A hand holding a yellow pencil is pointing to a multiple-choice test paper. The paper has several questions, each with four options labeled A, B, C, and D. The text is overlaid on the paper in a large, green, bold font with a white outline and a drop shadow.

**Dirty Rotten  
Scoundrels:  
Academic Integrity  
in the 21<sup>st</sup> Century**

**NASPA 2012, Phoenix, AZ**

# Welcome!

## Introductions

- Kendal Washington White  
Senior Associate Dean of Students
- Angela Baldasare  
Director, Divisional Assessment and Research

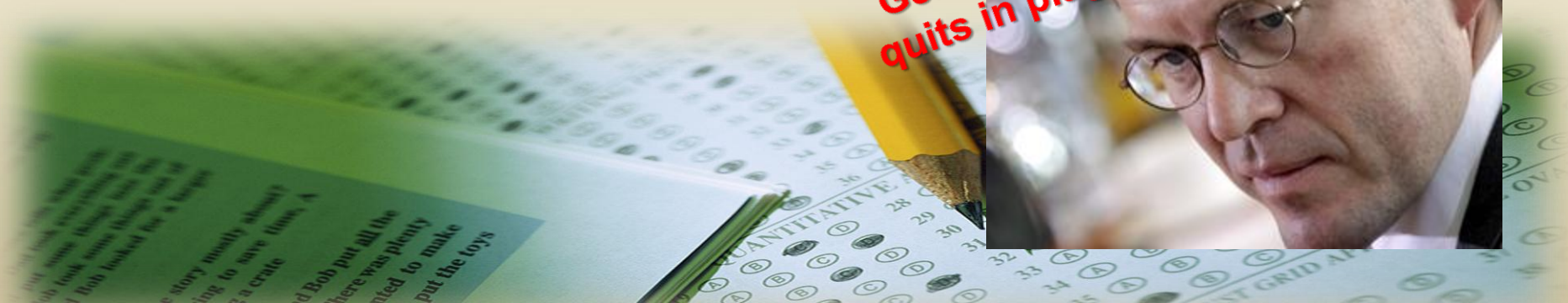
# Academic Integrity???



**Cheating Scandal Rocks University of Central Florida**



**German defense minister quits in plagiarism scandal**



# What we know from the literature

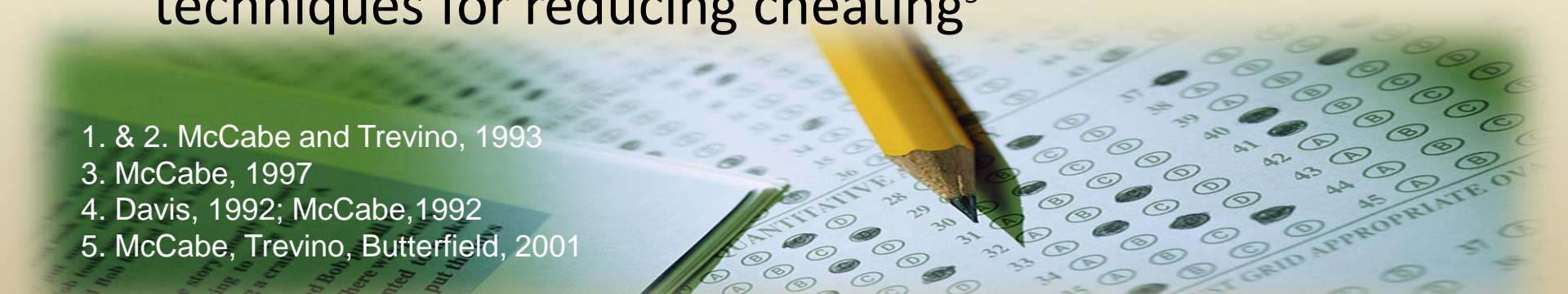
- Nationally, 2/3 of college students report cheating at least once<sup>1</sup>
- Cheating has been on the rise over the past 3 decades<sup>2</sup> and is more prevalent on larger campuses<sup>3</sup>
- Most students know cheating is wrong and use neutralization techniques to dismiss or excuse it<sup>4</sup>
- Faculty and students have common perspectives on techniques for reducing cheating<sup>5</sup>

