

TOUGH IN PRINCIPLE AND SOFT IN PRACTICE

The reasons why students
cheat and why institutions
struggle to consistently
enforce policy compliance

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Hello!

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Today we are going to talk about

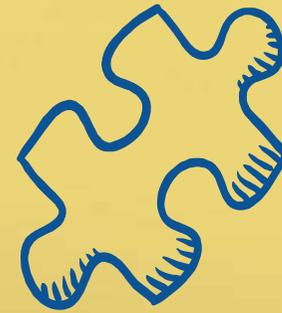
1. The **BIG** question
2. The notion of integrity
3. Review definitions
4. Telos of integrity
5. New definition
6. Atomistic vs holistic view of integrity
7. Integrity as a complex game
8. Vectors of commitment
9. Predicting breaches
10. Barter-cheating
11. Integrity research
12. Two schools of thought
13. Interventions
14. "IF ONLY" fallacy
15. A simple formula
16. Iatrogenic effects of interventions
17. Technology
18. The cost of integrity



A white rectangular sticky note is affixed to a light brown wooden surface. The note has a small piece of clear adhesive tape at the top center. The text "The Big Question" is printed in a blue, sans-serif font, centered on the note. The bottom-left corner of the note is slightly curled up.

The Big
Question

When academic institutions admit only the brightest, highest-achieving students, hire only the best fit talent and employ effective academic integrity strategies, WHY the pursuit of integrity is a continuous struggle?



What Are We Missing?

Many of our assumptions about the problem are incongruent with the empirical reality thus, gaps in policy and practice.

- Oversimplified Notion of Integrity (*incomplete and nebulous*)
- Atomistic Approach (*ignores larger context*)
- Normatively-oriented Research (*confirmation bias*)
- Ineffective interventions (*lead to iatrogenic events*)



(the notion of)

INTEGRITY



Definitions (Dictionary)

“firm adherence to a code of especially moral or artistic values”
(Merriam-Webster Dictionary, 2019).

“the quality of being honest and having strong moral principles that you refuse to change” (Cambridge Dictionary, 2019).

Definitions (Academic)

“a commitment, even in the face of adversity, to **six fundamental values**: honesty, trust, fairness, respect, responsibility, and courage. From these values flow principles of behavior that enable academic communities to translate ideals to action” (ICAI, 2019).

“**Compliance** with ethical and professional principles, standards, practices and consistent system of values, that serves as guidance for making decisions and taking actions in education, research and scholarship” (ENAI, 2018).

Definitions (Organizational)

“Acting with integrity means we adhere strongly to a code of ethics, so it implies trustworthiness and incorruptibility. Being a professional of integrity means consistently striving to be the best person you can be in all your interactions with others. “ (Stanberry & Byars, 2018) in *Business Ethics*

“To act with integrity means that you are always seeking to do what is morally and ethically right. When you are unsure of how to proceed in a work situation, the Code provides valuable guidance. It will give you our Company’s ethical principles, and it will highlight certain resources for additional assistance, including key people and written materials that add detail to the Code. Remember, we are each responsible for protecting FCA Group’s integrity and reputation. There will always be a way to help you identify the best alternative to accomplish that.” from Fiat Chrysler Code of Conduct (Marchionne n.d.)

“When in Rome, do
as the Romans do” -
proverb

Definitions

“...part of being a human and means the self as an integrated whole and includes privacy, autonomy and the values espoused by the individual. Integrity refers also to a person's identity, 'the self'. When a person becomes ill and needs help, there are many situations that can threaten their integrity.” (Widäng et al., 2008)

“For a public administrator to act with integrity means to be true to himself, be consistent in his decision making process, act according to his moral standards; this builds reputation, which is a key component in a public official's life and career.” (Garcia-Zamor, 2012) in
Transparency and accountability in public organizations

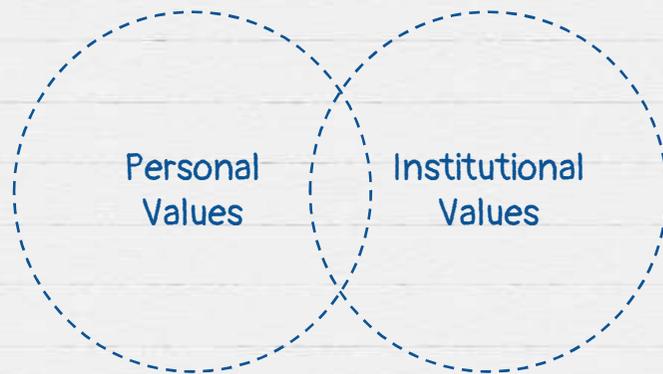
Definitions

“To act with integrity means caring for both the self and others; doing so activates inner moral constraints which we must confront consciously and constantly.” (Rozuel, 2014) in *Exemplarity as Commitment to the Self*

