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**EXAMINING THE CLIMATE OF ACADEMIC INTEGRITY
AT A SMALL MIDDLE ATLANTIC
LIBERAL ARTS COLLEGE**

By

Keith Richard Kemo

A Dissertation

Submitted to the
Department of Educational Leadership
College of Education
In partial fulfillment of the requirement
For the degree of
DOCTOR OF EDUCATION
at
Rowan University
March 21, 2014

Dissertation Chair: Dr. MaryBeth Walpole

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Dedication

With Special Thanks to Mom and Dad,

And Especially

Kerry, Madeleine, Michael, & John,

Your love, support, and patience pulled me through.

Abstract

Keith Kemo

EXAMINING THE CLIMATE OF ACADEMIC INTEGRITY AT A SMALL MIDDLE
ATLANTIC LIBERAL ARTS COLLEGE

2013

Mary Beth Walpole, Ph.D.

Doctor of Educational Leadership

Academic integrity and moral development have always been synonymous with student learning in higher education. When combined, the two form the basis for positive learning at the college level (Pascarella & Terenzini, 1991, 2005). It is also clear from preexisting literature that a person experiences significant moral development during traditional college years (Kohlberg & Hersh, 1977; Perry, 1981; Gilligan, 1982; Chickering & Reiser, 1993). This study examined preexisting literature on leadership as well as previous studies dealing with issues of academic integrity in higher educational institutions. It combined leadership theory and the author's leadership style. An initial examination of the author's growth and experiences shaping leadership was examined simultaneously.

There exists an abundance of preexisting data describing the various reasons for why students cheat on academic work (McCabe & Trevino, 1993; McCabe, et al., 1999; McCabe, et al., 2001). This study investigated student perceptions, attitudes, and values about the climate of academic integrity at a small liberal arts school utilizing questionnaires and focus groups. It then inserted a pointed program of change in the form of a campaign of awareness about academic integrity and the school's guidelines on academic integrity for the students. The dissertation followed with a reexamination of the

student perceptions of the program of change through the use of focus groups, as well as an observation of the author's leadership style over the course of the study.

The results of the awareness campaign positively affected the student perception regarding academic integrity. The author's successful transformational leadership style and evolution were examined as the concept of second order change was discussed with regard to the institution. The study found that although very possible, many hurdles exist on the path to cultural change. Strong leadership is essential; but so is complete and prolonged institutional buy-in and commitment to the change.

Table of Contents

Abstract	iv
List of Figures	vii
List of Tables	viii
Chapter 1: Introduction	1
Chapter 2: Literature	9
Chapter 3: My Leadership	30
Chapter 4: Methodology	42
Chapter 5: Assessing the Climate of Academic Integrity	52
Chapter 6: Campaign of Awareness	74
Chapter 7: Observations of the Campaign	104
Chapter 8: Reflections on Leadership	125
List of References	147
Appendix Student Survey	154
Freshman Seminar Survey: College Student Perceptions to Academic Integrity on Campus	155

List of Figures

Figure	Page
Figure 1 Leadership Theory: Spiraling Conical Shape	36

List of Tables

Table	Page
Table 5.1. Student Perceptions on Cheating at their last Institution.	53
Table 5.2. Student Awareness of Cheating Policies.	54
Table 5.3. Cheating Frequency and Friends Who Cheat.	55
Table 5.4. Students Who Know Consequences.	55
Table 5.5. Student Responses to Perceptions about Cheating.	60
Table 5.6. Where and How Much Students Learned of Academic Integrity Policies.	60
Table 5.7. Student Responses to the Frequency of Instructor Discussion on Cheating And the Frequency of Types of Cheating on Campus.	62
Table 5.8. Student Responses to Frequency of Forms of Cheating.	64
Table 5.9. Students Rate Seriousness of Types of Cheating.	66
Table 5.10. Student Opinion on Copied Material and Online Cheating.	67
Table 5.11. Student Likelihood of Reporting.	68
Table 5.12. Student Reaction To Statements on Cheating.	69
Table 5.13. Student Reaction to People Finding Out They Cheated.	70
Table 6.1. Satisfaction of Achievement Program Students to Workshops.	85

Chapter 1

Introduction

The setting was a typical college classroom. One wall was painted cinderblock; the other was lined with large glass windows. The front of the classroom had a large chalkboard covering the entire wall and a desk and podium situated slightly to the right of center. The sun had already set; it was a night class some time in October, 2004. I was taking a course in qualitative research as part of the doctoral program in educational leadership at Rowan University. I sat in the last chair of the middle row, against the back wall.

I was observing a friend's communications class and taking field notes on my observations. The notes eventually were to be coded for similar themes and data was to be extracted from these observations. I was taking the field notes once a week for the entire semester. By this point in the semester, I had developed short descriptive names for most of the students who were my subjects. This evening the midterm exam was scheduled.

As I watched and recorded students filing into the classroom to take their seats, I recall thinking that this particular class would not yield much in the way of notable observations, due to the exam being given. I recall taking note of a Caucasian male who sat in the third row, which was to my right, about three seats in front of me. He looked back at me about three times. Then he stood up, walked to the front of the class and went toward the door. He then turned and walked down the first row, which was now to my left. He walked to the third seat against the left wall and sat down. He took another look around him and then faced front. The professor announced it was time to start the exam

and gave out instructions to put personal belongings away. I recall him saying that students were not to share anything, use any notes or talk in any way, and that they would be doing the exam on their own. Students began receiving their exams and settled into a rhythm of reading and resettling their bodies into their chairs. After several minutes of relative quiet, the Caucasian male now sitting to my left looked at the instructor and placed his left hand into his right hand sleeve. He pulled a long narrow sheet of paper out with handwriting on it.

At that point in time, I recall being conflicted about what I had observed. I was employed by that institution as an administrator in charge of the student judicial process. This student was clearly cheating on an exam and I was a witness. At the same time, I was a researcher. According to Bogdan and Biklen (2003), researchers have a special ethical responsibility to ensure that no harm comes to subjects as a result of the research being conducted. This was the beginning of a tantalizing look at academic integrity that has now become the subject of this doctoral dissertation. This study focuses on the climate of academic integrity and implementation of change at Clear View College. In addition, the study showcases my own leadership as I implement change surrounding academic integrity at Clear View College.

During the course of this dissertation, the name Clear View College is used as a pseudonym for a small to middle sized private liberal arts college in the middle Atlantic region. The university is broken down into three academic colleges: the College of Business Administration; the College of Liberal Arts, Education, and Sciences (comprised of the School of Education and the School of Liberal Arts and Sciences); and the College of Continuing Studies. There is also a second campus with majors in music.

According to the institution's handbook, there are approximately 3764 full time undergraduate students, 822 part time undergraduate students, and 1204 graduate students.

Also according to the institution's handbook, Clear View College faculty have the ability to handle suspected issues of academic dishonesty three different ways. They can fail the student for the suspected work and require that the student redo it. Faculty can also elect to fail the student for the questionable work without providing an opportunity to redo the work. Finally, faculty can also fail the student for the course, essentially causing the student to re-take the course. These options are all handled directly by the faculty member. Faculty can additionally refer the student to the Academic Integrity Committee, which may result in the student's suspension or permanent expulsion from the college.

Students have several courses of action when confronted with an allegation of academic misconduct by a faculty member. If the student desires to challenge a faculty-imposed sanction, the student must submit an appeal within seven days to the chairperson of the department where the alleged act occurred. That chairperson then has an additional seven days to make a decision in the case. The student again has the right to appeal that outcome by submitting a written petition to the dean of the college in which the class was given. According to the institution's handbook, students, as well as instructors, have the right to appeal the dean's decision by submitting responses to the Academic Integrity Committee within seven days of receiving the dean's written decision.

The Academic Integrity Committee is constituted and staffed by the University Academic Policy Committee (UAPC). Membership on the Academic Integrity

Committee consists of three faculty members, two administrators, two alternate faculty members, and two student government-appointed students. Membership is on a rotating basis. Members of the UAPC nominate faculty and administrative seats. The student government senate nominates the student seats. The faculty and administrative appointments are for a period of two years. According to the institution's student handbook, the student appointments are for one year.

Ultimately, what I saw in the classroom that night led to additional research on the subject of academic integrity, culminating in this dissertation. However, prior to the dissertation, I conducted a study on academic integrity as part of my Leadership, Applications, Fieldwork, and Seminar (LAFS) course in 2005. This study provided an opportunity to gain further insight into academic integrity through a pilot study. For the pilot research, five faculty members were deliberately selected and asked to participate in individual interviews. Interviewees' answers to interview questions provided information about the impressions among faculty on the state of academic integrity at Clear View College. The answers were deep, well thought out responses that provided recurring themes. Combined, the responses helped to stimulate thought for additional questions for possible future use.

Interviewed faculty had been employed anywhere from 5 to 23 years at the college. One faculty member reported encountering five incidents of academic dishonesty in the previous two academic years. The other four faculty members reported encountering one incident of academic dishonesty within the last two academic years. As a point of clarification, all faculty interviewed were members of the Academic Integrity Committee. They all reported convening only one time in the previous two years. Only

the one faculty member reported any incidents outside of the one convening of the Academic Integrity Committee. Four of the faculty members reported feeling as though incidents of academic integrity were not being accurately reported by their fellow faculty members. The fifth faculty member reported that it was his experience that faculty members became angry and took matters of academic dishonesty very seriously. He added that this was his experience with faculty. However, he conceded that it was impossible to determine if all faculty members were accurately reporting incidents of academic dishonesty.

