

## ***Creating a Culture of Integrity***

The “why for” and “how to” of adopting  
a multi-level approach to promoting  
academic honesty

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The University of Auckland

An invited address at the



5.º CONGRESO  
DE INTEGRIDAD  
ACADÉMICA

in Monterrey, Mexico

5<sup>th</sup> October 2017

### **Agenda—The Big Picture**

#### **Four Suppositions about Deception and Dishonesty**

It's *natural* and the *norm*, but *unethical* and *avertible*

#### **Understanding the Problem of Academic Dishonesty**

*Why do students cheat, even when they believe it's wrong?*

#### **As a Possibility for Promoting Moral Development**

A multi-level approach to cultivating student integrity

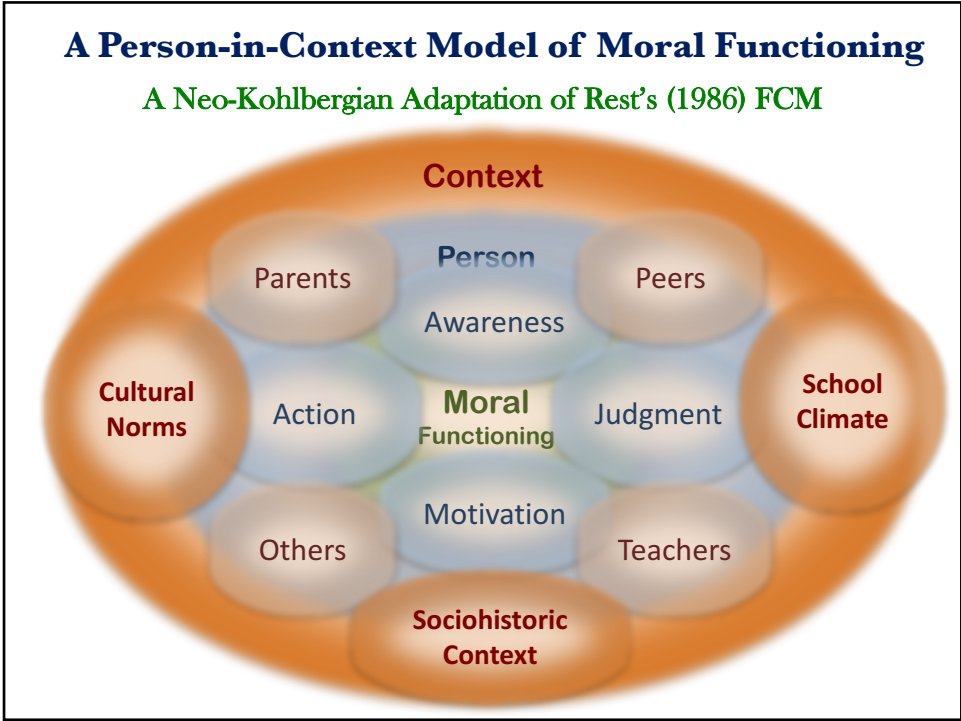
#### **Discussion**

Your Questions, Comments, Critiques, and Suggestions

**Conclusion: Four Suppositions**

**Cheating** as

**natural** and the  
 but so, too, is a sense of *justice* and *fairness*  
**norm**, but  
 statistically speaking- most people do it  
**unethical** and  
 it's deceitful, dishonest, and unfair  
**avertible**      **15:30 Today**  
 culture and systems matter- think epigenetics



## **Supposition #4**

*Cheating as Avertible*  
*(natural, but not inevitable)*

## **Natural, but not Inevitable**

Nature has equipped with highly flexible  
language<sup>1</sup> and moral<sup>2</sup> systems....

*The Importance of Culture*  
*and Enculturation*

1. Language Acquisition Device (LAD), see Chomsky, N. (1965). *Aspects of the theory of syntax*. Cambridge: MIT Press.

2. Universal Moral Grammar (UMG), see Hauser, M. D. (2006). *Moral minds: How nature designed our universal sense of right and wrong*. New York: Ecco Press.

