- Who determines honest behavior?
  - Generally is initially determined to be honest or dishonest by the instructor in a given course.
Paraphrase the following:

“No animal has done more to renew interest in animal intelligence than a bilingual bonobo names Kanzi, who has the grammatical abilities of a 2-year-old child and a taste for movies about cavemen.”


Is your paraphrase plagiarism?

- Use exact language/words with no quotation marks
- Uses ideas not your own without providing citation
- Uses some of the author’s words/phrases without quotes
- Uses the author’s sentence structure

Faculty reactions

- Not aware of policies
- Lax enforcement
- Reporting takes too much time
- Policies as too bureaucratic
- Decisions are made without institutional policies in mind
- Handled in a case-by-case fashion
- Not every case discovered is addressed
Faculty reporting

- 32% of faculty members reported their suspicions of student cheating when 88% suspected something¹
- Only more serious infractions are referred to the university level disciplinary system¹
- More faculty knew and understood institutional policy, the more likely they were to try to prevent and confront misconduct²

¹ McCabe, Trevino, and Butterfield, 2001
² Hard, Conway, and Moran, 2006

Chat

What are you already doing on your campus to support faculty in addressing academic honesty?

How can you help faculty?

- Outreach and training
- Campus dialogue
- Policies
- Sanctioning
- Track students

Faculty outreach and training
- Support and educate faculty
  - New hire orientations
  - Faculty meetings
  - Department chairs
  - Campus professional development – partner with your Office of Instructional Development
    - http://www.oid.ucla.edu/publications/teachersguide/policies/dishonesty/dishonest
  - Website

Campus Dialogue
- Types of sanctions
- Goals
- Value of retention
- Educate students
- Consistency in reporting
- Report every case centrally

Institutional policy
- How does your institution define dishonesty?
- Is student intent a necessary part of academic dishonesty?
  - Many codes say intent is not a necessary component for a behavior to be deemed academic dishonesty
Help faculty with sanctioning

- Policies instructors can support and enforce
- The more faculty know and understand the policy the more likely they were to try to prevent and challenge academic misconduct

1 Hall & Kuh, 1998; 2 Hard, Conway, and Moran, 2006

“Typical” sanctions

- Expulsion,
- Dismissal (suspension for at least a year),
- Suspension (no longer than a year),
- Suspended sanction,
- Withdrawn/fail course,
- Partial or no credit on assignment,
- Degree revoked (no possibility of reinstatement),
- Degree rescinded (possibility of reinstatement),
- Loss of specific course credit

Do you have any alternative sanctions in place at your college or university?
Other things to consider

- XF – transcripts marked by the Registrar’s Office to denote a failing grade for cheating
- Required course through student life on academic honesty
- Include academic honesty in orientation
- “Honor code” culture
- Educational classes
- Restorative justice with students and faculty

Institutional recommendations

- Tracking in your conduct system
  - Who is reported
  - For what
  - By whom
  - What happens next
  - Is the institution consistent
- Are some sanctions more effective for student retention?
- Are some sanctions more effective in deterring recidivism?

Think about an academic honesty case you have addressed….

- How involved was the faculty member?
- What was the outcome?
- Was the outcome consistent with your institutional policy?
What to do if you suspect cheating

- Create guides for faculty
  - http://www.sunywcc.edu/dep/english/plag/suspect.htm
  - http://gsi.berkeley.edu/teachingguide/misconduct/detect.html
  - http://writing.colostate.edu/guides/teaching/plagiarism/why.cfm

- Include procedure review and steps
  - Address behavior
  - Describe the problem – you are still teaching
  - Listen to the student
  - Ask for help, student conduct professionals, chair, deans


Ideas for preventing AD

- 50+ ideas for prevention - http://www.lcc.edu/cte/resources/teachingettes/academic_honesty.aspx

Resources for preventing plagiarism

- Guide students through the process of researching and writing a paper or essay. Refer students to the following sites to help them understand what cheating and plagiarism are:
  - http://www.princeton.edu/pr/pub/integrity/pages/plagiarism.html
  - http://owl.english.purdue.edu/handouts/research/r_plagiar.html
  - http://www.indiana.edu/~istd/
  - http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml
Things to do at your institution

- Track your students
  - types of violations students engage in,
  - reasons students cheat,
  - environments that encourage more honest behavior

- Does the current adjudication process of academic dishonesty work for your institutional goals and mission?

Faculty support of policy

- Administrative systems supported by faculty
  - Better understanding
  - More institutional reports of academic dishonesty from faculty members

- Faculty awareness
  - More likely to report cases of identified academic dishonesty

Questions
Q & A

How Do I Call-in with a Question?
If you would like to ask a question of our panelist(s) please press *1 and you will be put in a call queue until it is your turn to ask your question.

OR
You can write in a question or comment anytime during the event by clicking on the “Chat” Bubble in the left hand corner of your screen.

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Thank you for your participation,

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