Three major themes began to take shape and emerge from the data provided from the interviews. The first theme was loosely titled, “Why faculty might not report.” The second theme was titled, “Positive things/efforts that might thwart incidents of academic dishonesty in the future.” The third theme was titled, “Potential reasons/rationale as to why incidents of academic dishonesty are occurring.” It was not the original intent to interview the subjects specifically for themes. Rather, it was intended that the interviewees for this case study would provide data to be used for the insightful purpose of examining faculty perspective on the topic of academic integrity and its climate at Clear View College (Bogdan & Biklen, 2003; Yin, 2003).

One main, recurring theme that was prevalent throughout all five interviews was, “Why is academic dishonesty occurring?” Or, perhaps a more pointed question may be, “Why are these incidents of academic dishonesty continuing, despite the fact that we have guidelines in place to address the issue, and we all agree that when it does happen, we are upset and angry with our students?”

Based on much of the data provided in the interviews, there appears to be a need to appease an important faculty desire to be involved in this process. That need was mentioned several times in reference to the UAPC vote to include Clear View College's academic policy and guidelines on every syllabus. Apparently, faculty members value deeply the ability to be flexible when it comes to responding to suspicions of academic dishonesty. Clear View College falls into the common category of having faculty members who enjoy the autonomy of being able to handle individual acts of academic dishonesty as they see fit (Jendrek, 1989).

Many of the faculty interviewed at Clear View College indicated at least some degree of responsibility on faculty's part to create work that makes academic dishonesty difficult. Two suggested that faculty members have the responsibility to create challenging work that deters academic dishonesty. This supports other research (McCabe, Trevino, & Butterfield, 1999) that suggests faculty and administrators must get the word out to students about what the institutional academic guidelines are, along with potential consequences for violators.

Clear View College recently passed a resolution only strongly encouraging, but not requiring, faculty to include the academic guidelines on syllabi. Research (McCabe, Trevino, & Butterfield, 1999) indicates that at non-honor code schools, many students feel one possible cause for cheating is a lack of understanding of the college's guidelines. Students feel that acts of academic dishonesty are prevalent. According to McCabe, Trevino, and Butterfield, this is because they do not know, and are unclear about, what their institutional policies are regarding academic conduct (McCabe et al, 1999).

As a result of the interviews with these faculty members, it is clear that students need to be better educated about the academic guidelines at Clear View College. One interviewee indicated that faculty can be unwilling to step into that role due to time constraints and perhaps a lack of training on how to make students more aware. Although an effort was made through the attempt at getting the academic guidelines printed on all syllabi, the effort was only partly successful. It is clear from data obtained in interviews that some faculty were disappointed by the partial victory.

After reviewing the interviews many times and reading other literature on the topic, it seems that there is a miscommunication and a lack of awareness, on the part of both faculty and students. In addition, it seems apparent, as evidenced by the interviews and the partially successful vote on the academic guidelines being printed on all syllabi, that faculty value greatly the ability to dictate the terms of the outcomes of interactions with students over acts of academic dishonesty. The pilot study done at Clear View College provided valuable insight into faculty perceptions about academic integrity. It also demonstrated the potential that exists for further research by accurately matching existing literature with faculty perceptions.

I began to take an interest in the climate of academic integrity at Clear View. I consider my work in student conduct to be a learning experience for those students who come through my office. Because of the nature of my work, I have come to believe that part of my job is to ensure that students receive due process when they pass through my student conduct experience. I was curious about a student's due process through the academic misconduct process. I became alarmed at what appeared to be a very decentralized approach to how Clear View handled academic misconduct. The pilot

study, coupled with my leadership platform, formed the beginning of what would become my continued examination of the climate and work on the topic of academic integrity at Clear View College. This dissertation sought to answer the following research questions:

- 1) How do students perceive the climate of academic integrity at Clear View College?
- 2) What are students' attitudes and values with regard to academic integrity at Clear View College?
- 3) What were the Clear View College achievement program students' impressions of my workshop on decision-making and academic integrity?
- 4) How did the students and instructors in the freshman business seminar perceive changes to include academic integrity in the curriculum?
- 5) To what extent did students react to my advertisements through campus newspaper and electronic news scrolls?
- 6) To what extent was I able to bring about second order change to the subject of academic integrity on campus?
- 7) In what ways did my leadership during the dissertation project align with my leadership platform?

Chapter 2

Literature

People entering college today represent an extremely broad and diverse demographic background. They have differing ages, experiences, racial and ethnic backgrounds, religions, socioeconomic statuses, regional origins, levels of preparation, abilities to accept and embrace different cultures, and even differing levels of motivation. Many people entering college are involved with sports, hold part-time or full-time jobs, maintain internships, or are involved with some other extracurricular activity (Love & Love, 1995). Despite a seemingly endless array of potential data on incoming college students, and variables affecting their learning outcomes, evidence suggests that the learning that occurs for college students is very different from those people with the same criteria who do not attend college (Feldman & Newcomb, 1969; Pascarella & Terenzini, 1991, 2005).

Students from low socio-economic backgrounds, when confronted with the rigors of college and the competition from their more affluent collegial peers, may appear to thrive under stress. Students from more affluent backgrounds may not feel any stress associated with their upbringing, and therefore are able to succeed academically due to a lack of external worries (Feldman & Newcomb, 1969; Pascarella & Terenzini, 1991, 2005). Regardless of any particular theory on why students thrive academically, they generally experience a greater number and variety of unique interactions than young people who do not attend college. Perhaps it is these very experiences that contribute most significantly to changes that occur in the college student's attitudes and beliefs, as opposed to people who do not attend college (Feldman & Newcomb, 1969).

Because many undergraduate students reside on or close to the college campus, a significant amount of learning occurs outside the classroom. For many students, these external experiences have a greater impact upon their intellectual, emotional, and social development than do classroom interactions (Feldman & Newcomb, 1969, Love & Love, 1995). As Pascarella and Terenzini (1991, 2005) point out, students' attitudes and values that were constructed and formed prior to the college years are tested and reshaped during college. Prior to attending college, students' moral reasoning was based on authority from acceptable societal responses, such as their parents' views and beliefs. Once students are in the college setting, they have the perception that they are liberated to make these decisions for themselves based on widely accepted, universal principles that they perceive everyone to be using (Pascarella, 1997). New meanings for these views and beliefs are introduced. Some students use the words "attitudes" and "values" interchangeably. This interchangeability is a challenge to researchers. It becomes difficult to ascertain the extent to which students actually live up to their definitions of these terms. Further, it can also be difficult for researchers to determine the effect the college experience has on values and attitudes, as opposed to the influence of external factors (Astin, 1993; Pascarella & Terenzini, 1991, 2005).

Upon entering college one of the largest influences is students' peer groups (Astin, 1993). Students attach significant importance to that peer group as they seek acceptance and a sense of belonging from it. In order to avoid potential rejection from the group, some students may modify their own behavior for acceptance. Therefore, acceptance and approval become important factors that connect students, peer groups,

and their collective behaviors (Astin, 1993). The reasons for these behaviors are important to this study as they relate to acts of academic dishonesty.

However, academics are only part of the college experience. Students want to be challenged in the non-academic areas as well as the academic areas, and look to the university to be proactive in the stimulation of their growth (King & Mayhew, 2002; Mathiasen, 1998). Perhaps more critical to both the reputation of the school and the overall student experience is creating a climate of belonging (Kuh, Schuh, Whitt, Andreas, Lyons, Strange, et al., 1991). The need for students to have social and psychological comfort is often overshadowed by the seemingly larger academic aspect of the college experience.

When selecting colleges, many students look for colleges with students who are similar to themselves (Milem, 1998). The prospective student would prefer to attend an institution that has a student body with similar interests, attitudes, values, and beliefs. A smaller-scaled example of this is a student's research and selection of a Greek organization for membership (Feldman & Newcomb, 1969; Mathiasen, 2000). Past research has demonstrated that students already have their own preconceived notions of interconnectedness from former normative reference groups. Students develop friends and peers from such networks as family, church, high school, and the local community. Many students find that membership in a Greek organization fills some of the voids left behind from their departure to college. Greek organizations often serve as substitutes for what students left behind (Mathiasen, 2000). While many of the students' previous experiences shape values and beliefs, it is the student's perception of the student body at

a particular institution that ultimately influences the college choice (Feldman & Newcomb, 1969; Mathiasen, 2000; Milem, 1998).

Once the college-bound student makes the choice of institution, all non-academic concerns, including questions about moral necessities and personal development are handled by student affairs personnel (Pascarella, 1997). Psychosocial development becomes the resolution of daily challenges in the social, emotional, and intellectual routine associated with average college-aged undergraduate students during the college years (Jones & Watt, 1999; Evans, Forney, & Guido-DiBrito, 1998, 2010). Evidence has demonstrated that student affairs personnel are employed to assist with changes that occur outside of the classroom.

Significant changes occur during these years (Jones & Watt, 1999; Kohlberg & Hersh, 1977; Love & Love, 1995; Pascarella & Terenzini, 1991) and students continue to grow cognitively, morally, and psychosocially during these traditional undergraduate years (Evans, Forney, & Guido-DiBrito, 1998, 2010; Jones & Watt, 1999; 2001; Kohlberg & Hersh, 1977; Love & Love, 1995). Student affairs professionals must continually challenge students to grow in these areas through invigorating programs that focus on student development in an appealing manner (Jones & Watt, 1999).

