The International Center for Academic Integrity

Southern California Regional Consortium (ICAI SoCal) Conference

2017 Conference Proceedings

"From the Ground Up – Building an Integrity Culture"

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Chris Kimball, President California Lutheran University

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About the ICAI

From the ICAI Mission Statement: "The International Center for Academic Integrity (ICAI) was founded to combat cheating, plagiarism, and academic dishonesty in higher education. Its mission has since expanded to include the cultivation of cultures of integrity in academic communities throughout the world."

About the PCHI

At California Lutheran University, the student-run President's Council on Honesty and Integrity (PCHI) was founded (2013) to empower students in their efforts to increase knowledge and awareness of the value of Academic Integrity, and to foster a culture of integrity, responsibility, trustworthiness, and principled leadership on campus. By promoting active participation in the values inherent in Academic Integrity, the PCHI not only provides positive contributions to the CLU campus, but also ensures students graduate from California Lutheran University with the ability to participate in their communities as ethical and responsible leaders.

Preface

This document contains the proceedings of the ICAI SoCal Regional Consortium Conference, which was held on the California Lutheran University Campus on April 20-21, 2017.

The conference theme, *"From the Ground Up - Building an Integrity Culture"*, focuses attention on the initiatives campuses (including secondary education) are implementing in order to raise awareness and advocacy regarding academic integrity and honor. In addition, guest speakers from the community were invited to discuss the impact on society and professional communities that occurs when the inherent values of integrity and honor are carried through beyond a student's academic career.

These proceedings contain abstracts for each presenter's proposed paper, presentation or poster submission. Paper and presentation abstracts are listed in the same order as presented during the conference, and cover a broad range of issues related to academic integrity and honor. Abstracts for poster session presentations follow.

Acknowledgements

This year's ICAI SoCal Regional Consortium Conference would not have been possible without the support from California Lutheran University President Chris Kimball and the PCHI. A special thank you, as well, to Nancy Reynard, executive assistant to the President. PCHI faculty advisor Carol Coman, who will be retiring this year, was instrumental in bringing the vision of a SoCal Regional Consortium Conference to fruition.

Papers, Presentation, and Poster Abstracts

Community College Transfer Student Integrity

Stephanie Bluestein, California State University Northridge

While some students enroll in community college because of the relatively low tuition, others are there because they did not possess the necessary high school grades to be accepted directly into a four-year university. Community college affords a second chance at attaining a solid grade-point average, and thus creating a path to the university. However, a student's goal of earning a bachelor's degree cannot be realized if their community college grades are poor. For a number of reasons, which will be explored in this article, some community college students result to cheating in order to earn the grades they need to be able to transfer.

It is imperative to study community college students in terms of academic integrity because they are a distinct population, compared to students who are accepted to a four-year institution straight out of high school. The typical first-time freshman at a four-year university naturally feels pressure to get good grades while in college but unless he or she plans to go to graduate school, their undergraduate grades are relatively inconsequential. If they take the appropriate classes and maintain an average GPA, the bachelor's degree will become reality. Community college students, on the other hand, need to earn stellar grades in order to transfer to the four-year university of their choice.

This qualitative study examines the pressures experienced by community college students in deciding whether to cheat on tests and assignments. Individual interviews with students revealed the seemingly constant struggles they face in terms of maintaining their individual academic integrity. It is a pervasive problem that undermines higher education's ultimate purpose: the search for truth and knowledge.

Individual, situational, and environmental factors influencing academic integrity

When examining academic integrity, it is useful to identify the underlying factors that compel a person to make certain choices, especially when they know their behavior is unethical and against the rules. The reasons why college students cheat are related to both individual (internal) and situational (external) factors (Kisamore, Stone & Jawahar, 2007). Several individual factors, including gender and GPA, have been studied to try to predict which students are more likely to cheat. Studies show that men tend to cheat more than women (Pino & Smith, 2003), and that female students find cheating to be less acceptable than male students (Molnar & Kletke, 2012). This could be the result of the difference in how males and females are socialized (Ward, 1986), with women feeling more shame and men having less self-control (Tibbetts, 1999). In addition, men tend to take more risks and act more impulsively than women (MacDonald, 1988). Then there are the students with lower grade point averages (GPAs) (Crown & Spiller, 1998) and lower ACT scores (Kelly & Worrell, 1978) who, studies show, have a higher likelihood to be academically dishonest, perhaps out of necessity.