“Integrity is loyalty to one’s convictions and values; it is the policy of acting in accordance with one’s values” (Rand, 1964) in *The Virtue of Selfishness*

value {mis}alignment

The state of moral improvisation

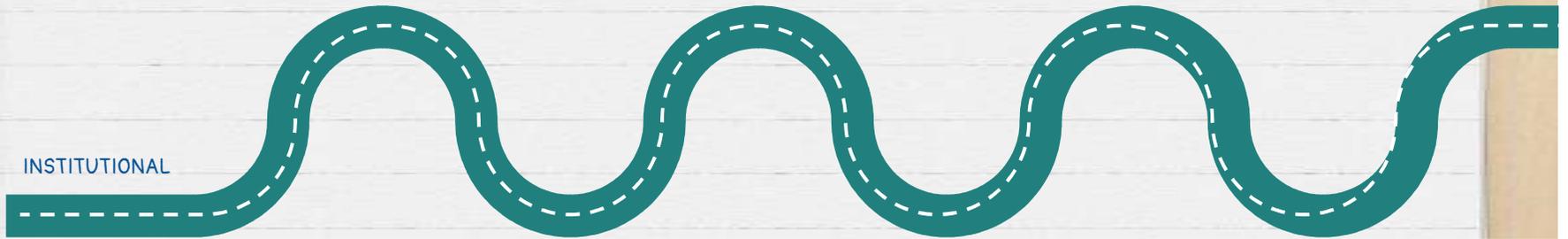


- Assumption of value alignment and moral purity (contract, duty of fidelity)
- Moral authority and compliance
- Virtue and vice, good students vs cheaters
- Moral truths are universal and self-evident
YET externally stipulated and enforced
- Lack of transparency
- Atomistic view of the problem

**How do you resolve a conflict
between personal and institutional
obligations?**

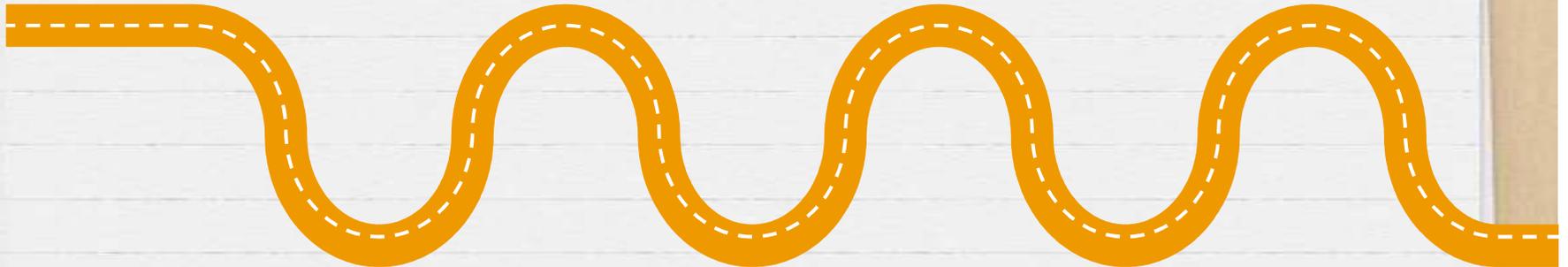
Academic integrity practices may operate in parallel

INSTITUTIONAL



PERSONAL

When academic integrity rules should not apply (Amigud and Pell, 2021)



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Integrity Redefined

Pragmatic approach

Aristotelian “Telos” –a purpose, end goal or final cause.

The telos of a printer is to print

- ...eyes to see

- ...university to create and transfer knowledge

- ...student assessment to assess performance

What is the TELOS of academic integrity?

X Minimize harm

-Does not apply to all courses (Music, Fine arts , etc.).

X Maximize fairness

-Does not create a leveled playing field

-Is it fair to be better prepared or to be well-supported?