In order to develop policies on academic integrity and tactics to prevent acts of academic dishonesty, one area that student affairs personnel must understand is students' beliefs about academic integrity. Several studies have examined students' behavior regarding academic integrity. One study concluded that 45 % of the 232 students surveyed had cheated in at least one to two courses (Collison, 1990). One-third of those participating in the study reported cheating in at least eight classes over their four year

college career (Collison, 1990). A more recent 2004 study of high school students from 85 schools nationwide indicates that two-thirds of students surveyed reported cheating themselves. In addition, two-thirds of the students surveyed reported agreeing with the statement, "in the real world, successful people do what they have to do to win, even if others consider it cheating," although only 52% of all females surveyed agreed with this statement (<http://josephsoninstitute.org/Survey2004/>). Many of these respondents later became college students. These findings also represent a decline in self-reported acts of academic dishonesty from a similar study conducted in 2002

(<http://www.josephsoninstitute.org/Survey2000/survey2000-pressrelease.htm>). The findings are no less troublesome despite the decline. Thirty-five percent of the students surveyed said they copied an Internet document within the past 12 months. Eighteen percent reported doing so two or more times. That question was not asked in 2002.

Sixty-two percent of the 2004 high school students surveyed indicated they cheated during a test at school within the past 12 months. Thirty-eight percent of those reportedly did so two or more times. That was a major decrease from the 74% who admitted cheating on an exam in 2002. Eighty-three percent of all students surveyed indicated that they copied another's homework within the past 12 months. Of those, 64% did so two or more times. No comparison can be drawn between the two surveys because that question was also not asked in 2002 (<http://josephsoninstitute.org/Survey2004/>).

More recently, Geddes (2011) found that many high school students felt the pressure to stay competitive, especially among their peers in gifted and honors programs. The study examined student perceptions among fourteen to eighteen year olds taking advanced placement and honors classes. They were asked to anonymously rate the

frequency they either engaged or witnessed cheating behavior. Ninety percent of the respondents reported that they copied someone else's homework. While only 29% of the respondents reported they had someone else work on their homework, more than 75% reported allowing others to copy from one's exam.

This is particularly troubling when one considers these students are heading to college having engaged in such prevalent cheating behavior. However, there has been some success in discouraging cheating behavior, especially among business schools employing honor codes. One recent study of college business school students (Bing, Davison, Vitell, Ammeter, Garner, & Novicevic, 2010) suggested that when students are adequately informed of the school's policies, they are less likely to cheat. The study focused on students with a high self-perceived cognitive ability. These students were given warnings of the consequences of cheating and reminders of the honor code at the beginning of each course as well as repeated reminders about the school's honor code throughout the semester. In addition, students with low self-perceived cognitive ability who were not given the frequent reminders cheated much more frequently. The study surmised that reminders of the institutions policies, particularly at honor code institutions, coupled with realistic course warnings provide the most incentive for students not to engage in cheating behavior (Bing, et.al, 2012).

With regard to college-aged students, Dr. Donald McCabe of Rutgers University has led the majority of research on academic integrity. In one study (McCabe & Trevino, 1993) over 6000 students from 31 campuses were asked about specific forms of cheating on tests, exams, and other assignments. When asked about various behaviors that constitute cheating, two out of three students admitted they had committed at least one

act of academic misconduct. In the same study, on a question of self-reporting on cheating, 53% of the students admitted one or more time when they cheated on a test. Sixty-six percent of the respondents admitted to one or more instance where they cheated on some form of written work. When asked about repeated instances of cheating, 38% of the respondents indicated they cheated more than three times on tests while in college. When asked about what may constitute cheating and serious cheating, 83% of the respondents did not feel collaborating with their peers when unauthorized to do so was serious cheating. In addition, almost 25% felt it was not cheating to do so when they were unauthorized to work together (McCabe & Trevino, 1993, 1996).

Theory and Research on Student Development

The data provided by these surveys provide a clear backdrop of college students' attitudes toward academic integrity. Additionally, there are several theoretical models of student moral development that are important to this study. The theories provide a background into the thinking and actions of students and provide further support for this research.

Chickering's original (1969) theory on student development prior to Perry (1981) has the college student traversing seven vectors. Each is fluid and dependent on the last being completed prior to the student beginning a new vector. Vector one is known as developing competence. Students question their aptitude for success in everything from academics to relationships. They constantly want to succeed at everything as a measure of their personal success while away at college. These students not only define

competence as being successful at these things, but also at having the ability to manage the many trials that come with being away at college for the first time (Chickering, 1969).

Vector two is the managing of the student's emotions. Students identify and become aware of what their different emotions are and then begin to better understand how to manage them. Vector three is the developing of autonomy through interdependence. The student who has reached this stage has reached a level of maturity signified by emotional stability, which is built upon the previous vector of managing emotions. It also involves instrumental independence, which is the student's ability to carry on with college life's daily challenges without external assistance. It is further signified by the student's ability to fluidly manage mental and physical challenges as well as time, financial, and academic management. This stage is personified by the student's breaking away not only physically from parents, but also emotionally. The student comes to depend on his own decisions and their potential outcomes (Chickering, 1969).

These first three vectors are sequential. Students experience each in different depths, but must reach one before advancing to the next vector. Once students master instrumental independence in vector three, they are beginning to recognize the concept of interdependencies. This is the necessary step to finishing vector three, development of autonomy. They then consider new conceptualizations about their world and recreate themselves regularly in order to remain autonomous (Chickering, 1969).

Vector four establishes the individual's identity. This vector is dependent upon the first three vectors being successfully completed, and then builds upon that successful completion. Chickering suggests that this is often associated with a physical sense of self and relationships with others (Chickering, 1969).

The fifth vector concerns the freeing of interpersonal relationships. In this step the individual realizes and respects others' values. Once the student has recognized these differences in other individuals, he comes to tolerate them and can then appreciate these individuals for who they are. The student can potentially move into more intimate and meaningful relationships with others once he has reached this vector (Chickering, 1969).

The sixth vector clarifies purpose for the individual. He will begin to prioritize his life in a meaningful way. If he can clarify purpose, he will begin to include avocational interests along with his professional designs. He will come to think of himself as being driven by both meaning and direction in his life (Chickering, 1969).

The seventh and final vector concerns the development of integrity of the student. The student will need to humanize values. In order to do so, he must leave behind the dualistic notions that appear in early development (Chickering, 1969; Perry, 1981). The student must then personalize his own set of values. He has been reinventing himself all along. At this point, he must come to understand clearly these values as his own beliefs. He will be faced with decisions that challenge these values, such as whether or not to undertake an act of academic misconduct. He will be tested, and he must reaffirm his values if he is going to act within those parameters that he set for himself. Once the student reaches these levels, he will need to develop congruence for the final vector to be complete. This involves the need for the student to act consistently within these parameters that he has set for his value system. He will build on the success of his own decisions and come to think of himself as reliable according to his own values and beliefs (Chickering, 1969).

In 1993, Chickering and Reiser updated this theory (Evans, et. al., 2010). The same vectors are still relevant. The vectors are not necessarily sequential and often come about at varying paces and in different order for different people. Chickering and Reiser described seven key influences which affect a person's development while they are in an educational environment. These are the objectives and size of the institution the student attends, which will affect the individual's experiences in many ways. They also include relationships faculty members have with the students, the type of teaching that is occurring at the institution, as well as the curriculum being studied by the student. Finally, they include also the friendships and small communities the student attends, and the student affairs programs at the school that may influence the student. The nuances and subtleties the student experiences while encountering these seven key influences help shape the student's ascent and experiencing of the vectors.

Chickering and Reiser (1993) also introduced three admonitions that also shape and effect student learning. The first admonition dictates that we should consider each student's collaborative relationships, which affect the student's make-up or constitution. These might include early employment experiences, volunteer experiences, and other interpersonal relationships that may affect the development of the individual. The second admonition described a need for students to recognize and respect diversity as they grow. Especially in higher educational settings, students will encounter a greater exposure to different cultures and economic backgrounds. The third admonition advised that students must be allowed to experience their own learning styles, which may include periods of discomfort as well as equilibrium necessary for their own growth and education. As

educators, we must be prepared to know our students, as well as what they will experience if we are to be successful (Evans, et. al., 2010).

Another theory of moral development was developed by Kohlberg and Hersh (1977). According to this theory, individuals advance their moral development through a series of stages. The six stages are embedded within the preconventional, conventional, and postconventional levels of development, which are how individuals form preconceived thoughts. As individuals age and experience more interactions, their moral development changes and advances along the stages through each of the three levels.

The preconventional level contains the first two stages. Stage one, the punishment and obedience orientation stage is marked by the individual's notion of actions and subsequent physical ramifications as a result of the individual's actions (Kohlberg & Hersh, 1977; Evans, Forney, & Guido-DiBrito, 2010). The main focus is the avoidance of punishment, without regard for a rationale. Stage two also falls under the preconventional level. It is the instrumental-relativist orientation stage. At this stage, the individual's needs are still the preoccupation; however, others' needs gradually begin to also be considered by the individual. The individual's sense of equality is marked by the individual satisfying his own needs. This is often seen by the individual as being accomplished through reciprocation with others (Kohlberg & Hersh, 1977).