# Creating Cultures of Integrity

## Models for Promoting Academic Honesty

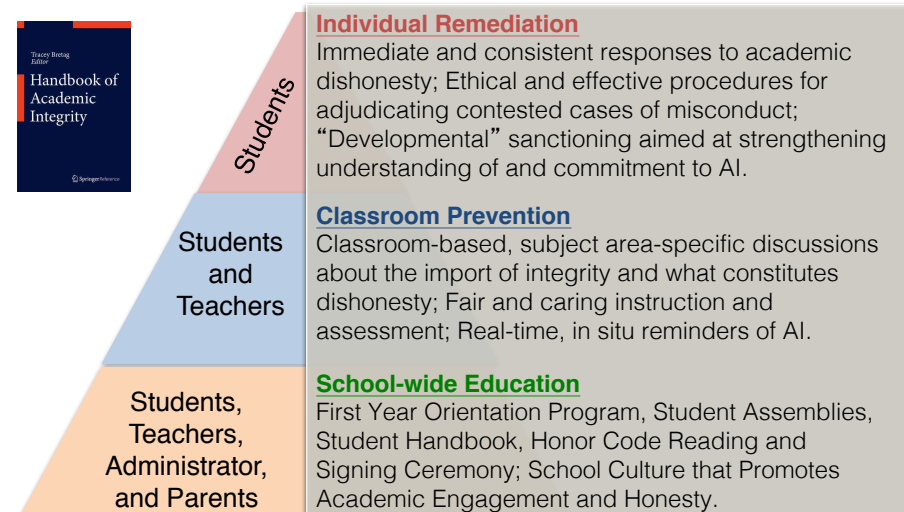
### Traditional and Modified Honour Code Systems

- McCabe, D. L., & Pavela, G. (2004). Ten principles of academic integrity for faculty: [http://www.integrityseminar.org/sites/default/files/pdfs/Ten%20Principles%20of%20Academic%20Integrity%20for%20Faculty\\_0.pdf](http://www.integrityseminar.org/sites/default/files/pdfs/Ten%20Principles%20of%20Academic%20Integrity%20for%20Faculty_0.pdf)
- McCabe, D. L., & Trevino, L. K. (1993). Academic dishonesty: Honor codes and other contextual influences. *Journal of Higher Education*, 64(5), 522-538.
- McCabe, D. L., Trevino, L. K., & Butterfield, K. D. (1999). Academic integrity in honor code and non-honor code environments: A qualitative investigation. *Journal of Higher Education*, 70(2), 211-234.

### Multi-Level, Systems-Based Approaches

- Bertram Gallant, T. (2011). *Creating the ethical academy: A systems approach to understanding misconduct and empowering change in higher education*. New York: Routledge.
- Bertram Gallant, T. P. (2006). Organizational Theory and Student Cheating: Explanation, Responses, and Strategies. *Journal of Higher Education*, 77(5), 839-860.
- Stephens, J. M. (2016). Creating cultures of integrity: A multi-level intervention model for promoting academic honesty. In T. A. Bretag (Ed.), *Handbook of Academic Integrity* (pp. 995-1007): Springer Singapore.

## Creating Cultures of Integrity: A three-level model of intervention



Stephens, J. M. (2016). Creating cultures of integrity: A multi-level intervention model for promoting academic honesty. In T. A. Bretag (Ed.), *Handbook of Academic Integrity* (pp. 995-1007): Springer Singapore.

## **In-take Assessment** *Where are you (going)?*

1. *At what level(s) are you (or your school/university) working on in terms of promoting academic integrity?*
2. *What is being done well, and what is need of improvement?*
3. *What level(s) appear to be absent in your current approach?*
4. *Where would you like to go? What do you think is needed to move forward in creating a culture of integrity at your school or university?*
5. *What do you need to get where you're going?*

## **Conceptual Model for the AwI Project**



Wangaard, D. B., & Stephens, J. M. (2011). *Creating a culture of academic integrity: A tool kit for secondary schools*. Minneapolis, MN: Search Institute.

## **Creating a Culture of Academic Integrity**

### **Five School-Wide Strategies**

#### **I. Form a Committee of School Community Members**

Form a representative committee (by grade level, content area, and demography) of students, teachers, administrators and parents to form a shared vision of values and goals.

#### **II. Conduct a School Climate Survey to Assess**

Use a valid and reliable survey, such as the AMIS or AIS, to assess students' perceptions, beliefs and behaviors related to AI.

#### **III. Develop New Policies and Procedures**

Using the empirical data from the survey, discuss policies and procedures that support the attitudinal and behavioral changes you seek to bring about.

#### **IV. Build Consensus and Support for Change**

Reach out beyond the committee to build consensus and a sense of and shared responsibility for the new (or revised or freshly articulated values, goals, policies and procedures.