✓ Reduce Uncertainty

-Deliver predictable outcomes

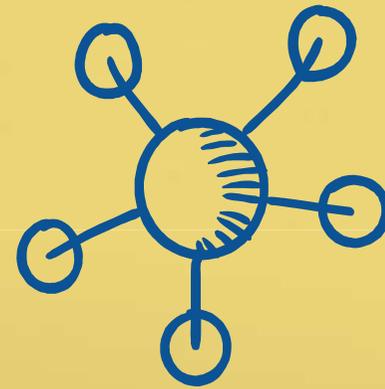
Revised notion of integrity



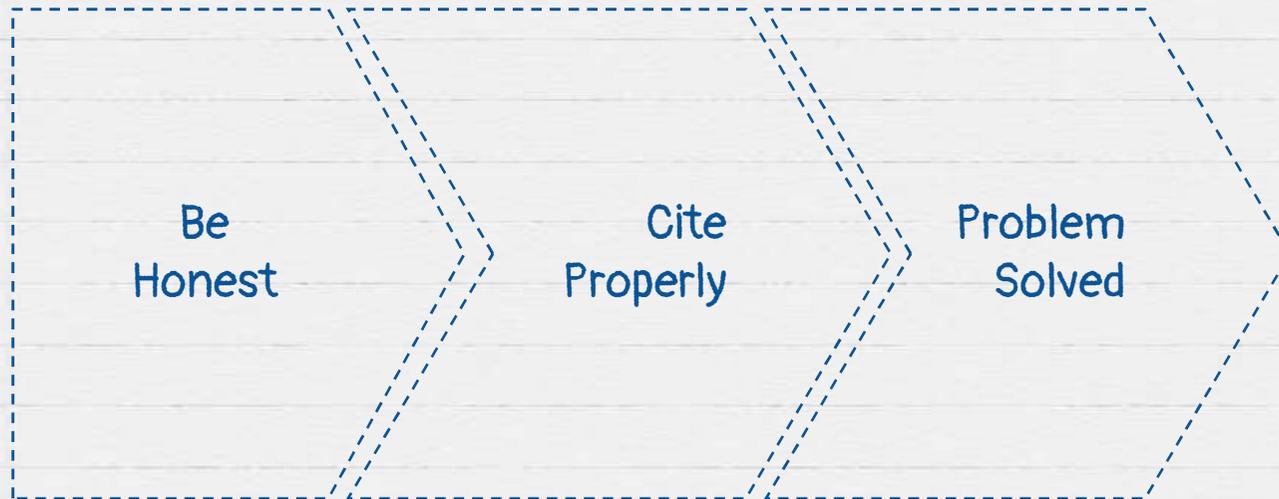
Academic Integrity is a process for
minimizing uncertainty of the outcomes.

(Eg. Were the program objectives fulfilled?)