The second level of moral development is the conventional level. It is marked by loyalty, maintenance, and justification of membership in a larger group, as well as a capability of identifying with other members of a group. Within this level, stage three is known as the, "interpersonal concordance or 'good boy – nice girl' orientation" (Kohlberg & Hersh, 1977, p.55). This stage of development is marked by behavior that

conforms to actions of the majority of the group. Individuals are capable of earning recognition of their peers through individual behavior. Stage four also falls under the Conventional level. It is considered the “law and order orientation” (p.55). There is an attraction by the individual toward structure and authority. The individual feels a sense of duty to uphold established societal norms (Evans, Forney, & Guido-DiBrito, 2010).

Kohlberg and Hersh’s (1977) third and final level of moral development is the postconventional level. It is characterized by the individual’s ability to clearly articulate and understand valid moral values and principles. Within this level, Kohlberg and Hersh (1977) describe stage five as the “social contract, legalistic” stage (p.55). It dictates a level of personal awareness and appreciation of group procedures in relation to reaching consensus within the group. The sixth and final stage is the “universal-ethical-principle orientation” stage (p.55). Individuals adhere to theoretical, highly moral principles that are universally accepted ethical principles of justice. They demonstrate this universal thoughtfulness for all involved when making considerations (Evans, Forney, & Guido-DiBrito, 2010).

Gilligan (1982) added another dimension to Kohlberg and Hersh’s (1977) work. She pointed out that many women involved in her studies responded lower on the moral development scale than their male counterparts. Gilligan went on to explain that there can be more than one mode of interpretation, and therefore women are not necessarily inferior in their moral development. Gilligan points out that while moral development does occur, development is not always so structured as to be able to be placed on an exacting contextual scale. Rather, there are internal and external influences that shape an individual’s moral development.

As an example, Gilligan (1982) pointed out that young girls, because of the proximity to and examples set forth by their mothers, emerge later in life with a bias for experiencing others' needs. Inherent to the young male perspective is the notion that boys depend on a separation from their mothers in order to gain the male sense of masculinity. While young men realize and experience this need for separation, young women often feel the opposite. Inherent in their experience is the need for attachment and commonality with the mother for femininity. While men often become threatened by intimacy, women are often threatened by individuality. Gilligan considered this to be women's moral stages, or the ethic of caring omitted by Kohlberg. At least one additional study supported the notion that traditional undergraduate women are more morally oriented toward an ethic of caring than men (Evans, Forney, & Guido-DiBrito, 2010; Jones & Watt, 2001).

The final model of student moral development discussed here is provided by Perry (1981). It describes a map of student development with nine static positions through which students develop. The map details how students grow and develop through their interpretation of views of knowledge, values, and education. As students go through the map, their beliefs and views at one position often fail. They then develop new beliefs and views of knowledge, values, and education during the transition phase that exists between every position. Each transition phase has elements of both the outgrown position that students leave behind as well as elements of the new position being formed.

Transcending the nine positions are the concepts of dualism, multiplicity, relativism, and commitment. In the early positions, students experience dualism by placing everything into a category of either right or wrong, or one or the other. If a topic does not fall into one category, then it falls into the other. It is a simplistic outlook that

appears only during the earliest positions. As the student develops, the notion of multiplicity evolves out of a need to explain things when they do not fit into the, “one or the other” concept of dualism (Perry, 1981). As students develop further, at approximately the fourth position, students develop their notions of relativism. Thinking becomes more advanced as the student makes the realization that there can be more than one way to approach abstract thought and problem solving. According to Perry (1981), students develop an allowance for multiple considerations of values prior to any judgments being made as the student develops into the fifth position.

As the student transitions into the sixth position, he finds himself questioning his decision-making and realizing that nothing is certain or absolute regarding his actions. He then transitions by realizing that he still must make decisions, even though the outcomes of such decisions may not, and most likely will not, be permanent. Position seven finds the student realizing that he has utilized all his facts and rationalizations and made a commitment of some significance. As he transitions, the student realizes that just because he made a commitment based on his sound logic, the commitment has not solved everything in his daily life (Perry, 1981).

Position eight has the student making many serious lifetime commitments. In addition, there is the realization that these commitments overlap. Some are more serious than others. They will require effort to manage and prioritize. The transition is the realization that the commitments may not be easily managed. Despite having been necessary decisions that had to be made at the time, they have become unmanageable. They have developed into life’s daily predicaments (Perry, 1981). Within position nine, students develop the realization that life is always unpredictable, regardless of the choices

the student makes. The student realizes that he has values and bases his decisions on these values. He understands that these values form the core of who he is. These values will continue to shape his future decisions. Positions six through nine are the student's improving understanding of his own decision-making and subsequent making of commitments. This cyclical development of the student's thinking is similar to the planning, acting and observing, reflecting, and subsequent repeating of this process necessary for action research (Kemmis & McTaggart, 2000).

Research

According to Pascarella (1997), the student moral development process is best fostered in an atmosphere in which experiences will be multiple and rich with meaning. Growth in the area of principled moral reasoning seems to occur profoundly in residential liberal arts institutions. Research through ten- and twenty-year longitudinal studies has shown that experiences and social interactions from these undergraduate college years minimally maintains and perhaps even increases principled moral judgment (Pascarella & Terenzini, 2005).

Among the available research about academic integrity, (McCabe & Trevino 1993; McCabe, et al., 1999; McCabe, et al., 2001) studies have found that one of the best tools to address issues of academic dishonesty may be the academic honor code. The research done in these studies further suggests that rather than implement honor codes, many schools fail to make policies on academic integrity known. As a result, the entire concept of academic integrity and what happens to students who cheat becomes obscured and cast into a grey area (McCabe, et al., 1999).

Early studies in pre-college student moral education and its impact on moral development have found that such studies can provide significant insight into the thinking of college students (Hartshorne & May, 1928; Kohlberg, 1966). With regard to moral instruction, "...the major inconsistencies of moral character represent the slowly developing formation of more or less cognitive principles of moral judgment and decision and of related ego abilities" (Kohlberg, 1966, p.3).

Hartshorne and May (1928) found that students were not divisible into cheaters and non-cheaters. Rather, the ability to predict incidence of cheating was difficult and centered on a general ability for all students to cheat. It was also found that the likelihood of individuals to cheat depended largely on their perceptions of an ability to cheat without being detected. In addition, students were likely to be dissuaded from cheating by a conscientious educator who challenged the student not to cheat and made the atmosphere difficult for acts of academic dishonesty to occur (Hartshorne & May, 1928; Kohlberg, 1966).

As educators, faculty and administrators need to consider the perceptions that their students hold with regard to academic integrity. Many students do not necessarily deliberate on the notions of doing right and wrong. For example, one previous study indicated that 31 % of students surveyed were undecided when asked whether, "copying copyrighted material without footnoting" was honest or very dishonest (Eve & Bromley, 1975, p.9). Student responses did indicate a willingness to consider their own needs, the perceptions of their peer group based on that group's value structure, and the immediate constraints of the circumstances while making decisions about copying in moral terms (Hartshorne & May, 1928; Kohlberg, 1966).

According to Kohlberg (1966), children who attended elementary school in early adolescence only considered cheating in terms of whether or not they could get away with cheating. The student's stage of moral development correlated with the individual's potential to carry out an act of academic dishonesty. Students with higher levels of moral development appeared to be in a position to consider the possibility of getting away with cheating as opposed to those at lesser levels of development that would not make such considerations.

This past research (Hartshorne & May, 1928; Kohlberg, 1966) suggests that students were more or less prone to committing acts of academic dishonesty depending on the level and degree of their own moral development. As educators, we can intercede and lessen the likelihood of academic dishonesty by making conscious efforts to bring about change in the classroom environment. One such effort centers around the educator expressing personal values in the context of larger moral issues such as cheating. Another effort centers on identifying administrative policies such as academic guidelines, and potential consequences for acts of academic dishonesty. The student needs to understand that these acts of dishonesty and the decision to commit them reflect their own set of moral principles (Kohlberg, 1966).

More recent research (McCabe & Trevino, 1993; McCabe, et al., 1999; McCabe, et al., 2001) suggests that students need to have the specific institutional policy on academic dishonesty, and subsequent institutionally imposed sanctions for infractions, clearly explained to them. At some institutions, these policies consist of honor codes. Strictly stated and enforced honor codes clarify expectations and identify outcomes for would-be violators. This leaves no doubt about what will happen to those individuals who

commit acts of academic dishonesty. In addition, when such conditions are clearly spelled out for students, they are more likely to consider the outcomes of their actions. This also stimulates the growth of their moral development (McCabe et al., 1999).

Each institution has its own distinct culture with regard to academic integrity. There are many contextual variables that go into shaping each particular culture. Current literature suggests that students cheat because they can rationalize the cheating, they can justify it, and they can get away with it without fear of consequences (McCabe & Trevino, 1993; 1996). In conjunction with this information, data support the notion that academic honor codes are successful at reducing the incidence of academic dishonesty. According to literature, there are several reasons why academic honor codes are successful in reducing academic dishonesty. This research suggests that academic honor codes act as a deterrent for students who would consider committing acts of academic dishonesty (McCabe & Trevino, 1993; 1996; McCabe, et al., 1999; McCabe, et al., 2001).