Examining only individual factors can unfairly lead to stereotyping and is too simplistic for a complicated behavior such as academic dishonesty. Situational factors, such as the weight of a specific assignment or test and the student's desire to be able to transfer to a four-year institution, can also impact a student's likelihood to cheat. If students witness cheating and therefore believe it is a social norm, they are more likely to cheat (Rettinger & Karmer, 2008). When peers, friends, teachers, and colleagues support dishonest conduct, that positive attitude will be taken into consideration by the student who is deciding whether or not to cheat (Imran & Nordin, 2013). Environmental factors, including professor's attitude toward their students and how their classroom management, (Bluestein, 2015) can also come into play. The overall campus culture about academic integrity—specifically, what rules are in place and what are the consequences—can make an impact in terms of whether students feel compelled and able to cheat (McCabe et al., 2001; Molnar & Keltke, 2012).

Research question
How does the desire to transfer to a four-year university influence a community college student to commit academic dishonesty?

Methodology
Data contained in this article was collected during a qualitative study to examine the effects of the community college faculty-student interaction on academic integrity. To allow for a rich and detailed comparison of data, grounded theory case study design was used. A mixed sampling strategy, stratified purposeful and criterion, was used to select the study site (a large, ethnically diverse California community college) and identify subjects to be interviewed. Confidential and private interviews were conducted in September and October 2011 with 10 students, four male and six female, who had attended community college for at least two semesters and hoped to transfer to a four-year university. All participants provided their informed consent and their identities were protected. After the data-collection stage, interviews were transcribed, coded, and analyzed.

Findings
External demands —by parents and/or university admissions—puts pressure on community college students who want to transfer to a four-year university. The need for good grades was overwhelming cited by students in this study as a reason why they and their peers act unethically. For example, a 31-year-old male, who had already spent five semesters studying at three different community colleges, spoke of his goal of transferring to a University of California campus to study computer engineering: "You're trying to make sure you pass the course and then also that maybe you get a good enough grade." Always knowing in the back of your mind that community college is not your final destination can create pressure on students. He continued, "Because you're at a community college, many people will transfer, so this isn't the end of the road. There is pressure. It's a self-imposed pressure to do well on a test. They feel they didn't study enough or maybe even though they did study it's something that they forgot. Like one guy, he was a row or two in front of me, and he was on his (smartphone). I don't know if he was text messaging or had something on there."

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Maintaining stellar grades in community college is the goal of this 25-year-old female student who wants to become a surgeon. It almost seemed as if her community college transcript was more important than the knowledge gained in a particular class. She said, "Nowadays, all that matters is grades, grades, grades…To get into UCLA, that's the first thing you've got to have is grades….It's not like UCLA is going to contact my teachers and say, 'Was she interactive in class?' They want to know if I'm a 4.0. So, more or less, it's grades, grades, grades. That's just a lot of pressure."

The competition that college-bound students felt in high school persists in community college, especially among those who want to transfer from a community college. "College is a struggle and so much competition. Now, it's even more. It's competitive," said a 27-year-old male in his fifth semester with plans to transfer to a university and earn a degree in kinesiology so he can train athletes.

Another male student said he believes some students cheat to improve their grades and increase the possibility of transferring to a prestigious school. "I think they need to impress or they need to get an A for whatever reason—their parents are on their back or they're really trying to get into Stanford or Harvard—so to them failure is not an option. And they have to do what they have to do to get where they want to get."

Why this student refrains from cheating

While this study could make it appear that many community college students are academically dishonest, educators should take solace in the comments by this student who chooses stay honest with her academic work: "I guess I don't feel the need to cheat. I do pretty well in classes, especially if I study. I've never been tempted to cheat either because my grades were never that bad," said a 21-year-old female art major who wants to transfer to a university to fulfill her goal of working in animation.

