CULTIVATING A CULTURE OF ACADEMIC INTEGRITY

Where Do Go From Here & How Do We Get There?
OUTLINE

A. Contemporary Contextual Realities
B. Cultures of Cheating
C. “Academic Integrity”
D. Patterns of Deficits & Infelicities
E. Institutional Policy & Practice
F. Persuasions versus Pressures
G. Re-formation and Transformation
A: CONTEXTUAL REALITIES

1. **Materialism** – “Having more”, not “Being more”. Bottom-line; Market-driven; Greed.
2. **Individualism** – Competition, Contempt, Conquest
3. **Pragmatism** – “Do what you have to do to get through.” Ends justify means.
4. ‘**Technologism**’ – Machines have no souls; Instant results.
5. ‘**Maximalism**’ – Become the Greatest by any means
6. **Monism** – Only one reality matters
7. **Secularism** – “God is not looking!” Science rules!
8. **Cynicism** – Yeah, right; everybody does it; so whaaat?
9. **Value-Driven Culture** – Values not bankable; jobs, jobs!!!
10. **Virtue-Challenged Choices** – Might is right. Good guys come last.
CULTURES OF CHEATING

- ATM Machine mistakes; Commercial “good luck”
- Harmful side-effects of drugs and other materials
- False Advertising & Internet Scams
- Tax Returns; Insurance Claims; Medicare/Medicaid Fraud
- Resume Fraud; Research Falsification & Sponsors’ Delight
- Fake Journalism, Prize-winning Notoriety collapse
- Performance Enhancement Drugs & Devices
- Professional Misconduct across the spectrum
- Bureaucratic Collusion – Professionals & Administrators
- Double standards of Moral authority
CULTURES OF CHEATING (ctd)

- Entrenched Systems of Inequality – Economic, Judicial, Social
- “Work the System” = “Let the System work for you”
- Keep the Eleventh Commandment: “Thou shalt not be found out”.
- Combination of: Pressures; Rewards for Winning; Temptations; Trickle Down Corruption. (David Callahan)
- SLD status fraud among School children encouraged by anxious and aggressive parents
- More opportunities to cheat without being found out
- Keeping up with others who cheat to avoid being left out or left behind
- Absence of compelling Moral Authority/ Personal Accountability
ACADEMIC INTEGRITY

- **MSCHE Standard 6**: “In the conduct of its programs and activities involving the public and the constituencies it serves, the institution demonstrates adherence to ethical standards and its own stated policies, providing support for academic and intellectual freedom.”

- **HU Self-Study**: “Integrity inevitably requires transparency, consistency, impartiality, fairness, clarity, accountability, effective and accurate communication, academic freedom, and institutional honesty.”

- **HUSS** focused on Academic Integrity, Scientific Integrity, Workplace Integrity, Conflict of Interest, Integrity in Communication & Media.
Favorite Sentence in HUSS: The University’s standards of fairness and equity are in many respects undergirded by a culture of compassion and a passion for excellence. (p.63)

Culture of Compassion + Passion for Excellence + Academic Integrity = The Howard Tradition

HU Policy Statement: “As part of Howard’s community of scholars, you are expected to hold the pursuit of learning and the search for truth in the highest regard while displaying unquestionable integrity and honesty. There is no place for academic dishonesty, regardless of any seeming advantage or gain that may accrue from such dishonesty. Students will be disciplined for any intentional act(s) of dishonesty in the fulfillment of academic course or program requirements and for intentionally representing as one’s own, any ideas, writings and works of another without acknowledging that author.”
Most academic institutions publish official statements on Academic Integrity (AI). Two specialized groups are:

- **Center For Academic Integrity**, Rutland Institute for Ethics, Clemson University, SC, 29634 (Tel: 864 656 1293); mainly for higher education
- **Josephson Institute**, Los Angeles, CA 90045, (Tel: 1 800 711 2670); mainly for High Schoolers.

Academic Integrity’s Five Fundamental principles: *Honesty, Trust, Respect, fairness, Responsibility*. COURAGE is suggested as a Sixth principle.

**Academic Integrity** is **Multi-dimensional**: *Personal, Conceptual, Procedural, Institutional, Cultural, Mystical (not Mythical)*
Our students live in a world they did not create, have to negotiate, and hope to re-create.