1. & 2. McCabe and Trevino, 1993

3. McCabe, 1997

4. Davis, 1992; McCabe, 1992

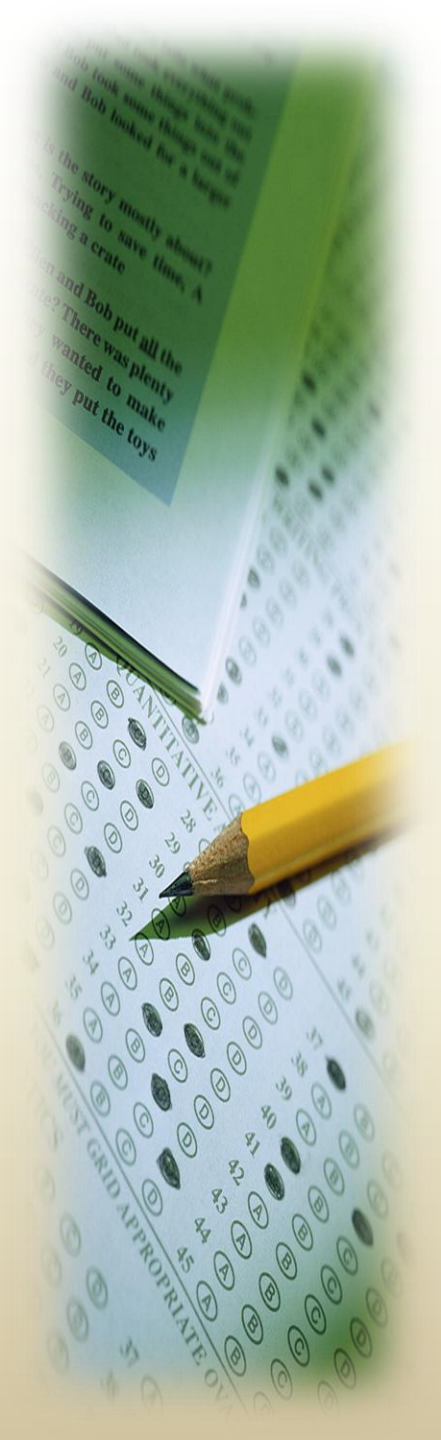
5. McCabe, Trevino, Butterfield, 2001



# Academic Integrity at the UA

## Purpose:

- To understand the perceptions of the problem from student and faculty perspectives
- To inform programming and policy on academic integrity at UA