#### **V. Implement-Assess-Adjust**

Take the long view - effective policies and cultural change take time and effort: Plan on assessing the new policies and procedures you implement and making adjustments

## **The**

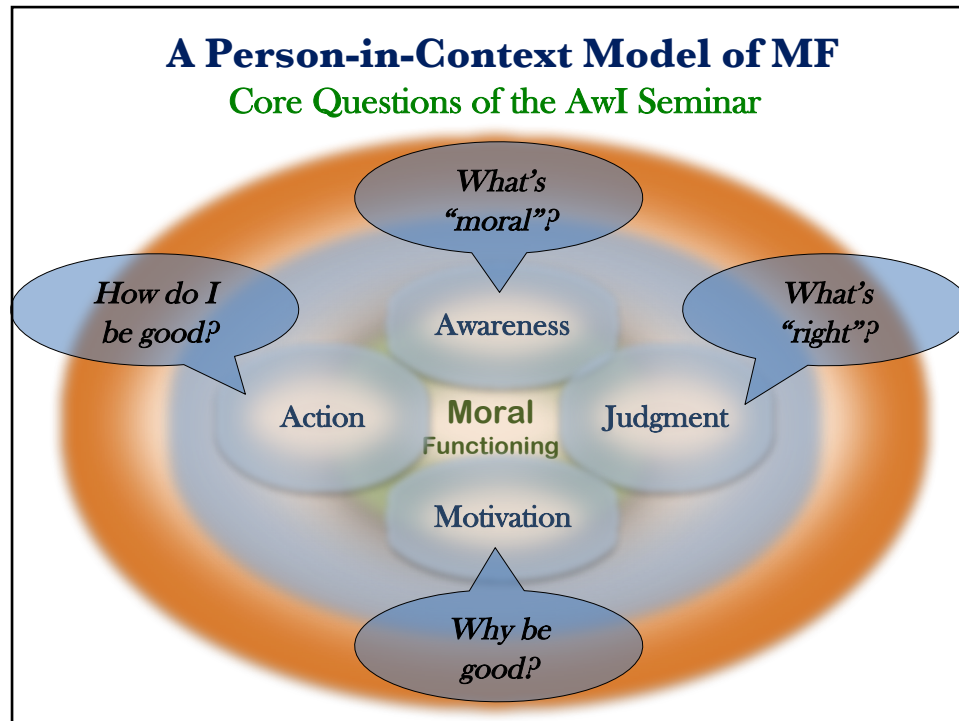
# ***Achieving with Integrity***

## **Seminar**

### **Theory and Practice**

Stephens, J. M., & Wangaard, D. B. (2016). The Achieving with Integrity Seminar: An integrative approach to promoting moral development in secondary school classrooms. *International Journal of Educational Integrity*, 12(3), 1-16. doi:10.1007/s40979-016-0010-1





## **The Achieving with Integrity Seminar**

### A Series of Four Socratic-Style Dialogs

#### **Discussion One: Taking Notice**

**Core Questions:** *What's "moral"? Is this a "moral situation"?*

**Primary Goal:** Raising awareness of the moral dimensions of various forms of academic dishonesty; recognizing how issues of fairness, respect and responsibility are at stake in behaviors such as plagiarism and test cheating.

#### **Discussion Two: Thinking it Through**

**Core Questions:** *What's "right"? What should one do in this situation?*

**Primary Goal:** Enhancing moral reasoning related to academic honesty and integrity; understanding and judging such dishonesty as unfair and unjustifiable.

#### **Discussion Three: Aiming High**

**Core Questions:** *Why be "good"? Am I responsible for doing the right thing?*

**Primary Goal:** Fostering a commitment to doing the right; taking personal responsibility for acting on one's judgment; prioritizing the principled path over the expedient one.

#### **Discussion Four: Acting it Out**

**Core Questions:** *How do I do it? What kind of will and skills are needed?*

**Primary Goal:** Building students moral and performance character; enhancing regulation skills to resist rationalizations and teaching behavioral skills needed to achieve with integrity.



## **A Case to Consider**

### *Laura and her “friend”*

Laura is a very bright student. Everyone knows she very smart, and her teachers often point her out as a “model student.” Her reputation, however, sometimes causes unwelcomed attention and difficult choices. Here’s an example: After taking an important test in [science, history, etc.] class, one of Laura’s friend stops her in the hall and starts grilling her about the test. The friend is taking the test later that day and she wants Laura to tell her all of the test questions and answers that she can remember. Laura feels torn and doesn’t know what to do.