Discussion

Student comments were in response to the rather straightforward question, "Why do you think college students cheat?" While a myriad of possible answers exist (lack of preparation, convenience, thrill of cheating, dislike of the professor and/or subject matter, etc.), the response from many of the community college students interviewed for this study was unexpected, yet quite realistic and understandable. Academic dishonesty is never justifiable but the external demands placed on community college students who want to transfer to a university help explain why some are tempted and even willing to cheat. For some, their dream of going straight from high school to a four-year university was shattered when their application was rejected. Not willing to give up on their career plans, which require a bachelor's degree, they turn to what they consider their only viable option: community college. So, they work hard, maybe even harder than in high school, to have a respectable GPA that will be their ticket into the university. But life, work, difficult course material, aloof professors, and other factors get in the way of their plans. For some, they feel the only way to get a good grade in the course is to cheat on an assignment and/or on a test.

So, how does higher education mitigate this motivation? One possibility is lowering admissions standards for first-time freshmen but this could result in recently graduated high school students

not be prepared for the rigor of university coursework. The same principle applies to lowering standards for transfer students. If the bar is too low, they might find they transferred into a school that demands more than they are able to deliver. Perhaps additional counseling resources to help students to make better decisions in regard to their class choices and unit load would be helpful. Extra on-campus tutoring services might assist the struggling student who really doesn't want to cheat but might not be getting the kind of academic support they need. Workshops addressing time management and study skills could enhance student success by teaching them to work smarter. Lastly, a mandatory online academic integrity tutorial could tap into each students' ethos so they might better understand *why* they should always find a way to practice academic integrity.

Conclusion

The purpose of this article was to highlight a motivation for academic dishonesty that exists among community college transfer students. The pressure for future transfer students to get good grades in community college is very real to some students and rather unique to this population. This reality should be acknowledged by educators and administrators, who should consider strategies to reduce this stressor that can lead to dishonest behavior.

References provided on request

WGU, Web Crawling, & the Guardians of Integrity

Carissa Pittsenberger, Western Governors University
Christine Gee, Western Governors University

Western Governors University (WGU) is a competency-based, student-focused, online, nonprofit university. The degrees awarded are based on a valid expression of competency determined by assessments.

Authenticity is supported through the use of plagiarism checks, investigations, training, student orientation, online proctored exams, secret shopping, security scorecards, web patrol, and outreach. A variety of means are used to accomplish this, and just over a year ago, WGU began searching for a tool to provide a secure, dynamic, and reliable method to find and monitor postings of WGU copyrighted material. At the time, a workable tool was not available, so, in true WGU fashion, it was developed – enter the Owlbot.

The Owlbot application crawls and indexes specific websites. The search is completed within the application to ensure that WGU assessment material is not exposed as part of the search

process. The matches are then reviewed to determine if there is a clear concern regarding WGU copyrighted materials, if additional review of the material is needed, or if no concern is present. For those matches that are issues, a Digital Millennium Copyright Act takedown notification is processed and sent to the offending website. If there is no concern, the match is ignored and will not show up on future indexes. This ability to ignore irrelevant information will ultimately narrow the indexes and filter out the noise seen in manual internet searches.

So far over 3,400 urls containing WGU information have been taken down using the Owlbot!

References provided on request

An Integrated Approach to Ethical Decision-Making Education

Paul Sopcak, MacEwan University, City Centre Campus

Post-secondary institutions in the US, Canada, Australia, and beyond have increasingly shifted toward integrity education on the compliance-integrity continuum of strategies addressing student academic misconduct (Bertram Gallant, 2008; Lang, 2013). However, the form such integrity education takes varies widely. Online or blended ethics tutorials for students are trending at the moment, but when they do little more than provide information on established moral values and a given institution's code of ethics or conduct, their effectiveness arguably remains limited, since they gloss over the complexity of practical ethical decision-making in light of conflicting duties and commitments (Greenfield & Jensen, 2010), and overlook the importance of ethical awareness and the motivation to act ethically. Christensen Hughes and Bertram Gallant (2016) have advocated for an approach to academic integrity education that integrates concrete ethical decision-making education and solving of contextualized ethical dilemmas not only into stand-alone ethics courses, but more widely into students' curricula.