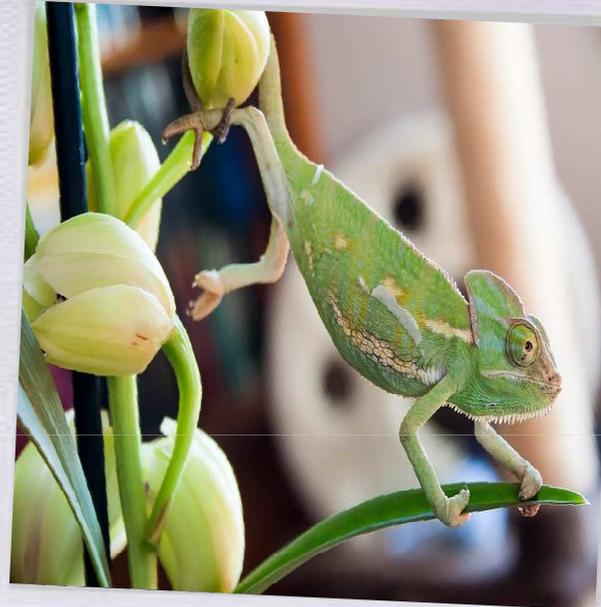
Atomistic View
of INTEGRITY



Simple expectations

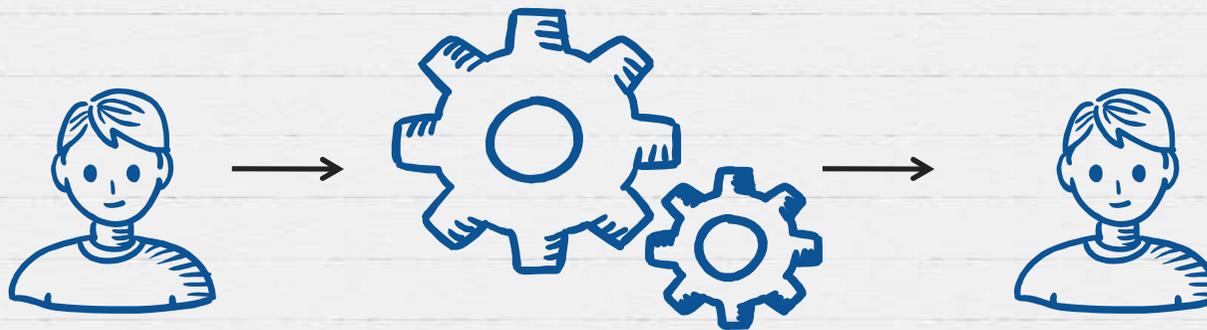


Honesty is the Best
Policy



Integrity is reduced to instilling the values of honesty

Trying to adapt the student to fit the system



Trying to adapt the system to fit the student

On Honesty

“If we considered that anyone who ever lied is a liar, then just about everyone would be a member of this group” (Zoltan, 2013) in *Spotting Fakers, Lies, and Illusions Using Elementary Theories about the Mind*

“Human society is founded on mutual deceit; few friendships would endure if each knew what his friend said of him in his absence... He does not wish any one to tell him the truth; he avoids telling it to others, and all these dispositions, so removed from justice and reason have a natural root in his heart” (Pascal 1910)



- ▶ PUBLIC READINGS
 - ▶ NATIONAL PUBLIC READINGS PROGRAM
 - ▶ LOCAL IN-PERSON EVENTS FUNDING PROGRAM
- ▶ VIRTUAL EVENT TIPS
 - ▶ HOSTING A SUCCESSFUL READING
- ▶ SCHOOL VISITS
 - ▶ ONTARIO WRITERS-IN-THE-SCHOOLS
 - ▶ PARTICIPATING AUTHORS
 - ▶ VIRTUAL SCHOOL PRESENTATION TIPS
 - ▶ HOSTING A SUCCESSFUL SCHOOL VISIT
- ▶ PROFESSIONAL DEVELOPMENT
 - ▶ BIPOC WRITERS CONNECT
 - ▶ WEBINARS
 - ▶ MENTORSHIP MICROGRANTS
- ▶ MANUSCRIPT EVALUATION SERVICE

PROGRAMS » GHOSTWRITING

GHOSTWRITING

The Writers' Union maintains a list of its members who are willing to do ghost writing. People who want to find a ghostwriter are asked to complete a request form, which can be obtained by contacting info@writersunion.ca. The request form is then circulated to the ghostwriters. It is left to the discretion of the members on the list to reply or not. If you do not get a response, the members are not available or interested at this time.

FEES

Contracts with ghostwriters are negotiated on an individual basis. The Writers' Union has established a minimum fee schedule. For a book of 60,000 to 90,000 words, the Union recommends a total minimum fee of \$40,000, payable as follows: 15% on signing, 10% on delivery of detailed outline; 25% on delivery of first draft of one chapter; 25% on delivery of first draft of entire manuscript; and 25% on delivery of revised manuscript.

Guest blog post: How I Raised my Ghostwriting Fee from \$7,500 to Over \$100,000 per Book

March 9, 2022 / Marcia Layton Turner / 2 Comments



By Robert Bruce Woodcox

When I started ghostwriting 27 years ago after selling my advertising agency of 25 years, I remember how nervous I was negotiating my fee with a first “potential” client. I had only written one book, so I had what I called, “light credentials,” and a very thin resume (with the exception of my advertising background). However, that book had been a Los Angeles Times bestseller the previous year, so I did at least have that going for me.

Before meeting with this man, a 92-year-old hero of WWII, I asked my publisher, Jim, how much I should charge for my first ghostwriting job. He responded quickly with a slightly dismissive smile, “Robert, since you only have one book, and no experience as a ghostwriter, if I were you, I’d ask for \$10,000—and