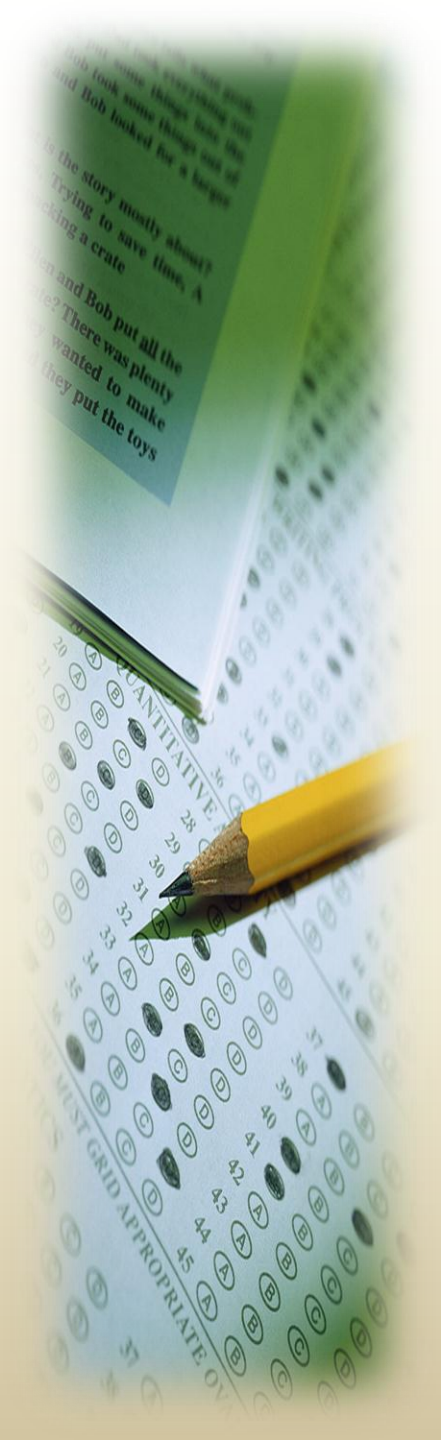
# Method

## Student Survey

- N=2,127
- Random, representative sample
- 48% female, 51% male
- 60% white, 15% Hispanic/Latino, 13% multiracial, 6% Asian/Pacific Islander, 5% African American

## Instructor Survey

- N=613
- 52% female, 48% male
- 43% tenure track, 57% non-tenure track



# Myth #1: Students don't believe in academic integrity anymore





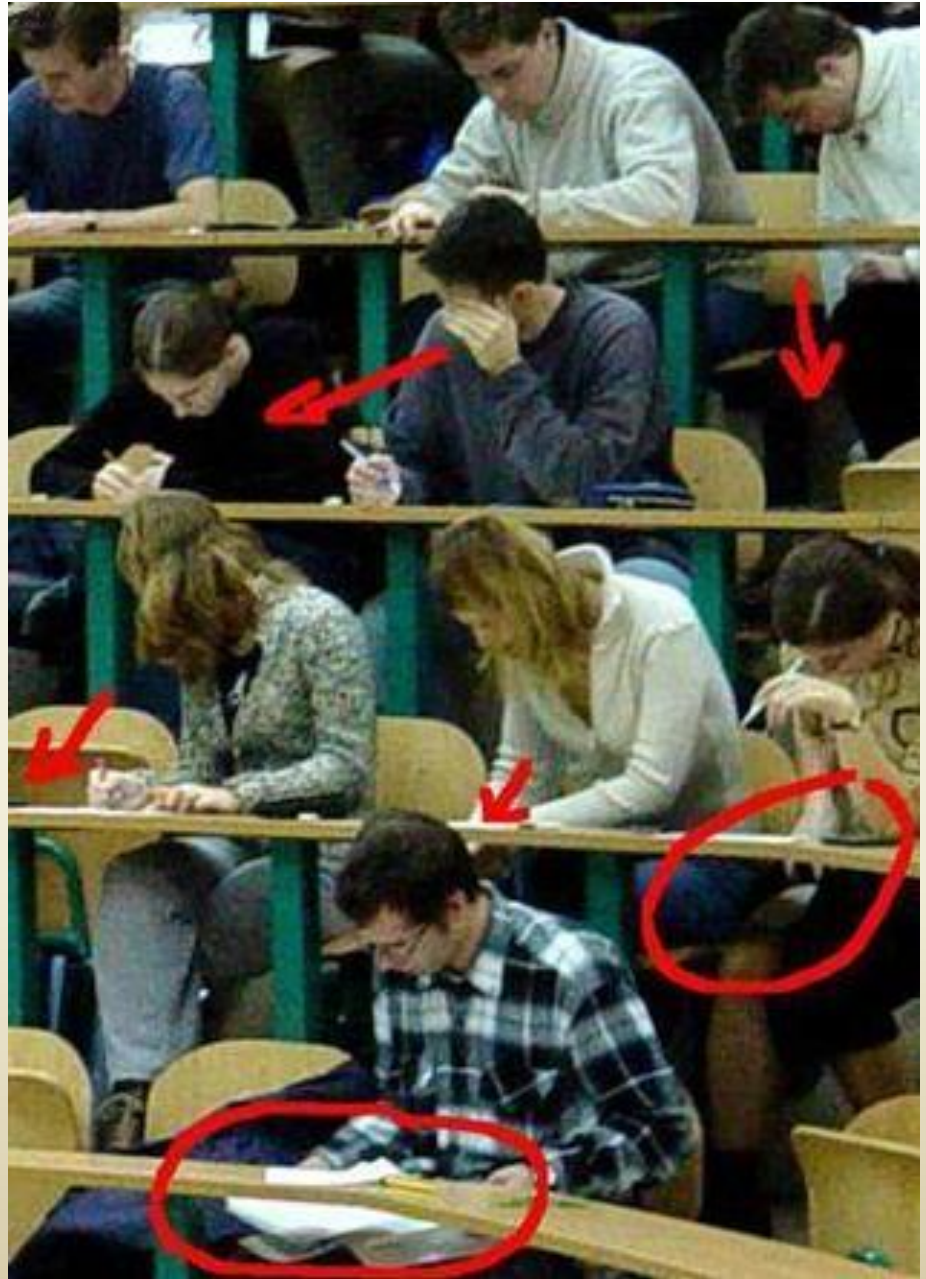
# **Myth #1: Students don't believe in academic integrity anymore**