In the proposed paper, I will briefly discuss two general approaches that have been employed in such ethical decision-making education, namely those that are reason-based and those that are intuition- and/or emotion-based. Drawing on Steinbock's (2014) notion of irreducible "moral emotions," phenomenological reflection (Husserl, 1991; 2000), and Schwartz's (2016) Integrated Ethical Decision-Making Model, I will describe an ethical reflection and ethical decision-making model that works "from the ground up," that is, one that is rooted in a sensibility to the "evidential dimensions" (Steinbock 2014, p. 11) of the moral emotions and remains compatible with the "dual processing model of ethical decision making" (Woiceshyn 2011, p. 313).

References provided on request

Integrity Through a Presidential and Historical Lens

Anthony Pennay, Walter and Leonore Annenberg Presidential Learning Center,
Ronald Reagan Presidential Foundation and Institute

In this session, we'll explore a few historical examples of integrity, with a focus on the history of the presidency. From George Washington's hand copied version of The Rules of Civility and Decent Behaviour in Company and Conversation to Abraham Lincoln's reputation as Honest Abe to Watergate and the Teapot Dome scandal. Integrity has been a key component of both political success and failure since the very beginning of our country, and is essential across sectors in terms of both personal and professional reputation. What lessons on integrity, both good and bad, can we learn from our history? How can we apply these lessons in the classroom and beyond? Explore these questions and more.

References provided on request

Academic Integrity Office at UC San Diego: Integrity Peer Educators

Angelica Gutierrez, UC San Diego
Joana Granados, UC San Diego

Two current Integrity Peer Educators and student workers, Angelica Gutierrez and Joana Granados, present on the history of the Academic Integrity office at UC San Diego and expand on their Integrity Peer Educator program. The Academic Integrity office at UC San Diego kicked off its efforts to bring students into the core of their mission in 2008 with just two Peer Educators. Soon after that, they developed student worker positions to support the growth of their office. Today, students have become the core of the Academic Integrity office. Having student Integrity Peer Educators has allowed students who come into the AI office feel comfortable and welcomed while also helping get much more done around the office. This includes support with education outreach, seminars and or advising. Peer Educators train throughout the year to understand the importance of integrity, which allows them to practice their values and skills with not only their students but also, their communities. Peer Educators also help facilitate seminars that majority of students who go through the violation process participate in. In these seminars, peers lead small group discussions and give feedback to students on assignments. Through these seminars, Peer Educators are also able to work with

students on ethical dilemmas and help them understand how to acknowledge all their options in order to pick the right choice of action. The AI seminars are structured in a way to help students see the policy in an educational way and to learn and grow from their mistakes. Integrity Peer Educators also hold advising hours where they meet one-on-one with students to help them understand the process and help students work through and understand their feelings. Part of the program includes education outreach, which happens through a series of events throughout the year. These events can range from creating display cases to student presentations, workshops and campus events. The UC San Diego Academic Integrity office has come a long way, but most importantly, the growth of the Integrity Peer Educator Program has greatly influenced the growth of the office as a whole.

References provided on request

Academic Integrity Stakeholder Engagement: Considerations from Organizational Theory

Janet Shuh, Sheridan College
Shelley Woods, Sheridan College

The presentation will summarize recent multi-faceted Academic Integrity (AI) engagement strategies undertaken at Sheridan College, located in Oakville, Ontario, Canada. These efforts sought to inform Sheridan's modernization of its' AI policy framework and, more broadly, promote the entrenchment of 'academic integrity' as a dominant and purposeful institutional narrative.

Academic integrity will be explored through contemporary organizational theory, notably, that of Bolman and Deal's 'Four-Frame Model'. While the "frames" of decision-making identified in this theory (i.e. structural, human resource, political and symbolic) are distinct, it becomes evident in the change management process that they are also intrinsically connected. A significant change in institutional strategy, whether it be undertaken at the structural or human resource levels, will inevitably result in reciprocal impacts, both intended and unintended, across the entire organization. Understanding and recognizing this cascading impact is both necessary and beneficial when engaging stakeholders.