## **Discussion 1: *Taking Notice***

### **Core Questions**

*What’s moral? Is this a moral situation?*

### **Goals and Objectives**

To engage students in dialogue about the meaning of the word “moral” and how one might ascertain if a given situation is a “moral situation.”

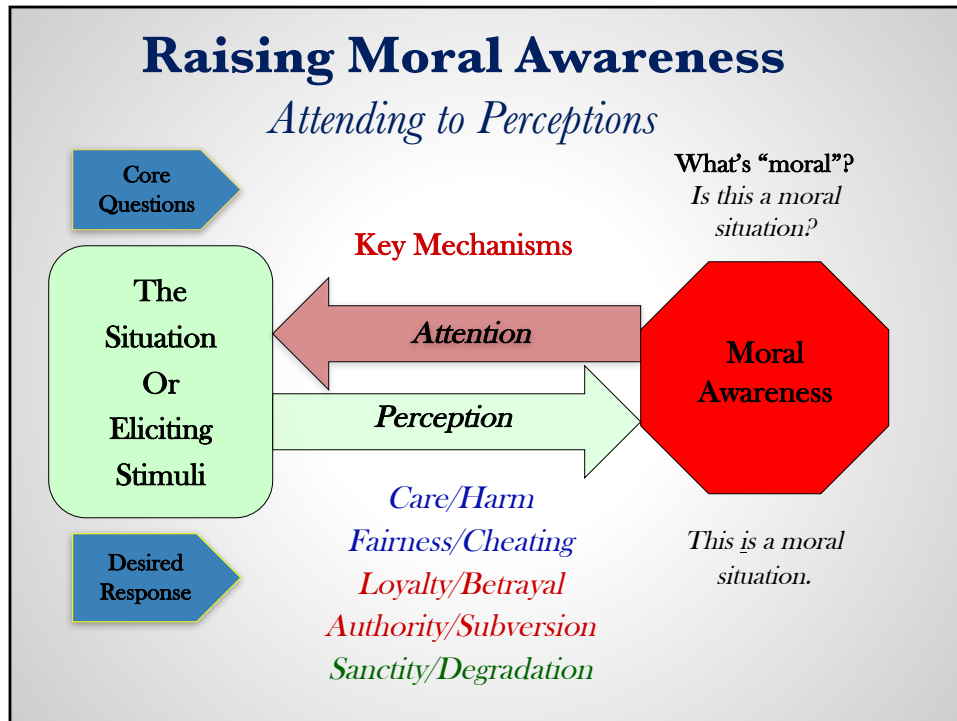
### **Key Concepts**

Haidt’s Five “Intuitive Ethics”

### **Primary Instructional Activity**

The AMAP (*Analysis for Moral Awareness Protocol*)

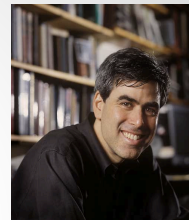




## Moral Foundations Theory

### The Meaning of Morality

*Moral systems are interlocking sets of values, practices, institutions, and evolved psychological mechanisms that work together to suppress or regulate selfishness and make social life possible.*