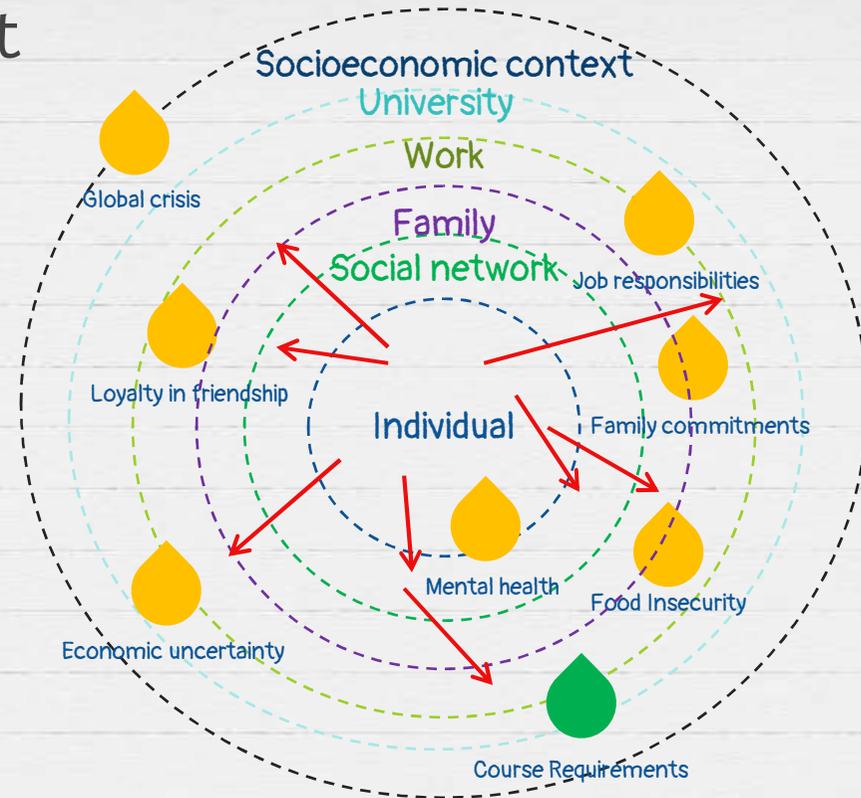
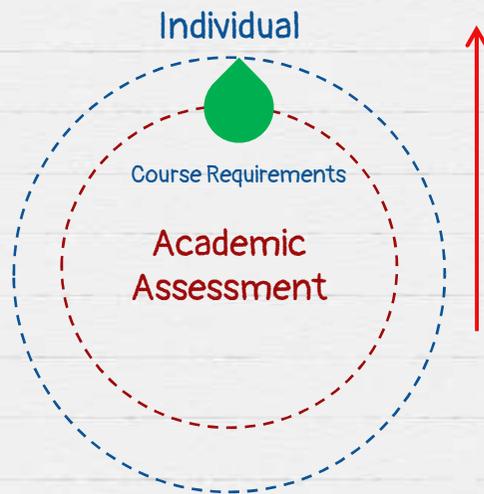
The Integrity Game

Personal commitments
Financial commitments
Employment commitments
Family commitments
Social commitments
etc.

Course assignment



Vectors of commitment



Stay in the game as long as possible

- Taking shortcuts provides the means to quit without losing the qualification (Amigud & Lancaster, 2019) in *246 Reasons to Cheat*
- “academic integrity decisions are predicated on personal experience and therefore pose a challenge for policy standardization and enforcement.” (Amigud and Pell 2022)

Challenges with Addressing Breaches

{Shallow Data}- collecting demographic & performance info. Vs data on commitments

{Biased Persona}- naïve model of average student, faculty and staff

Case in point (student wellbeing)

Many students reported food insecurity even before COVID-19.

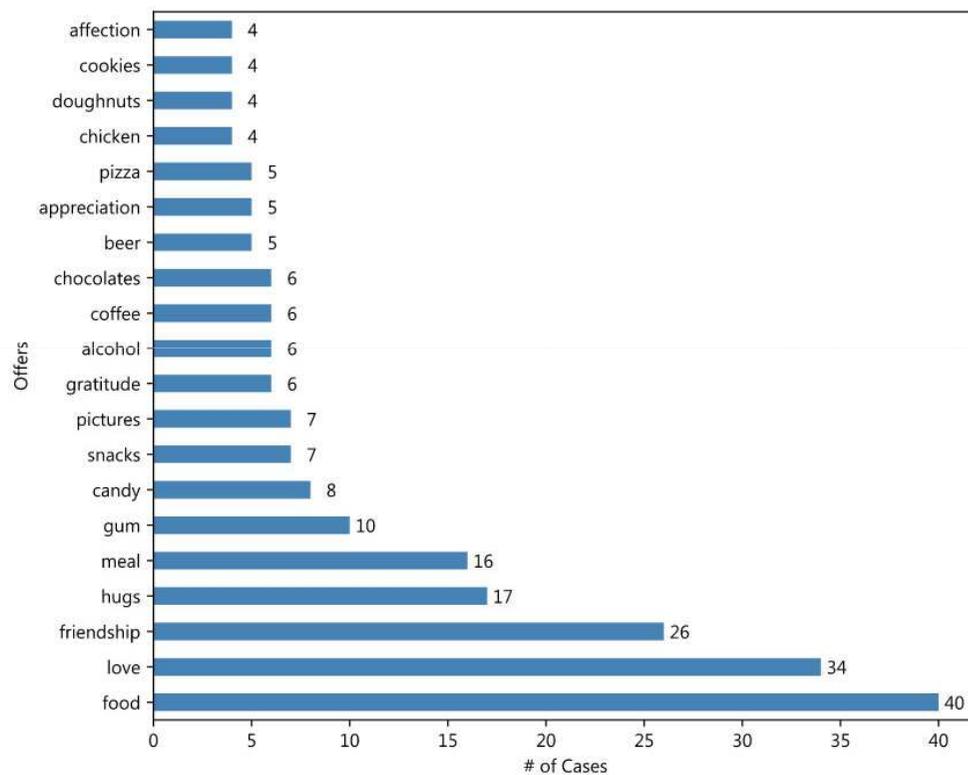
Reducing food intake or going homeless are sacrifices that some students are forced to make in order to keep up with tuition costs (Broton & Goldrick-Rab, 2016).