**The facts (among UA undergrads):**

- 98% agree that a standard of academic integrity must be maintained at the UA
- 80% are bothered when others at the UA cheat
- 84% believe that students who cheat should be penalized



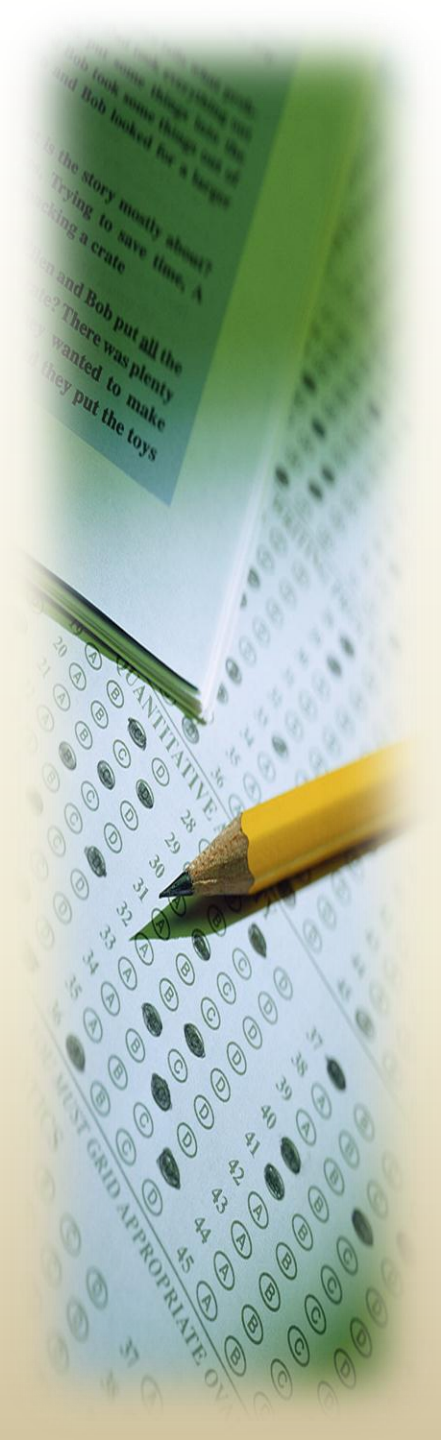
**Myth #2:  
Everybody's  
doing it  
(cheating,  
that is)**



# Myth #2: Everybody's doing it (cheating, that is)

The facts (among UA undergrads):