According to McCabe and Trevino (1993) it may be possible for institutions to extract these qualities from honor code programs and implement them into non honor code programs with the intent of reducing academic dishonesty. Colleges and universities with honor codes have explicit consequences for those who commit acts of academic dishonesty (McCabe & Trevino, 1993). This is an important component of honor codes that furthers the development of a student's sense of deterrence. One study on the effectiveness of honor codes (McCabe, et al., 1999) showcased the importance of integrity within the culture of schools with honor codes. Data collected from survey respondents on open-ended questions detailed a desire to mention the fact that the

institution attended was an honor code institution, despite a deliberate lack of inquiry about this on the survey. The fact that students felt compelled to mention the honor code unprompted signifies the importance placed on it. The fact that the university has and makes use of an honor code is implicit in the culture surrounding the institution (McCabe & Trevino, 1993; 1996; McCabe, et al., 1999; McCabe, et al., 2001).

Colleges and universities without honor codes should not underestimate the importance of this culture. If deterrence is going to be successful, then it becomes increasingly important to develop a culture of widespread knowledge of the honor code content in the academic guidelines. Students will not, and can not, be deterred by those things of which they are unaware. However, if schools build into their culture the common knowledge of the academic guidelines and make known the consequences for individuals who violate those guidelines, students will come to expect that violators will be punished. In such a culture, students will have to decide if academic dishonesty is worth the high cost of the punishment (McCabe & Trevino, 1993).

According to McCabe and Trevino (1993), while both faculty and students may know about academic guidelines, they are not likely to follow such guidelines if they are not clearly defined and universally understood. Another factor to take into consideration is the fact that faculty place a high value on having the ability to resolve issues of academic dishonesty directly with the students, rather than recommend them to a campus-wide process. McCabe and Trevino (1993) also point out that regardless of the type of academic guidelines an institution employs, the effectiveness of such a system is largely dependent on effective utilization and enforcement.

Faculty's desire to resolve issues of academic dishonesty within the classroom setting can have unpredictable consequences for the larger atmosphere of academic integrity at an institution. Research suggests that students, when encountering other students cheating, are unlikely to report their observations (McCabe, et al., 2001). In addition, while institutions may report the number of incidents of academic dishonesty, these figures cannot take into account all the acts of academic dishonesty that were adjudicated by faculty within the classroom and never reported on an institutional level (Hutton, 2006). What results is an environment in which real figures on cheating do not exist, for either faculty or student knowledge. Students' perceptions regarding what happens to cheaters are unclear. This results in a favorable ratio for students who consider the benefits of cheating over the negative costs of cheating (McCabe, et al., 2001; Hutton, 2006).

The notion provided by this literature that students either consciously or subconsciously perform a cost analysis on the value of cheating bears further examination. The faculty member in the classroom sets a tone with students. If faculty actively promote academic integrity and make clear to students policies on academic integrity, there can be no doubt in the minds of the students about outcomes (Hutton, 2006). When faculty acts collectively in this regard, the impression among students is that the community has high regard for moral decision-making (McCabe, et al., 1999).

These components, when woven together, begin to create the potential for a powerful deterrent when the student is considering the cost analysis on the value of cheating. Under ordinary circumstances, students are uncomfortable reporting witnessed acts of academic dishonesty. These would-be reporters are fearful of reprisals, concerned

that they were premature in their observation and no offense occurred, fearful of creating enemies, and fearful that they are acting improperly and outside of the student group norms (Hutton, 2006; McCabe, et al., 1999, McCabe, et al., 2001). However, research also demonstrates that when students see a high value placed on academic integrity, they are more likely to report acts of academic misconduct committed by their fellow students (McCabe, et al., 2001).

In this study of academic integrity, I led a change process at Clear View College. It pertained directly to the climate of academic integrity among students as well as the effectiveness of my own ability to lead that change process. Therefore, understanding my own leadership was a critical component of this dissertation process.

Chapter 3

My Leadership

It has always been my position that as an individual encounters daily life experiences, opportunities and potential for exercising leadership abound. Whether or not the individual seizes upon the opportunity is a matter of both circumstance and preference. I believe that everyone has at least some basic potential to eventually become a marginal leader. I use an onion as a metaphor to explain leadership within an individual. The individual needs to peel away layers over the course of his lifetime to get to a core. The difficulty is that the core is fluid and can go deeper, thus causing more layers to form. This means the individual must peel away more layers. These layers include life experiences: our early childhood, adolescence, young adulthood, interactions with family members, and our education. The layers contain preconceived notions about what goes into leadership, and why. The core will be different for each individual, but at the core is what motivates each person. It is what ultimately flicks the switch from having the potential to be a leader to actually becoming a leader.

In speaking of my own leadership, my family has been the constant variable. I have always had the support of my parents to continue with my education and the encouragement to follow my professional interests. My parents' respective historical backgrounds have also provided me with valuable insight. My mother and father both come from families with strong Catholic beliefs, the notion that hard work leads to success, and an emphasis on family values. All my life, they have led through example and good guidance. In some ways, while I was growing up my parents bore resemblances to Palmer's (1998) metaphor of a sheepdog guiding its charge; from place to place,

learning at every stop, while, at the same time, protecting the sheep from any potential predators. I realize that my parents raised my sister and me with an unspoken set of values. My parents concentrated on less talking and more doing. The implication in their actions was that they showed me how to do things according to their expectations. Today, this has become an important message to me. In order to be a successful leader, one must be willing to demonstrate through hard work and teaching with examples how things can be done.

I am a firm believer that an individual's leadership potential is further enhanced by real life experiences. According to Wilmore and Thomas (2001), a successful transformational leader will be value driven and draw upon the experiences that helped create those strong values. Today, I can say without hesitation that in addition to the lessons learned from my parents' examples, my involvement with the Boy Scouts of America helped shape who I am. The teaching of leadership skills revolved around teaching through examples, and a system of support existed that ensured learning and encouragement to strive within the framework set down by the Boy Scouts of America. Sergiovanni (1992) aptly describes servant leaders as having the responsibility to identify an important distinction: serving others is important, but the servant leader must not lose sight of the need to serve the values and ideas that shape the institution within which they are working.

As I move forward with the dissertation process, I also see elements of Kouzes and Posner's (2002) leadership style, which consists of five different practices. These practices begin with modeling the way for those we lead. Leaders also attempt to inspire a shared vision among themselves and those they lead. By being proactive and practicing

self-efficacy, they challenge those who work for them, as well as the process in which they work. In addition, leaders enable others to act by supporting and encouraging new ideas and paths. Finally, good leaders encourage the hearts of those they lead through compassion and paying attention to those they lead. They listen to their staff, praise them, and share in their accomplishments. I most strongly see their concepts of “modeling the way” and “encouraging the heart” in my own leadership. These were the styles I observed throughout my life from the various leaders and the styles they employed. As my own leadership continued to evolve, I realized that I had a vision for the dissertation project. The vision was refined and has become clearer. As I moved forward, I realized I needed to find my own voice as I prepared to move forward with implementing this project. Kouzes and Posner describe leaders who not only have their own dreams, but are also capable of inspiring others to see their vision. These leaders are capable of sharing the vision with others and inspiring others into action.

In order to inspire, leaders must know the people they lead. Successful leaders know what inspires people in order to motivate those people (Kouzes & Posner, 2002). With this knowledge, leaders know that in order to advance these or any goals, they must challenge the process in order to make improvements to fulfill the vision. As I began work on the dissertation, I knew that I was going to be challenging many strong beliefs and assumptions of faculty and administration with regard to academic integrity. Many tenured and respected faculty members are very protective of a process that they have known for years. I would have to challenge their beliefs in a process that they currently control. I may suggest that they make changes that they may perceive as giving up a portion of their authority over this process of handling academic misconduct.

According to Kouzes and Posner (2002), a leader often has a vision that showcases his perfect scenario. The good leader then enlists those around him to make it happen. The leader does this by utilizing good communication skills and demonstrating a high level of enthusiasm for the challenge at hand. The enthusiasm catches on to the others and the vision becomes a shared vision. I can apply this concept to both my daily work and my dissertation. During the course of the day as a student judicial officer, I speak with students who violate university policy. It is my challenge to get students to understand that there is an expectation that they abide by the institution's code of social conduct.

I have many memorable experiences: from interactions with my parents, memories of being in the Boy Scouts, relationships in college, working at an insurance company, and current job related situations. The common thread that laid the foundation for my leadership is the experiences and the models they provided (Kouzes & Posner, 2002). It is my belief that a good leader has developed a certain ideology from past experience. One of the main ingredients necessary for reflective practice, according to Osterman and Kottkamp (2004), is the ability to learn from and add to past experiences. The potential leader will also have a certain ability to recognize these past experiences and utilize vision to look both at these past experiences and out into the future. Minimally, an individual will have the ability to look out over the landscape, past the cliques, past the four year time frame of college, past the fault-lines of poor management styles. Not only will the individual utilize vision in the empirical sense, but also as a tool to guide her or himself forward. Margaret Wheatley (1999) describes vision when she discusses field theory:

If vision *is* a field, think about what we could do differently to use its formative influence. We would start by recognizing that in creating a vision, we are creating a power, not a place, an influence, not a destination. This field metaphor would help us understand that we need congruency in the air, visionary messages matched by visionary behaviors. (p.55)

My original metaphor of the onion with layers of skin is one way to describe how a person delves into his or her own leadership potential. I also feel that once the person undertakes that process of self-introspection, and has committed to becoming a good leader, there is a need get outfitted. The leader will move to the forefront of the arena because of an inner desire to help others. My own knowledge of leadership has been transformed through the literature presented in the Educational Leadership program. I have the opportunity to assert my leadership for the common good of the institution. As I moved to the forefront of leadership through this study, it was my hope that faculty would consider this notion of sharing for the common good of the institution (Wheatley, 1999; Murphy, 2000).