A Canadian study of N=1,030 university students reported that 38.1% of students suffered food insecurity in the past year (Frank, 2018).

The rate of food insecurity among American university students N=1,882 was similar at 35.0% (Morris et al., 2016).



The Barter-cheating phenomenon (upcoming paper)



-Students pay in-kind for help with academic work.

-More pervasive than commercial outsourcing

-Financial hardship was cited as the main reason for bartering in-kind

(normatively-oriented)

RESEARCH



Cheating is wrong. Period.

- Moral authority vs Impartial Observer*
- Confirm dogmas vs Question and falsify assumptions*
- Focus on student actions vs Students in context*
- *Responding to surveys vs Solving dilemmas*

Open Questions:

- Is academic integrity all-or-nothing or continuum?
- How is integrity created and at what point is it lost?
- What constitutes the lowest acceptable level of integrity?
- How effective are the integrity strategies?

Two schools of thought

Human nature is fundamentally good

- Breaches are accidental
- Students are tricked into buying essays
- Prioritize education over punishment
- Identify barriers to integrity

Human nature is fundamentally flawed

- Breaches are intentional
- Essay market fueled by demand
- Prioritize deterrence over training
- Identify character attributes

Looking for universal markers

Laziness or ignorance about the integrity rules is often used to explain breaches of integrity, justify punishment and develop interventions that will be unlikely to be effective because they address a different issue (Higbee et al., 2011; Waugh et al., 1995; Whitley Jr & Keith-Spiegel, 2001) in Virtue, Utility and Improvisation in (Amigud and Pell, 2022)

“Some students cheat because they do not want to put forth the effort required ...Laziness is learned at an early age from role models, and may be reinforced by peers. Because it is in the affective domain, relearning to change this attitude into a high work-ethic one may require prolonged, persistent effort involving peer group exercises, and perhaps counseling.” (Wade and Stinson 1993)

“Analysis found that study level, age, whether their tutor knew their name, gender, first or second language learners, and intrinsic/extrinsic motivations for learning ...had little to no effect on outsourcing behaviours. Given the quantity of studies which have found gender, age or level of study to be related to cheating behaviours, this was a surprising outcome.” (Awdry and Ives 2020) in *Students cheat more often from those known to them*

INTERVENTIONS

(and their *iatrogenic effects*)



'anti-cheating' exam hats
(FitzGerald, 2022)

"IF ONLY" fallacy – the sentiment-driven approach

IF ONLY we could make students adopt our values...

IF ONLY essay mills were criminalized...

IF ONLY we had a technology to catch cheaters...

IF ONLY we had a strong policy...

Formula :

If X threatens integrity then minimize X

If [cell phones] used to cheat on tests >> ban [phones]

If [students can buy essays] >> criminalize [ghostwriting]

If [it's easier to cheat online] >> conduct [F2F assessments]

Iatrogenic effects

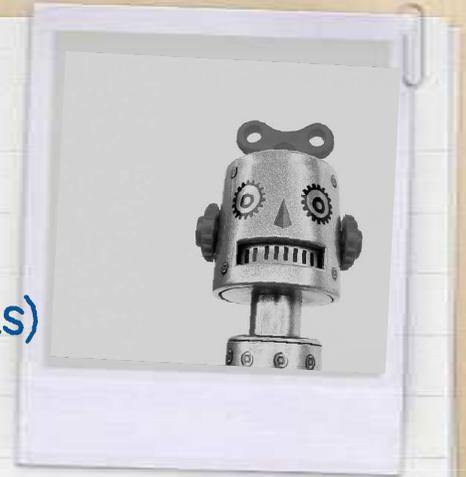
- Stress and diminished performance
- Privacy issues
- Satisfaction, convenience, accessibility
- Vulnerability and sense of false security
- Resources diverted away from other areas