- 40% say they have never cheated on homework
- 81% say they have never cheated on an exam
- 72% say they have never paraphrased text without citing



# Myth #3: Technology makes it easier to cheat



# Myth #3: Technology makes it easier to cheat

## The facts:

- Less than 10% of UA students have used technology to get answers during an exam
- Up to 4 times more students report getting caught plagiarizing than at other forms of cheating
- Technology has given instructors the advantage in detection (D2L, Turnitin.com)
- Teaching online seems to be accompanied by increase in preventative measures



# UA Turnitin.com Data

End Date	Instructors	Students	Originality reports	Increase/ Decrease	Combined 50-100%
7/1/07-6/30/08	543	14892	82832	0.00%	16.45%
7/1/08-6/30/09	735	16247	94038	13.53%	12.68%
7/1/09-6/30/10	924	16456	89123	-5.23%	12.76%
7/1/10-4/9/11	2024	36355	206782	132.02%	10.74%
D2L	1011	23114	151129		
non d2l	1013	13241	55653		

# Myth #4: Faculty are not supported when sanctioning students who cheat



The background of the slide features a stack of papers on the left. The top paper is a green document with some text, including "the story mostly about?", "Trying to save him A", "ing a crate", "and Bob put all the", "There was plenty", "anted to make", and "ey put the toys". Below it is a white bubble sheet with a yellow pencil resting on it. The bubble sheet has a grid of bubbles with letters A, B, C, and D, and numbers 28 through 45. The text "QUANTITATIVE" and "GRID APPROPRIATE" is visible on the bubble sheet. The main title is in large, bold, black font.

# Myth #4: Faculty don't get support in sanctioning students who cheat

## The facts:

7/1/2009 - 2/18/2011

- 67 Appeals to College Deans
- 60 Upheld
- 7 Overturned

Meaning...

# Instructor Practice and Policy

In which of the following ways did your instructors address academic integrity in your classes?	Percent of students who said:				Percent instructors who said they do this:
	All of my instructors did this	Some of my instructors did this	One of my instructors did this	None of my instructors did this	
Included statements in a syllabus about academic integrity	83	15	1	1	97
Included in syllabus definitions of specific behaviors that are considered to be violations of academic integrity	50	37	7	7	74
Included in syllabus explanations of consequences for cheating	52	33	8	7	67
Used class time to discuss academic integrity once	37	38	13	12	84
Used class time to discuss academic integrity multiple times	16	27	18	38	53
Ensured that the entire class was aware when a cheater was caught	17	16	18	49	41



# Academic Integrity on a large, diverse, and “wired” campus

- Students say they value academic integrity, yet dishonest behaviors persist
- Cheating on homework is seemingly more widespread than plagiarism or cheating on exams
- Factors such as peer or faculty behavior may contribute less than high stakes situations
- Technology is a mixed bag
- Group differences do exist





# Where should we target our efforts?

## Higher rates of cheating:

- International students
- Fraternity and sorority members

## Lower rates of cheating:

- Students receiving need-based financial aid
- Non-degree seekers
- Students without college educated parents
- Freshmen

# Where should we target our efforts?

## Faculty and instructors:

- Clarity and communication in classroom
- 81% have reported a violation at least once
- 60% report at least once a semester
- Most common barriers to reporting:
  - time needed to invest in the process
  - would rather keep it between the student and me
  - student did not know he/she was cheating
- 47% thought buying/selling of study guides and class notes online is a violation

