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Academic Integrity

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Academic Misconduct

- Copying from another student during an exam
- Using notes during a closed-book exam
- Obtaining a copy of a test prior to the exam
- Purchasing or obtaining a paper and presenting it as original work

Academic Misconduct

- Fabricating data for an experiment
- Asking for test content or answers from another person
- Using material from another student's paper without giving credit
- Working in a group on individual work

Academic Misconduct (cont.)

- taking an exam for another student
- storing questions from an exam
- making up data for an experiment

Danielson, Simon and Pavlik (2006)

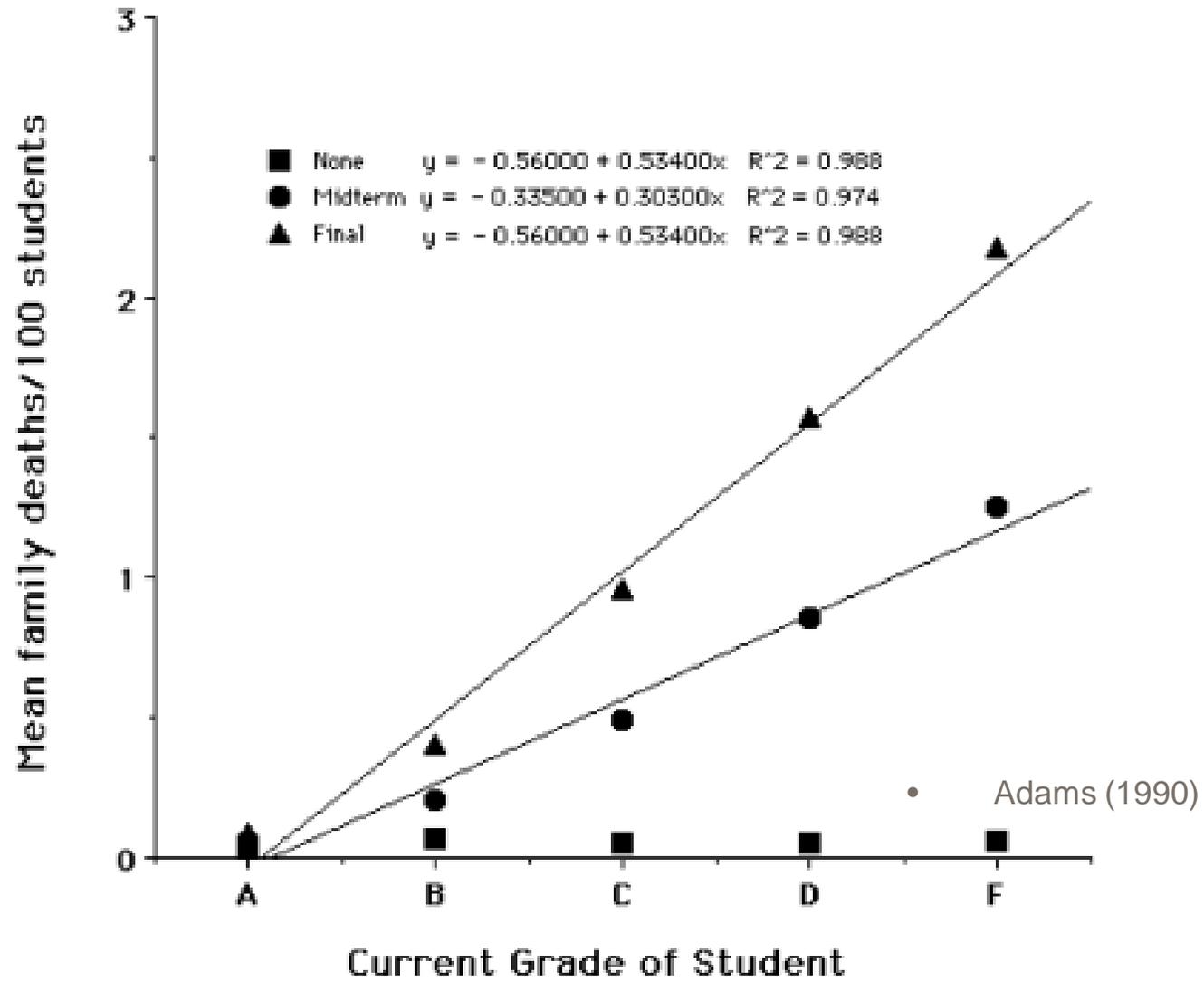
Academic Misconduct (cont.)