Sheridan's recent AI engagement efforts demonstrate a commitment to both: consult with the organization's human capital (i.e. faculty, staff, administration and students) and impact positive and effective structural change. In addressing the political frame, it is important to be cognizant of the inherent power dynamics present in post-secondary environments. The "problem" of academic integrity is typically described, and responded to, as a "deficit" of students versus a shared responsibility of the entire academic community. How can the inherent power

imbalance, real or perceived, between students and academic staff be mitigated in consultations? Further, how might students be engaged in authentic and meaningful dialogue which can contribute to the institution's AI narrative?

Lastly, the presentation will explore the symbolic frame, or, what might be understood as shared culture and values. Much has been mused in the academic and practice-based literature around the need to foster and engender a "culture of integrity" within our post-secondary institutions. The dichotomous debate around whether culture is an outcome as opposed to a process will be discussed in relation to academic integrity. It will be argue that AI culture might be neither an outcome nor a process but, rather, an ephemeral or imagined panacea of sorts. Traditional definitions of organizational culture have presumed the existence of a common, and universally shared, set of values and norms. Given the complexity of modern post-secondary institutions, and the disparate stakeholder groups, the underlying assumption of cultural homogeneity may well be ingenuous.

References provided on request

Improving Academic Integrity Using a Change Process Model

Loredana Carson, California Lutheran University
Mary Jo Shane, California Lutheran University

Academic integrity has continued to be an issue in academic institutions around the world. Due to the headlines and the repeated requests for clarification of our own policies, we dove into the heart of the problem to create workable solutions.

Like all schools in these times, we have students come to us with varied backgrounds and understandings of the issues of academic integrity. Even terms such as plagiarism have wildly differing interpretations based on the age of the student, country of origin, and previous educational expectations. Some faculty members have differing thoughts on the subject. So given this lack of cohesive understanding of the issue, the need for change came to the forefront.

The material we present here is derived from the work we did as part of a volunteer taskforce that the Dean of the School of Management formed with the purpose of investigating the existing policy and procedures and making recommendations as needed to achieve a more cohesive response to the issues of academic integrity.

What we present here are the steps we took to bring about these changes.

Our first step was to decide to use a change process model to help guide us through the process. We chose the Osland, Kolb, Rubin, Turner (2007) model because it is easy to implement and understand and has worked well for many situations. We implemented the steps they recommend in this way:

Determine the need for change

This we did as we faced the differing beliefs and practices of all the constituents of our department. These discussions formed the basis for our belief that change would be useful and helpful. Other initial things we did included focus groups, surveys, and analyzing data to determine that the need for change was present.

Form a guiding coalition/task force/steering committee

The Dean announced that there would be a volunteer taskforce to address these issues and that the group would be comprised of those who most closely worked with the issues on a day to day basis and those who were invested in the subject, wished to be on the taskforce and who saw the need for change.

Develop a shared vision for the future

We used mind mapping as a tool to help develop our shared vision.

Create a tentative plan

This is where the elbow grease comes in to the picture. This step features multiple discussions and meetings and sharing of information. This is not a step that can be rushed or pushed or done without enough information. The hardest part of this step is knowing when you are ready to move on and present the plan.

Determine resistance and support

This step is crucial. You need to share the tentative plan with as many individuals and groups as possible and actively look for both the resistance and support. Although it is tempting to downplay any resistance, it is necessary to get in close and find out what is driving the resistance. Exactly what is objectionable to that person or group? While it is more comfortable to hear how good the plan is, you should be hoping to get some pushback. This will help you to refine and reframe the message in ways that hit the mark and may solve problems along with way. Really listening to messages about both resistance and support can, in the long run, help you to obtain the necessary buy-in for your final plan.

Establish an implementation plan

Take what you learned from the previous step and revise and rewrite the plan as necessary to reflect the parts that were not clear, were not needed and/or need to be added to improve the overall plan. The result is your final plan.

Communicate the plan

The communication phase should predate the implementation and should be done as thoroughly as possible with as many stops as it takes to inform the campus components that will be impacted by the new plan.