## Percent of Students Who Report Being Likely to Cheat, by Circumstances and Class Standing

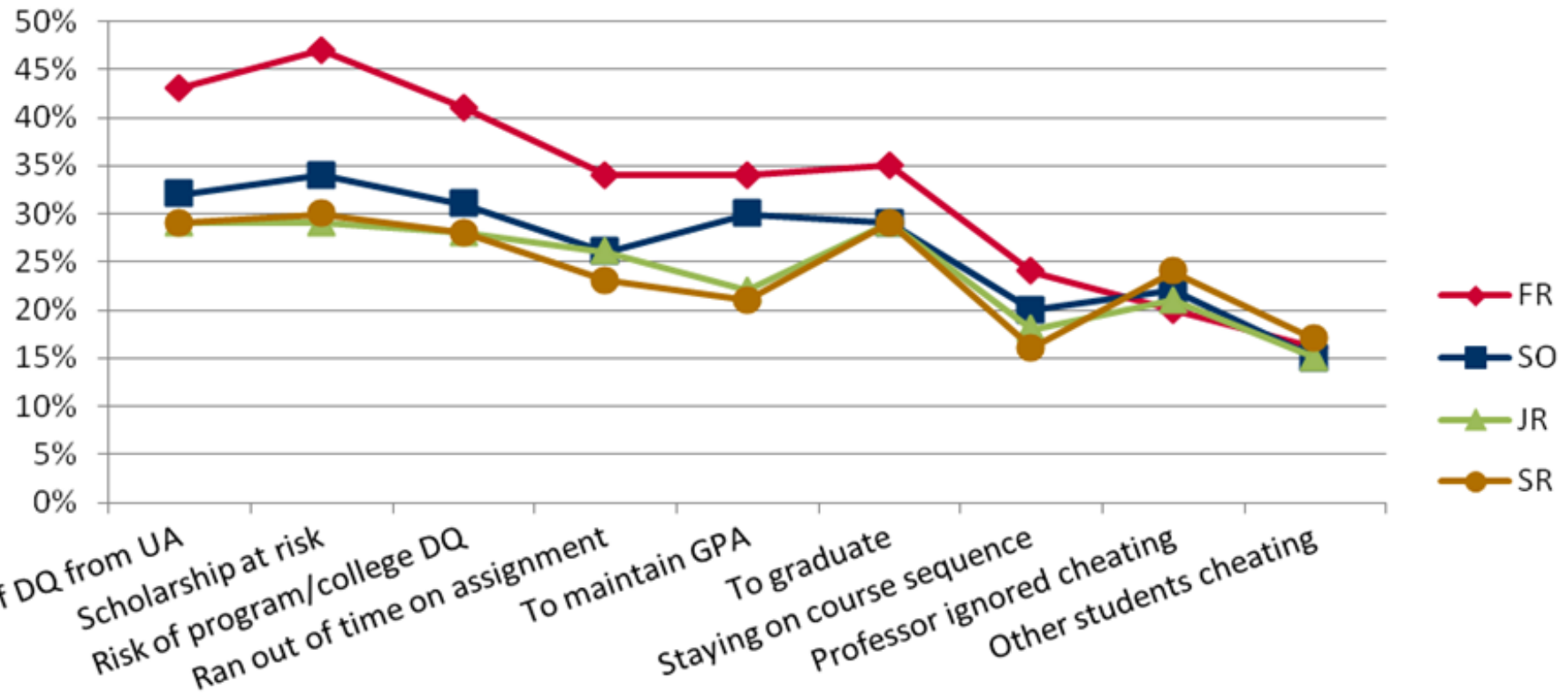
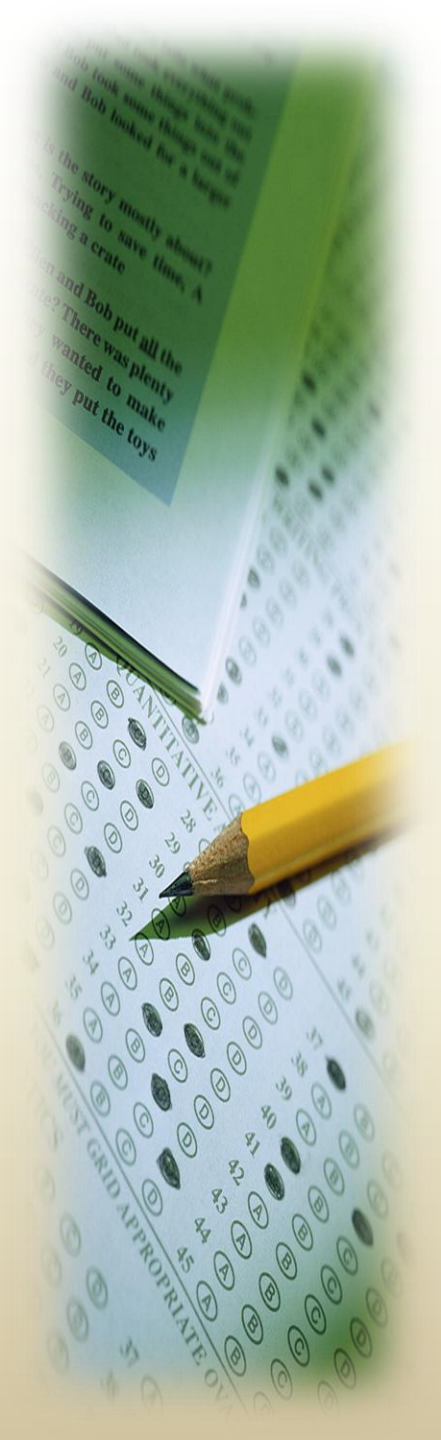