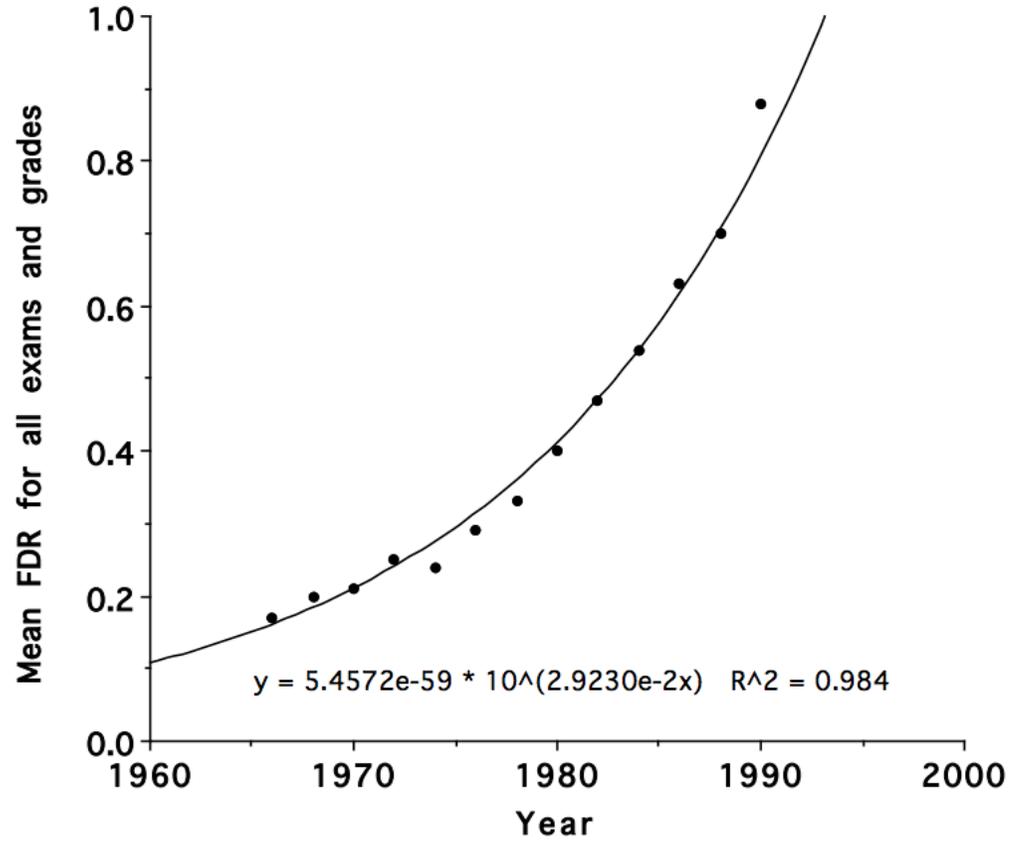
- reading an abstract rather than reading the assigned article
- allowing another to view your answers in an exam
- claiming authorship in group research when no contribution was made

Danielson, Simon and Pavlik (2006)

And some subtle ones...

- Self-plagiarism
- Attempting to cheat, even if unsuccessful
 - Lambert and Hogan (2003, p. 2)
- Feigning illness when not ill in order to postpone a quiz, exam, or submission of an assignment
- Improper citation





Why?

- Pressure to succeed
- Limited time to study
- Fear of losing status amongst peers
- Feeling peer pressure to cheat
- Lack of understanding of what plagiarism is
- Lack of knowledge of institutional policies
- Lack of Communication and Trust and Relationship

Signal	Reason	Advice	Barrier
Integrity Lapse	Ability	Talk to your professor	Professors are scary
	Under prepared	Talk to your professor	Professors are impersonal
	Unrealistic expectations	Talk to your professor	Expert blindness
	Ignorance	Don't lie to yourself. You can't unhear the last few minutes.	Resources
Integrity Indifference	Efficiency	Recalibrate your risk	Remembering consequences
	Not interested	Drop out	Social Pressure
	You are a bad person.	Drop out, work on you.	Ego

When the shoe is on the other foot.

- 1) Recognize and affirm academic integrity as a core institutional value.
- 2) Foster a lifelong commitment to learning.
- 3) Affirm the role of teacher as guide and mentor.
- 4) Help student understand the potential of the Internet – and how that potential can be lost if online resources are used for fraud, theft and deception.
- 5) Encourage student responsibility for academic integrity.
- 6) Clarify expectations for students.
- 7) Develop fair and creative forms of assessment.
- 8) Reduce opportunities to engage in academic dishonesty.
- 9) Respond to academic dishonesty when it occurs.
- 10) Help define and support campus-wide academic-integrity standards.

McCabe and Pavela (2004)

Worth taking a look

- International Center for Academic Integrity
- Division of Student Affairs – Upholding honesty
- Counseling Services