While summarizing about caring as a principle in educational institutions, Sernak (1998) described leaders who recognize they may not have all the answers. What would come of this study was unknown. When I started, I was aware that I would need to dialogue with faculty and administrators. I could encounter individuals unwilling to give up the freedom to make decisions about academic dishonesty on campus. I decided I would do my best to dialogue with all involved parties and make suggestions that

hopefully would be in everyone's best interest. I was aware that I may unintentionally find the outcomes not to be in all parties' best interest.

My leadership theory has evolved from the onion metaphor. Who we are is largely descriptive of the upbringing and life experiences we have endured through our lives. Mezirow (1997, 1998) describes frames of reference as the structures of assumptions that we, as individuals, come to experience through our lives that define who we are. They serve to shape our emotions, perceptions, and expectations of the world around us.

Cranton and King (2003) describe a process whereby we cannot begin to be effective leaders until we embrace transformative learning. As leaders, we must open our frame of reference to ideas and frames other than those we grew up on: those childhood-parent interactions, those school memories of interactions with teachers, and so on. We must be willing to set those past frames aside and be willing to step out of our comfort zones and observe a different frame of reference.

I have always felt very strongly that leadership comes from within the individual. I believe that everyone has that leadership potential, but only certain people have the required spark that enables them to actualize themselves into leaders. The nature of the work, and where their leadership fits in, is less important. What is important is the fact that these people will do what they have to do to become better leaders. They have that sense of caring and need to help others. They derive a certain sense of satisfaction from helping and watching others succeed. This contributes to a definite drive among leaders. It is a will to become better at whatever type of leadership it is. As we move forward into

the future, learning becomes unavoidable. By way of our daily experiences and interactions, we are experiencing, leading, and learning.

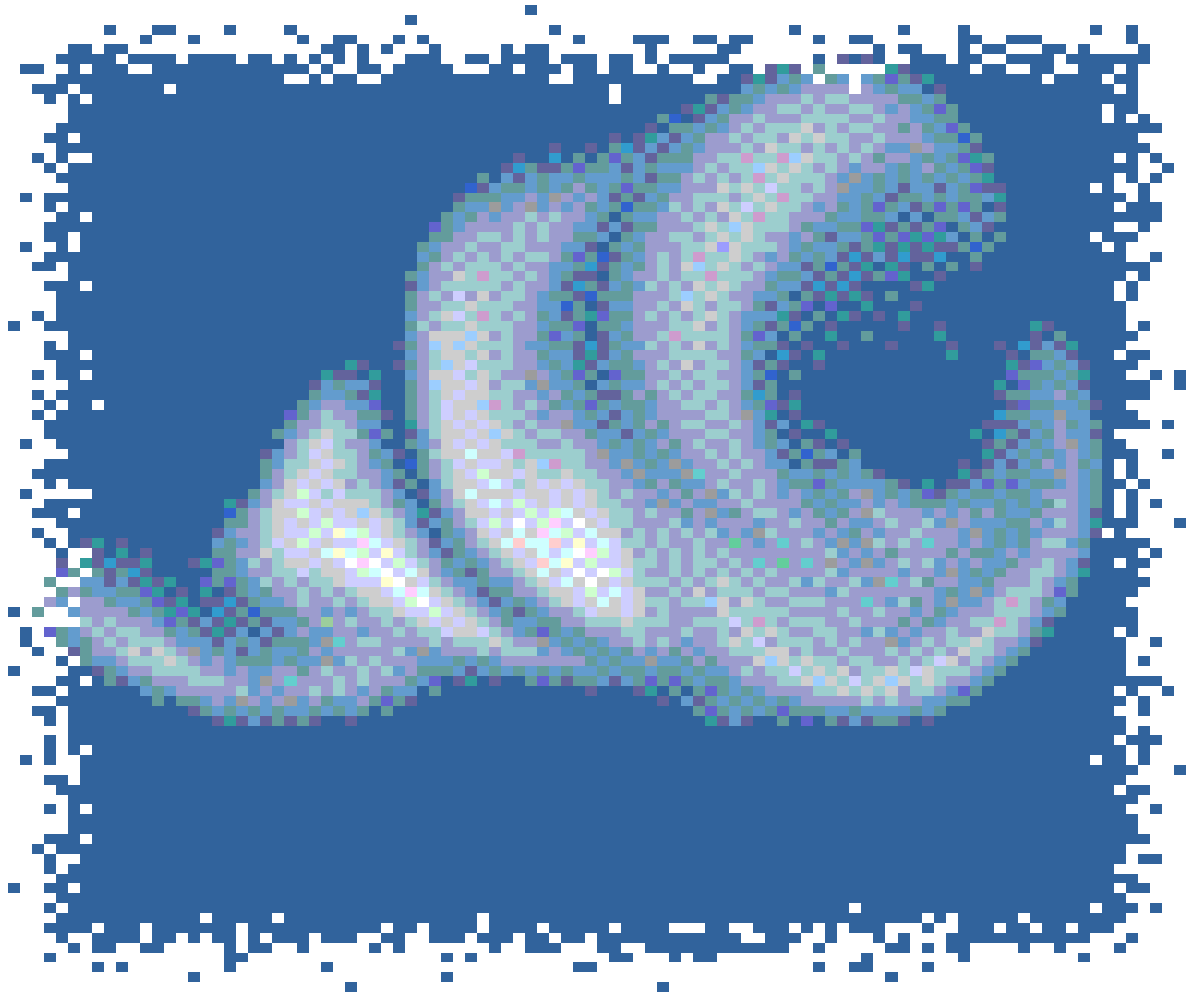


Figure 1.
Spiraling Conical Shape

My ideal leadership theory has transformed from an onion into more of a spiraling conical shape (figure 1). It resembles a horizontal tornado with no set outline. Its most narrow point is to the left, and it gradually winds wider across to the right. This represents who we are and how our leadership has transcended across our lives. The

conical shape has length and width. Each represents our past upbringing and past experiences where we have learned something about ourselves. These lessons interject their influence directly into our leadership. Often, our learning takes awkward fits and reforms according to our individual learning experiences with leadership

I believe that the ability to visualize multiple scenarios and play them out is extremely important for a leader to be able to develop. As critical thinkers, we need to be able to observe a situation not only as everyone else would, but also from a variety of other lenses (Brookfield, 1995). We need to strip away all of the old influencing factors. We do not need to discard them; they are what shaped us from the beginning. However, we do need to recognize that we have to look at a scenario completely objectively in order to think critically about that situation (Baumgartner, 2001).

My leadership theory is challenged in part because it will continue to evolve. In some ways, this is natural, as the study of leadership involves an ever changing topic. Peter Drucker (2001) describes this as a science that deals with people's behavior and the impact of that science on our institutions.

“...a social discipline such as management deals with the behavior of people and human institutions. Practitioners will therefore tend to act and to behave as the discipline's assumptions tell them to. Even more important, the reality of a natural science, the physical universe and its laws, do not change (or if they do only over eons rather than over centuries, let alone over decades). The social universe has no “natural laws” of this kind. It is thus subject to continual change. And this

means that assumptions that were valid yesterday can become invalid and, indeed, totally misleading in no time at all. (p.70)

My leadership theory is a fluid work in a state of perpetual change. That is who and what we are as leaders. Through my coursework at Rowan University, I have been able to identify various forms of leadership. Now, as I prepare my dissertation, I must work backward through the literature and personal experiences. I have identified some of the sources for inspiration and a rationale for why I believe I possess certain leadership traits.

As Drucker (2001) points out, there are no set laws in the social universe in which we operate. One of my challenges has been to focus in on who I am as a leader. For a long time, I have felt some importance in stepping back and observing leadership styles from a distance at the various business and education settings in which I have worked. I still observe people's leadership styles; I believe there is inherent value in gleaning mental notes from observations and experiences. I have developed the basic theory of leadership resembling an onion with the layers shedding to new depths with each layer. Because leadership can become so complex, I have also included the analogy of the spiraling conical shape. It is my attempt to further explain the various experiences that come to represent who we are as leaders. As we grow professionally and personally, our experiences with leadership increase and become more fluid. My analogy attempts to explain the fluid nature and external forces that shape who we are as leaders.

When speaking of my own leadership, and attempting to chart the growth of that leadership, it becomes important to define a theoretical basis from my espoused source

and style of leadership. I have generally come to think of myself as a transformational leader (Cranton & King, 2003) who occasionally presents with streaks of servant leadership traits (Greenleaf, 1991). I believe that because I am in higher education, which is by its very nature a learning environment, I try to walk students through personal experiences and advance them to another, higher level of their own learning. This process is aided by a general understanding that most students are at some specific level of their own moral development (Kohlberg, 1977; Gilligan, 1982).

Educators, by their very nature, are helping others with a learning process that helps others transform themselves. Cranton and King (2003) describe the process whereby leaders must cast aside all other notions and embrace transformational learning. This is especially true of my own leadership when I reflect on my dealings with student community standards board members. I characterize my interactions as being purposeful and direct, but at the same time, allowing great latitude for these student leaders to make important decisions on their own.