Figure 3: Conditions contributing to cheating by class

# UA Code of Academic Integrity

## Challenges:

- Authority rests with instructors
- Differences among colleges and departments
- Individual Philosophy
- Who is responsible for upholding academic integrity?



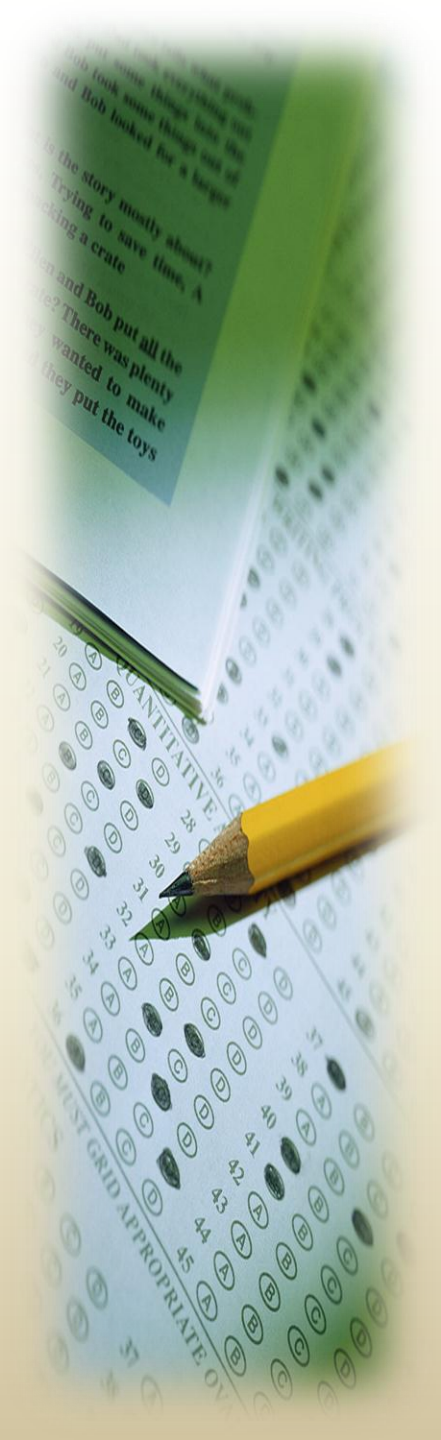
# Next Steps

## *Integrity Matters Initiative*

- New Student Orientation Workshops
- Effective Marketing Materials
- Faculty/Instructor Support
- Wildcat Welcome Workshops
- Monthly Panels from Diverse Areas
- College Academic Administrators Council



# Discussion



# Thank You!

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