WP article: “So halfway through the two-hour test, during which her every movement was scrutinized for cheating and no bathroom breaks were permitted, she vomited into a wicker basket, dabbed the mess with a blanket and got right back to work. The stranger saw everything. When the test was finished, he said she was free to log off. Only then could she clean herself up.” (Harwell, 2020)



Technology

- Commercial plagiarism detection (conflict of interests)
- Surveillance systems (invasion of privacy)
- Decision automation (arbitrary discrimination)



Case in point

The New York Times

Remote Scan of Student's Room Before Test Violated His Privacy, Judge Rules

A federal judge said Cleveland State University violated the Fourth Amendment when it used software to scan a student's bedroom, a practice that has grown during the Covid-19 pandemic.

(Holpuch and Rubin 2022)

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The Billion dollar
Question

How much is integrity worth?



We argue that apparent institutional inability to effectively manage the integrity process, has potentially significant consequences for wider society.” (Pell and Amigud, 2022)

Cheat

~~Ec~~onomics – The cost of Integrity

- Physical limitations on case processing
- Budget and time constraints

Hypothetical Example:

A university with 20,000 students
Academic integrity office employs 5 staff
Max Processing capacity 500 cases/y
Successfully prosecuting 50 cases/y
Annual Budget \$500K
Cost per student \$25/y
Cost per case processed \$1,000
Cost per case won \$10,000

Logistical Limitations

| Case # | Case 1 | Case 2 | Case 3 | Case 4 | Case 5 |
|----------------------------|-------------------------------------|----------------------------------|-------------------------------------|---|---|
| Authentication methods | Password, traditional proctoring | Password, traditional proctoring | Password, traditional proctoring | Password, traditional proctoring | Password, remote proctoring, traditional proctoring |
| Plagiarism detection tools | Turnitin, Google | Turnitin, Google | Turnitin | Turnitin, Copycatch | Turnitin |
| Challenges | Provision of examination facilities | No challenges cited | Provision of examination facilities | Technical issues, provision of examination facilities | Technical issues |
| Barriers | No barriers reported | No barriers reported | Cost | Cost, complexity | No barriers reported |

(Amigud, 2013) *Institutional level identity control strategies in the distance education environment*

The cost of Integrity

”One way to promote institutional standards is to educate students, which adds an additional burden to teaching staff and may be perceived as undesirable.” (Amigud and Pell, 2021) *When academic integrity rules should not apply.*

Some staff may shy away from academic integrity responsibilities due to the lack of administrative support, competing priorities or fear of legal action, among other reasons (Keith-Spiegel et al. 1998; Whitley and Keith-Spiegel 2001; Coren 2011).

Institutional Commitments

“respondents implied that their institution is primarily concerned with saving face rather than dealing with the issue” (MacLeod & Eaton, 2020) in *The Paradox of Faculty Attitudes toward Student violations of Academic Integrity*

“63% of our participants perceived there to be institutional and/or faculty barriers to effectively dealing with academic misconduct. Mostly, they blamed the higher education model for this which, in the interests of mass education, has come to prioritise the need for institutions to focus more on their quantity of output as corporate business enterprises than on the integrity of their output as educators.” (Pell and Amigud, 2022) in *The Higher Education Dilemma*

The cost of Integrity

Table 5 Dilemma 5

A faculty member is chairing the academic integrity hearings of both students and faculty. The faculty member received anonymous threats asking to drop any ongoing investigations. Police have been notified, but have not charged anyone. If the faculty member continues investigations, it might put own life in danger. If the faculty member suspends investigations or resigns, integrity will not be enforced

| Theme | Theme count (<i>N</i> =62) | % | Example |
|----------------------------|--------------------------------|-------|---|
| proceed with investigation | 22 | 35.48 | “Proceed with the hearings” |
| resign | 12 | 19.35 | “Resign from panel” |
| escalate | 9 | 14.52 | “Report this to higher University authorities and let them decide” |
| delegate to someone else | 8 | 12.90 | “They could request that someone else is appointed to chair the hearings” |
| seek institutional support | 5 | 8.06 | “Ask for institutional support.” |
| suspend investigation | 5 | 8.06 | “Suspend hearings only until security can be improved and the faculty member can give informed consent (or not) to continue on that new basis.” |
| raise awareness | 1 | 1.61 | “Alert the police and colleagues to the situation” |

(Amigud and Pell 2022)

Personal Integrity

“some staff do not perceive the judicial process to be fair and impartial (Coalter, Lim, and Wanorie 2007).