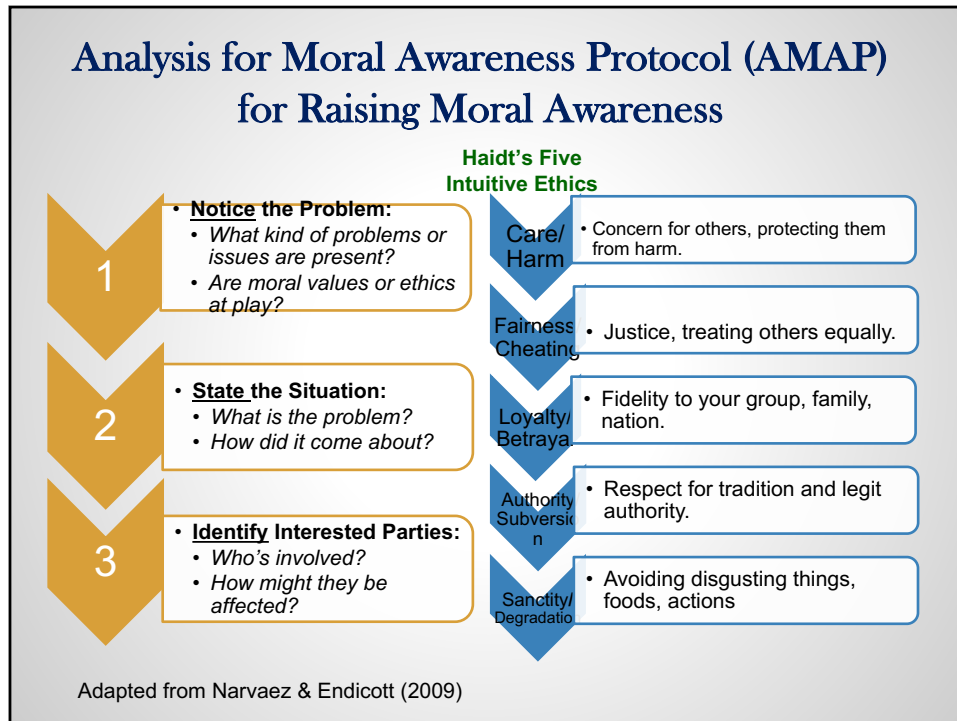


Jonathan Haidt  
University of Virginia

### Five "Intuitive Ethics"

1. **Care/Harm:** Concern for others; no hurting them physically or emotionally.
2. **Fairness/Cheating:** Justice, treating others equally; no lying to/cheating them.
3. **Loyalty/Betrayal:** Fidelity to your group, family, nation; no betrayal.
4. **Authority/Subversion:** Respect for tradition/authority; no deviance/defiance.
5. **Sanctity/Degradation:** Keeping pure; no disgusting/unhealthy things/actions.

*Click here for more on [Moral Foundations Theory](#)*



## Discussion 2: Thinking it Through

### Core Questions

*What's right? What should one do in this situation?*

### Goals and Objectives

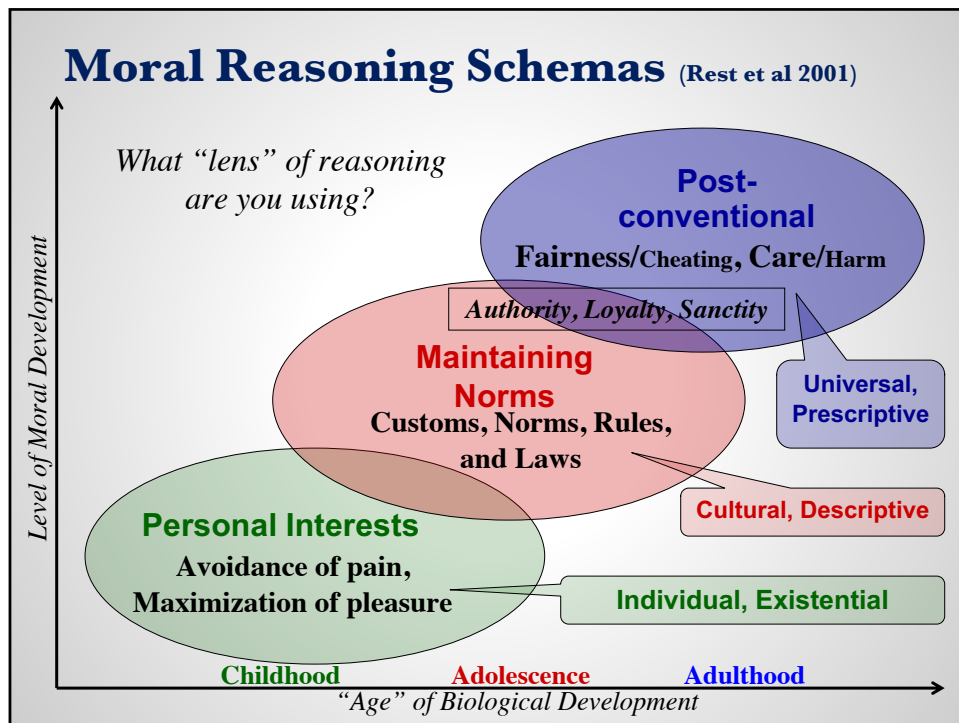
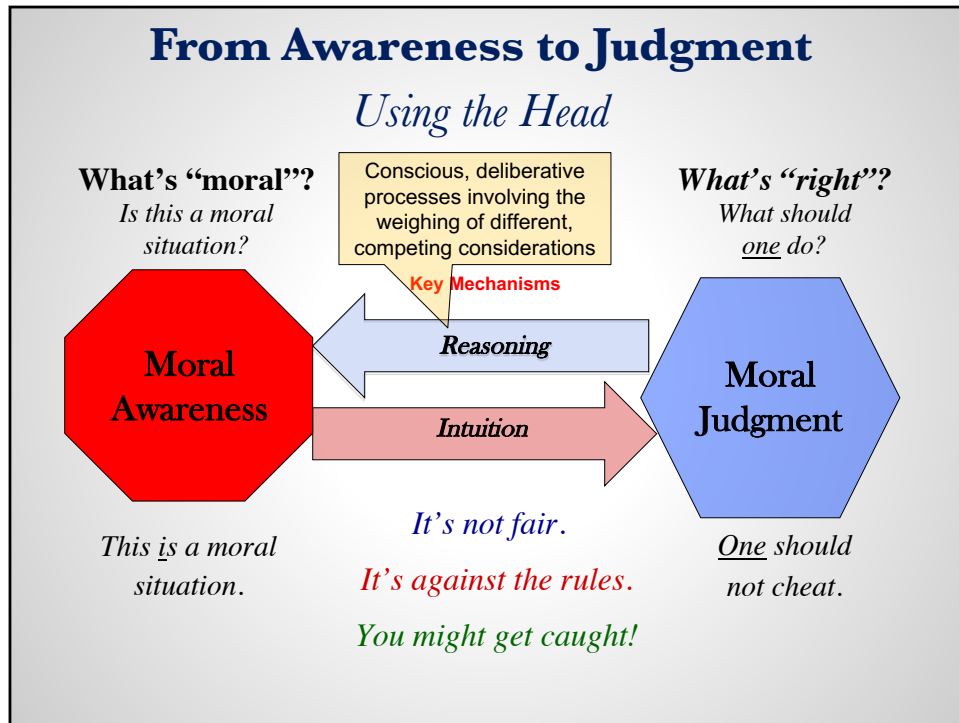
To enhance students' capacity for moral reasoning and judgment, including their 1) capacity to understand and differentiate among the three schemas of moral reasoning and 2) use of and preference for postconventional reasoning in making moral judgments.