Implement the plan

Here is where all your hard work gets to see the light of day. Depending on the size of your institution, you may wish to do a pilot rollout in one department or sector to see if there are any issues that were unseen in the planning process. This is where the technology phase comes into play as well and where you need to support of the Learning Management System team and the Registrar and all the upper Administrative leaders of the institution. If you have done your steps thoroughly, there will be fewer surprises at this point. A missed step from above can result in paralysis as new people weigh in on the need for change after the change has been planned.

Evaluate the plan

This often-skipped step is crucial for moving forward. You may find that some parts of your plan need revision even now in order to be useful to the general population. Don't be afraid to make changes at this phase in order to have a better overall product.

References provided on request

Poster Abstracts

Academic Integrity Collaboration for Faculty, Staff and Students Studying Online

Gina Dyson, Walden University

Maintaining academic integrity online presents unique challenges especially in the areas of writing. This requires a unique collaboration among faculty, academic leadership, staff and students to build and foster a culture of integrity from the very beginning. We will walk you through how conversations around integrity begin during the admission process at our institution and highlight our academic integrity trainings that are delivered for all new students, staff and faculty. These early efforts lead to an ongoing collaboration within the university community, focused on a consistent process and an ongoing availability of resources aimed at improving student writing and reducing academic integrity violations.
References provided on request

Capturing the Ethical Climate of a Culture

K.T. Connor, California Lutheran University

Students, faculty, and staff who build an ethical environment create a thriving, purposeful organization. But many times, capturing the actual nature of that environment can escape us. If you ask people if they're ethical, how do you know whether their response is what they think is expected, not what they actually think? Moreover, the values they see supported in the culture can be a challenge to capture as well. Yet research indicates that both the individual's and the organization's stance on ethics is what really counts. No student is an island, nor is faculty or staff. If the perceived climate of the organization impacts the translation of one's value system into action, we must discover what gaps exist between each person's value system and their perception of the organization's vision.

This session looks at Value Science as a framework for analyzing a group or organization and how it approaches the challenge to be ethical. It breaks down the main components of an ethical climate and shows how different levels of focus can affect that climate. Finally, it shares

data from results measuring the actual structure of ethical thinking and how it is reflected in the current cultural environment.
References provided on request

Scholarship as Conversation: Reframing the Conversation Surrounding Plagiarism

Corrie Bott, California Lutheran University
Yvonne Wilber, California Lutheran University

Utilizing the new Framework for Information Literacy, developed by the ACRL (Association of College and Research Libraries), Pearson librarians are actively engaged in building students' metacognitive abilities through experiential learning techniques that foster an understanding of *critical information literacy concepts.*

The ACRL has identified six interconnected core concepts in information literacy. These core concepts and their attendant knowledge practices and dispositions (hereafter "frames") serve as a framework to organize important information, research, and scholarship concepts into a coherent whole: *Authority is constructed and contextual; Research as Strategic Inquiry; Searching as Strategic Exploration; Scholarship as conversation; Information has value; Information creation as process.*

Three of the frames in particular: Scholarship as conversation, Information has value, and Information creation as a process, have *reframed* the way we as instructors have approached the topic of plagiarism and responsible use of information in the classroom, and has forwarded a more positive conversation about academic honor and integrity. We have moved the conversation away from DON'T plagiarize so you DON'T get in trouble, to DO cite because you ARE part of the scholarly conversation.
References provided on request

From the Ground Up: 2016-2017 Freshmen Respond to the Student-Created Integrity Video

California Lutheran University President's Council on Honor and Integrity

We asked students in the 2016-2017 Freshmen Class at California Lutheran University to preview the "From the Group up: Integrity Video", created by the students of the President's

Council on Honor and Integrity, and respond to a few questions related to integrity, ethics and preparation for their careers. Our total response rate was over 30% (n=164).

Open-ended questions in the student survey asked the students to discuss their reactions to the student-create integrity video. "In your own words, what was your reaction to the academic integrity video?"

Sample responses:

- It's a great way to bring awareness, I did not know there were so many different violations of academic integrity
- It's important to ensure that every student understands and values academic integrity. The club seems to be very important in doing so.
- It was nice seeing people I know discuss academic integrity.
- I thought the video was a really good idea and showed many students on campus that recognize the importance of academic honesty and integrity.

References provided on request