This finding tallies with that of MacLeod and Eaton (2020) who stressed that about half of the surveyed faculty considered their institutional policies to be equitable and fair.”

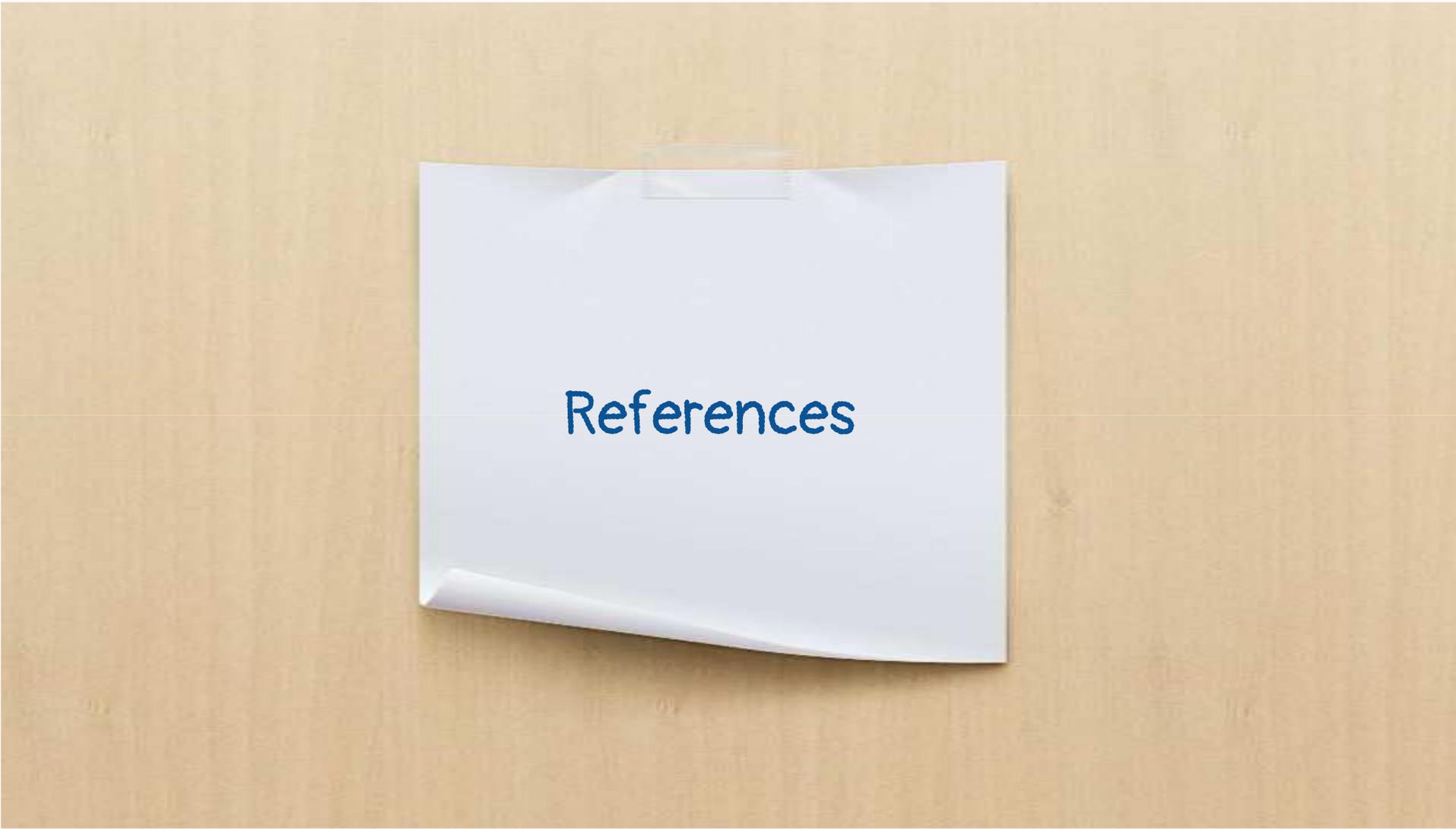
“The participants noted that unfair processes, procedural errors and ‘rules written in a discriminatory fashion’ constitute circumstances that may warrant exceptions to ensure fairness.” (Amigud and Pell 2021) *When academic integrity rules should not apply*

Thank you!

You can find me at:

- Research Gate
- aamigud@tec.mx





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Q&A