### Key Concepts

Kohlberg's Three "Levels of Moral Reasoning"

### Primary Instructional Activity

The **EDMA** (*Ethical Decision-Making Activity*)



## The *Ethical Decision-Making Activity (EDMA)* for Honing Moral Judgment

**Before beginning this activity,  
please review your AMAP.**

*Outline your response to each step*

<b>4</b>	<ul style="list-style-type: none"> <li>• <b>LIST:</b></li> <li>• <i>What actions are possible?</i></li> <li>• <i>What are there potential consequences?</i></li> </ul>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left; padding: 2px;">Action Options</th> <th style="text-align: left; padding: 2px;">Consequences</th> </tr> </thead> <tbody> <tr> <td style="padding: 2px;">a.</td> <td style="padding: 2px;">a.</td> </tr> <tr> <td style="padding: 2px;">b.</td> <td style="padding: 2px;">b.</td> </tr> </tbody> </table>	Action Options	Consequences	a.	a.	b.	b.	
Action Options	Consequences								
a.	a.								
b.	b.								
<b>5</b>	<ul style="list-style-type: none"> <li>• <b>DECIDE:</b></li> <li>• <i>What should one do in this situation?</i></li> </ul>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left; padding: 2px;">Course of Action</th> </tr> </thead> <tbody> <tr> <td style="height: 30px;"></td> </tr> </tbody> </table>		Course of Action					
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<b>6</b>	<ul style="list-style-type: none"> <li>• <b>EXPLAIN:</b></li> <li>• <i>Why should X do Y?</i></li> </ul>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left; padding: 2px;">Reasoning</th> </tr> </thead> <tbody> <tr> <td style="height: 30px;"></td> </tr> </tbody> </table>		Reasoning					
Reasoning									

## Discussion 3: *Aiming High*

### Core Questions

*Why be good?*

*I am responsible?*

### Goals and Objectives

Fostering students' motivation for and commitment to doing the "right"; taking personal responsibility for acting on one's judgment; prioritizing the principled path over the expedient one.