My goal is to provide students with the background and parameters they will need to make their decisions, consistent with servant leadership (Greenleaf, 1991), but ultimately allow them to make the important and often difficult decisions. The student judicial process is outlined in the student handbook (The Source, 2005-2006). These students make the decisions within the parameters governed by the process. On occasion, the decisions may erroneously violate procedures. It then becomes my responsibility to train the students on these procedures and educate them on acceptable practices. If they operate outside of the accepted parameters of the process, they may be violating the rights of the accused student in question. It is also my responsibility to ensure that the

accused student's rights are not violated. When working with the student board members who need to make these difficult decisions and still safeguard students' rights, I must rely on my training of these board members. I explain that their task is to interpret policy and make decisions based on the policy, not their agreement or disagreement with the policy.

Wartenberg (1990) describes transformational leaders as using their leadership for the benefit of those being led. The power possessed by the leader should be utilized in such a fashion so as to teach those being led and elevate their position. This is my purpose as a director who oversees this student community standards board. It is my goal to educate them about the intricacies of operating within a bureaucracy. Many times, the board members voice their displeasure with a particular policy, or when, on occasion, their decisions are overturned by the university appeals council. During these teachable moments, I explain that they still did their jobs well. They have the methods available to change a policy. However, they often need to be led and empowered to go and lead themselves. They can and often do become student leaders who present proposals to the student senate that can eventually bring about change.

Kirkpatrick and Locke (1991) describe an ethical leader as one who employs his own virtues of honesty and integrity in his daily job. His followers come to expect that his decisions will be grounded in these virtues. On a daily basis, I make these decisions. They are not always popular with students, but they form the foundation for me to educate those students with whom I interact. I believe I have come to earn a reputation as being someone who will give students an honest answer as well as a fair opportunity to be heard.

I have come to realize, partially through my work in student judicial affairs, that we cannot decide to sit back and remain reactive leaders. A reactive style will probably get the job done, but at a significant cost to spirit and resources. In order to be transformational, we have to recognize the need to transform ourselves first (Wartenberg, 1990). Then, we must convey to others that they are also operating in a constant state of flux. The most productive method for success, based on what I have read in the literature contained herein, is to identify all influencing factors, set them aside, and begin to think critically about the situation. The obstacles will become clear. The hypothetical scenarios will appear. Then, with the input and ideas of those around us, we can begin to formulate a strategy to move forward.

Chapter 4

Methodology

The purpose of this study is to determine whether positive qualities can be taken from honor code systems and introduced and emphasized at Clear View College for a constructive impact, without the introduction of an honor code system. The study makes use of participatory action research as the method of inquiry. Bogdan and Biklen (2003) describe a process whereby through this type of action research, a practitioner or organization may attempt to activate positive, practical group change. In this situation, it is intended that the study is the tool that facilitates a regenerative climate of positive academic integrity at Clear View College.

Kemmis and McTaggart (2000) suggest that participatory action researchers are often practitioners themselves. The practitioner - researcher is in the unique position to be able to gather research data from various perspectives within the organization. In this fashion, he has the capacity to develop a wide angle view or diorama of the situation. The researcher can then further develop the study with relevant theory. After a critical reflection, the researcher is in a position to begin practices designed to improve upon the past methods.

Action research is ideal for this study. First, I am a practitioner in the field of student affairs at Clear View College. In addition, I am also a doctoral student in the Educational Leadership program at Rowan University. I am also an alumnus of Clear View College. For all of these reasons, I have a vested interest in the climate of academic integrity at this institution. Action research provides me as the practitioner and the researcher, with a practical significance that benefits my job and the greater institution.

At the same time, the methodology lends validity to my research project. Through a design of planning, acting and observing, reflecting, and then repeating the process (Kemmis & McTaggart, 2000), I am able to generate data and implement a program of heightened awareness focused on academic integrity.

Equally important is the study of my own leadership as I carry out the process of raising awareness of academic integrity at Clear View College. As a doctoral student at Rowan University studying educational leadership, it is expected that I exhibit demonstrated learning outcomes as my own leadership evolves throughout the project. In order to aid in the collection of data on my leadership, I have kept a journal throughout the project. As I have completed work during the various cycles, I have recorded interactions with specific people and outlined my own actions as I moved the project forward to completion.

As I proceed with the active work on the dissertation, I realize that this is a project of change. As Fullan (1999) points out, successful, lasting change cannot happen as a result of any single action. It must be controlled and deliberate. The students at Clear View College are not going to suddenly be conscientious of the academic guidelines at Clear View and take the moral high ground and not cheat because of one particular intervention. The process is an effort to change culture and at the same time be deliberate in planting the necessary seeds of change at Clear View College.

Fullan (1999) points out that there is never any single silver bullet for successful organizational change. This dissertation project attempts to implement the beginnings of a lasting process that informs students of policy and practice at Clear View College. Over time, my hope is the organization transforms and creates a lasting process that

demonstrates a heightened awareness of academic integrity, and a decrease in the actual incidence of academic dishonesty, mutual respect, and cooperation. This is especially true in the student affairs department. There is a strong work ethic that appears whenever any departments need assistance with projects and committees. Individuals readily volunteer to assist one another in completing these types of tasks. I have had positive feedback from the dean of freshmen as I prepare to become more involved with the Freshman Seminar, in part to complete work on this dissertation. I am anxious to experience these relationships, potentially with students and faculty, as I progress farther into the project. I was curious to see if I would have the same levels of cooperation from among staff that I am used to experiencing within my own department.

Bolman and Deal (2003) describe a human resource framework as one whereby an organization exists to serve a specific constituency. In the case of Clear View, the staff in the student affairs division clearly exists to work around the nonacademic needs of the students. Bolman and Deal's human resource frame outlines an organization that is much more holistic than the traditional business, in which people are energetic, productive, and feed off the energy of the organization's greater good of serving others when needs are aligned. The staff within student affairs at Clear View often carries a high level of this positive energy. Higher education, and student affairs in particular, is not a career that guarantees financial excess. Many people within the division do the work because of the personal satisfaction they derive from helping the students with whom they work.

It is an interesting culture that I have found satisfying. The underlying theme is that everyone within the division was hired because they were good at their specialty and brings a level of expertise to the division as a whole, all in the best interest of the

students. Like any organization, personalities of figures in authority can influence the order and pace of change. As I progressed with work on this dissertation, I recalled Schein's comment that, "... leaders create and change cultures, while managers and administrators live within them." (1992, p.5).

A key component of trying to influence the climate of academic integrity is my ability to begin the process of change within a set culture. As Fullan points out (1991, 1999) there are distinct differences between first and second order changes. First order changes may improve efficiency within the process of getting students to understand the academic guidelines. However, first order change is unlikely to make any substantial changes that alter the core culture within the campus community. Second order change is lasting. It involves a positive change in the culture of the organization that results in greater efficiency and overall improvement in the climate.

My objective upon completion of the dissertation was to effect a lasting change within the community of Clear View College. I hoped to achieve this second order change within the community by introducing an awareness program that would create a collaborative work culture that better highlights the academic guidelines among incoming freshmen and their seminar instructors, as well as faculty and other administrators (Fullan, 1991; 1999; 2003). Only through this heightened awareness of academic integrity can students come to recognize the guidelines and policies they are responsible for abiding by. As the research has demonstrated, students learning in this environment of heightened awareness of academic integrity are less likely to commit acts of academic misconduct (McCabe, et al., 1999).

My initial pilot study involved meeting with faculty members and interviewing them. Through my questions, I sought to gain a greater understanding of the workings of the academic misconduct process. In addition to a greater understanding of the process, I also began to understand that there was more occurring within the process than just what was written as the process. There was a culture at work that was much more involved than what Clear View College had for a written policy. This furthered my interest in the topic. The pilot study was completed in the summer of 2005. By that time, I also completed the exercise on taking field notes in 2004, as mentioned in my introduction. I had experience filing human subjects review board applications for both the observational research and the pilot study. I was ready to begin further research on the topic of academic integrity. In my formal proposal, I determined that I would continue this research on academic integrity at Clear View College. Specifically, as I began a series of cycles designed to explore the climate of academic integrity, I utilized the following questions to guide my work:

- 1) How do students perceive the climate of academic integrity at Clear View College?
- 2) What are students' attitudes and values with regard to academic integrity at Clear View College?
- 3) What were Clear View College achievement program students' impressions of my workshop on decision-making and academic integrity?
- 4) How did the students and instructors in the freshman business seminar perceive changes to include academic integrity to the curriculum?

- 5) To what extent did students react to my advertisements through campus newspaper and electronic news scrolls?
- 6) To what extent was I able to bring about second order change to the subject of academic integrity on campus?
- 7) In what ways did my leadership during the dissertation project align with my leadership platform?

A key element of the dissertation involved collecting data from incoming freshmen at Clear View College during cycle one. All incoming freshmen participate in a required freshman seminar course. The course is a noncredit nonacademic requirement that is designed more as a peer mentor course for the first semester. I coordinated with the associate dean of freshmen in order to distribute a questionnaire to the freshmen enrolled in the freshman business seminar that attempted to measure students' attitudes and beliefs about academic integrity as they were coming into the institution during their first semester. According to Patten (2001) questionnaires can have several undesirable results. One is the notion that subjects will respond according to how they believe the researcher wants them to respond, or in a manner that is socially desirable. This would tend to skew the results. In addition, questionnaires may produce a low rate of return in some instances where there is no incentive to complete them. These conditions may not be acute in the work being done at Clear View College. I arranged for the questionnaires to be distributed in the freshman seminar classrooms by all of the seminar instructors. The subjects were given an opportunity to complete and return the questionnaires during

class time. I hoped this would entice more respondents to complete the questions, resulting in a higher rate of return.