“Internet—is—a—public—domain” syndrome creates a “cut—and—paste” generation – market—place for buying, selling, using.

**Multifarious at(dis)tractions:** Partying, Drinking, Dating, Drugs, Games, Anxieties, Peer—groups, Stress, Procrastination, Lack of self—care, Living—on—the—edge, Ease of Access, Adventurism.

**Distorted Hierarchies:** Importance, Significance, Usefulness, Urgency, Marketability.


**Diminishing consequences for cheating.** Institutional anemia.
DEFICITS & INFELICITIES (ctd)

- Unclear and irregular communication and guidance on Plagiarism and other forms of cheating.
- Variegated Indicators of what is to be measured, assessed, evaluated, or produced.
- Courses sometimes blur the lines between Intrinsic Learning (for life), and Extrinsic Learning (for a living).
- Courses do not often create enough disincentives for cheating.
- Research activities suffer falsification, imitation, occupation!!
- CHEATING TRIAD: OPPORTUNITY, PRESSURES, RATIONALIZATION
- Too many courses, not enough of THE COURSE
- Absence of effective Honor Codes & “Covenants of Honesty”
Academic Institutions generally publish guidelines for dealing with violations of Academic Integrity, with varying degrees of severe penalties.

University of Maryland (College Park) has an Honor Code and Honor Pledge and administers compliance through a Student Honor Council.

Hampton University publishes an Eight-point Code of Conduct. Code Five says: Personal, professional, and academic integrity is paramount to the survival and potential of the Hampton Family. Therefore, individuals found in violation of Hampton University’s policies against lying, cheating, plagiarism, or stealing are subject to disciplinary action which could possibly include dismissal from the University.
Howard University is guided by the Academic Code of Conduct approved by the Board of Trustees in 1987; The HU Code of Ethics & Conduct Policy 1998; Faculty Handbook 1993; HU Student Handbook; HU Student Code of Conduct 2000; HU Graduate School & Thesis Dissertation Manual 2008; and the alliance to the Turnitin.com site to ensure against violations of plagiarism in theses and dissertations.

HU Penalties: The minimum disciplinary penalty imposed upon a student found to have committed any infraction(s) of the Academic Code of Conduct is no credit for the course assignment or examination in which the infraction(s) occurred. However, a more severe penalty, such as failure in the course involved or suspension from the University may be imposed depending upon the nature and extent of the infraction(s).
Goals of Education need to be reviewed, refined, and structured away from practices of Competition towards the pursuit of Competence. Goals – Not – Grades.

Competence requires: Creativity, Critical Thinking, and Capacitation

Institutions must determine their mission vis-à-vis the cultural context in which they operate; do they reflect, restore, or reform?

Academic Integrity requires a constant efforts at Ethical–Moral–Character–formation in codes, conduct, climate, and courses.

Cheaters need to be educated away from Cheating

The life of learning must be life–long, life–giving, and life–loving, for its own sake, away from joining the winning circles as the end–all and be–all of Markets, Machines, Mobility, and Millions.
1. Expectations of Integrity must be clearly and inextricably accompanied by expectations of Excellence and personal Effort.

2. Institutions must be transparent, consistent, equitable, in communication and administration of policies regarding ALL aspects of Integrity.

3. Honor Codes and Covenants of Honesty should be promulgated, and practiced throughout the Institution.

4. Clear and frequent explanations of plagiarism, cheating, and other forms of dishonesty, should be published and promoted.

5. Processes and Penalties should be unambiguous and fair.
6. Raise the Competency bar while lowering the Criminality bar. Rehabilitation must seek to triumph over Retribution without lowering standards behavior, or levels of expectation.

7. Form institutional partnerships with groups and agencies committed to Character formation, Academic Integrity, and Total Education.

8. Join the Center for Academic Integrity in Clemson as two other DC Universities have done (GU, GWU).

9. Sprinkle Course sessions & classes with regular doses of Proverbial sayings, Aphorisms, Quotable quotes that will enlighten, encourage, and energize maturity & honesty.

10. Keep in touch with the current Research, and initiate a Center for our own Research and Practice. Academic Renewal demands it!