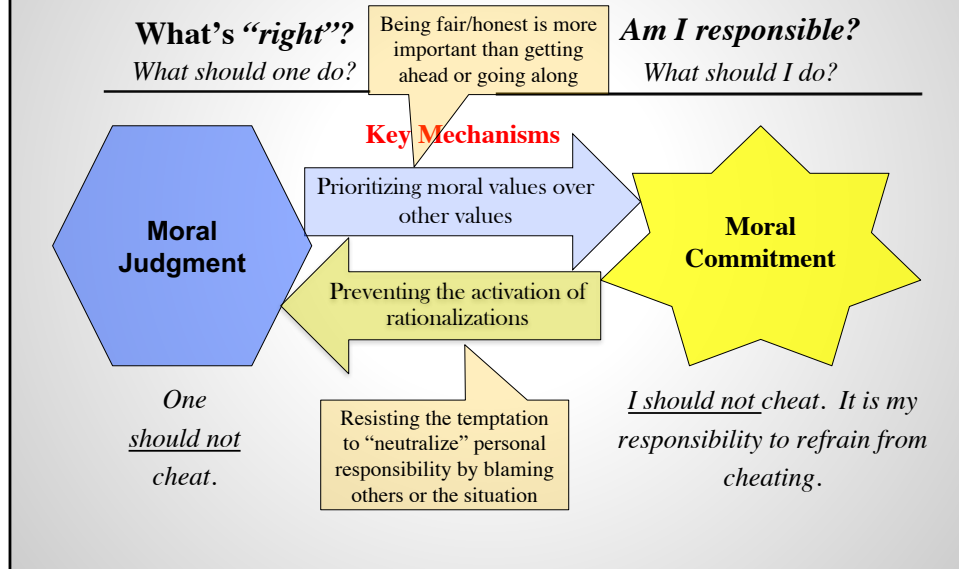
### Key Concepts

Bandura's "Mechanisms of Moral Disengagement" (aka Rationalizations)

### Primary Instructional Activity

The **VIPA** (*Values Inventory and Prioritization Activity*)

## From Moral Judgment to Commitment



## Bandura's Mechanisms of Moral Disengagement

### Externalizing Blame

#### Displacement of Responsibility

Blaming another for one's behavior (e.g. "Bad teacher" or "I did it for a friend")

#### Diffusion of Responsibility

Blaming the environment, culture or group (e.g., "Everybody does it!")

### Minimizing the Wrong

#### Euphemistic Labeling

Reframing/obscuring bad deeds with sanitizing language (e.g., "It was just a quick peak")

#### Palliative Comparison

Using advantageous comparisons to reduce social sanctions or self-recrimination (e.g., "I just did X..... It's not like a killed someone!")

### Denial of Crime or Victim

Denying what one has done ("I didn't do it") or that one's actions don't affect anyone but oneself ("My cheating doesn't hurt anybody else")

### Moral Justification

Interpreting and portraying one's acts as serving a higher social goal or moral purpose: "The test was unfair and I was righting a wrong" or "I have to get good grades for college" or "I did it for my parents"

Bandura, A. (1986). *Social foundations of thought and action: A social cognitive theory*. Englewood Cliffs, N.J.: Prentice-Hall.

## The *Values Inventory and Prioritization Activity (VIPA)* for Strengthening Moral Commitment

Before beginning this activity,  
please review your EDMA.

Input your response to each step

7

- **DECIDE:**
- What would YOU do in this situation?

**Course of Action**

8

- **CHECK your integrity:**
- Is your decision free of rationalizations?

**Rationalizations Exposed**

- Displacement of responsibility?
- Diffusion of responsibility?
- 
- 

9

- **CONFIRM values/goals:**
- What V/G are you upholding?
- Which are you letting go of?

**V/Gs Prioritized**

- Achieving with Integrity
- Fairness
- 
- 

**V/Gs Let Go**

- Success at any price
- Loyalty
- 
- 

## Discussion 4: *Acting it Out*

### Core Questions

*How do I do it? What kind of skills and will are needed?*

### Goals and Objectives

To develop students' "will and skill" related to academic integrity; e.g., increasing students' academic (note-taking, project planning, time management) and social (capacity to effectively reframe or refuse indecent proposals) skills as well as the will ("ego-strength") to resist temptation and persevere in the face of obstacles.

### Key Concepts

Performance and Moral Character

### Primary Instructional Activity

The **SWAP** (*Skills and Will for Action Protocol*)