In order to combat social desirability in the responses, questionnaire instructions made clear that the questionnaire was voluntary and part of an anonymous dissertation project. Questions were as objective as possible, with Likert scale responses to the questions (See Appendix A). I believed this would encourage more participation as well, rather than having the subjects feel as though they have to provide more personal responses that would require more time (Patten, 2001). Finally, the questionnaires were returned directly back to the freshman seminar instructor. This was done to entice a higher rate of participation and return. The subjects did not have to make any additional effort to bring the questionnaire home, fill it out on their own time, and then spend more time and effort to return it. During this period, I also kept notes in a journal detailing my actions as well as interactions with individuals relative to the implementation of the questionnaires. The questionnaires were distributed and collected during this cycle.

Cycle two involved a continuation of data gathering. After completing the first questionnaire of freshmen in the business seminar, I expanded my data collecting of student attitudes and beliefs. In 2007, I attended a seminar at Rutgers University on academic integrity. The keynote speaker was Dr. Donald McCabe. Several years prior to this, I had the opportunity to hear Dr. McCabe lecture on his work with academic integrity at a conference in Clear Water, Florida. After the seminar at Rutgers, I introduced myself and we spoke about the lecture as well as my dissertation work up to that point. Dr. McCabe told me about his continuing work on the subject as well as a survey instrument he was using. He agreed to allow me to use his questionnaire at Clear

View College in exchange for his right to make use of the results in his continuing work. This became my second cycle: a more comprehensive survey of student attitudes and beliefs of all students at Clear View College using Dr. McCabe's Likert scale questionnaire. Due to copyright concerns, I am unable to include a copy of this survey.

Patten (2001) discusses sampling bias as an occurrence whereby due to various circumstances, only specific members of a population submit data. In an effort to prevent this, for the next cycle I administered the questionnaire to the entire population at Clear View College. By doing this, I hoped to avoid any sampling bias that might come about by only sampling the students from the business seminar from my first questionnaire. The data from questionnaire answers provided student perceptions and understanding of academic integrity and how it relates to Clear View College. Patten (2001) describes the population of a potential study as the group most interesting to the researcher, and the sample the group most accessible out of the population to the researcher. Data from both questionnaires was placed into a SPSS analysis program that enabled me to examine percentages of student answers in relation to the questions. This data from the completed questionnaires was then used to create a program of change at Clear View College.

Cycle three was marked by the implementation of an awareness campaign. A major portion of the dissertation includes the implementation of a project of change. The awareness campaign attempted to raise student awareness of academic integrity at Clear View College as well as awareness of the school's specific policies on academic integrity. The steps in this cycle included working with the freshmen in the Clear View College achievement program. This is a grant awarding program for lower income students. The students begin their fall semesters several weeks before the rest of the

student population to get a head start on learning about the campus community. In addition, the other steps in this cycle included working with the dean of freshmen on the curriculum of the business seminar, and advertising academic conduct policies in the school newspaper, on the electronic scrolls throughout campus, and e-mailing students about the policies before exams.

The fourth cycle was a follow-up of the implementation process. It was designed to assess the effectiveness of the awareness campaign. The various steps included reviewing comments made by freshmen in the achievement program in their evaluations of their pre semester experiences, particularly regarding my workshops with those students. This cycle also included conducting focus groups with students who participated in my workshops with the achievement program, as well as students from the freshman business seminars, and several instructors of the freshman business seminars. The focus group sessions particularly focused on how effective my attempts were to raise awareness of the subject of academic integrity on campus. The focus groups were audio taped. The sessions were transcribed. I looked for similar comments and themes in the typed transcripts. The data reviewed in cycle four also became valuable as I completed my reflections and conclusions of this research. It provided insight into what I recommend for further work in the subject of academic integrity at Clear View College.

Looking back, there were limitations on the study. My first questionnaire was only administered to freshmen students in the business seminar. The second survey instrument provided by Dr. McCabe was administered to all students at Clear View College. However, the results cannot be generalized due to an approximate 18% return rate (Patten, 2001). In addition, I discussed the impact of faculty members

communicating the college's policies to students. The reality is that some faculty may communicate this message, and do more to educate students and prevent academic misconduct than others.

Chapter 5

Assessing the Climate on Academic Integrity

Cycle One

Cycle one of my dissertation explored freshman student beliefs about academic integrity. I developed a questionnaire with the intent to examine freshman student beliefs early in their Clear View careers. My intention was to capture their earliest conceived notions about academic integrity as they came into college, most likely directly from high school.

I selected the freshman business school seminar as the focus of the questionnaire. The seminar is a nonacademic course worth one credit hour. All business students are required to take the seminar upon entering Clear View College. The course is administered by volunteer instructors from faculty and administration.

The students in the seminar were all freshmen and presented a unique opportunity to have the questionnaire administered. I was an instructor in one of the classes. I also developed professional relationships with the other instructors of the business seminar. At the beginning of the semester, I contacted the 25 instructors via e-mail and asked them to volunteer their time and a portion of their class to administer a voluntary questionnaire to their classes. All agreed to assist with administering the questionnaire by asking students to volunteer a few minutes of their time, while in class, to complete the survey at the end of the course in November. Among all classes volunteering to participate, there were a total of 601 students. Of the 601 questionnaires sent out, 504 students filled out and submitted responses. This is a response rate of approximately 83.86%. The students

were asked a range of questions designed to gauge their awareness and to understand their perceptions about academic misconduct.

The questionnaire focused first on students’ experiences at their last school, most likely their high school. The first question asked students whether they knew what would happen to a student who was caught cheating at their last institution. Approximately 89% of all students agreed that they knew what would happen to a person who was caught cheating at his or her last institution. Eight percent had no opinion to the question. Only 3% disagreed with the statement, as shown in table 5.1.

The second statement attempted to gauge what students knew about the culture of cheating at their last institution. Few, if any students agreed that students at their last institution cheated. Approximately 9% of the respondents agreed or strongly agreed with this statement. Twenty percent neither agreed nor disagreed with the statement while 70% disagreed or strongly disagreed. The third statement also asked students about their last institutions, specifically their perceptions of their peers’ knowledge of policies on academic integrity at their previous institutions. Approximately 63% agreed or strongly agreed that everyone at their last institution was aware of academic integrity policies. Twenty six percent neither agreed nor disagreed with that statement. Approximately 10% of the respondents indicated that they disagreed or strongly disagreed with that statement. This can be seen in percentages in Table 5.1.

Table 5.1. Student Perceptions on Cheating at their last Institution.

	Strongly Disagree	Disagree	Neither...	Agree	Strongly Agree
At my last institution, we knew what would happen		3	8.1	56	32.9
At my last institution, very few students cheated	23	47.2	20.4	8.1	1.2

Table 5.1 (continued).

At last inst. everyone was aware of policies on AI	0.6	9.3	26.2	50	13.9
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Note. Values are identified in percentages

The fourth statement gauged students' exposure to policies on academic integrity at Clear View College. Students indicated they were aware of cheating policies at Clear View. Approximately 32% strongly agreed and another 50% agreed they were aware of the academic policies on cheating. Only 9% indicated they neither agreed nor disagreed with the statement. In addition, 9% disagreed or strongly disagreed with the statement. In summary, approximately 82% indicated they knew about the policies on cheating at Clear View College, despite only attending for several months. This is seen in Table 5.2.

Table 5.2. Student Awareness of Cheating Policies.

	Strongly Disagree	Disagree	Neither...	Agree	Strongly Agree
I have been made aware of cheating policies at Clear View	1.8	7.5	9.3	49.6	31.7

Note. Values are identified in percentages.

The fifth statement in the questionnaire explored early student perceptions of cheating at Clear View College. The statement was worded as an affirmation that cheating happens often at Clear View College. Only one percent strongly agreed with the statement. Twelve percent agreed, and 22% disagreed with the statement. Approximately 3% strongly disagreed. Sixty one percent of responding students neither agreed nor disagreed with the statement. These can be seen in Table 5.3.

The sixth statement further gauged student perceptions of cheating and academic misconduct by exploring the actions of students' friends. The statement affirmed that students had friends who cheated at Clear View College. Approximately three percent

strongly agreed with the statement, while 21% agreed. Thirty six percent neither agreed nor disagreed with the statement, while 27% disagreed with the statement. An additional 13% strongly disagreed with the statement. This is seen in Table 5.3.

Table 5.3. Cheating Frequency and Friends Who Cheat.

	Strongly Disagree	Disagree	Neither...	Agree	Strongly Agree
Cheating happens often at Clear View College	2.6	22.2	61.3	12.5	1.4
I have friends who cheat at Clear View	13.3	26.8	36.3	21	2.6

Note. Values are identified in percentages.

The last statement explored whether students knew what happened to them when they got caught cheating, which according to the literature (McCabe & Trevino, 1993; McCabe, Trevino, & Butterfield, 1999) makes them less likely to cheat. Fourteen percent strongly agreed that they understood the consequences, while 40% agreed with the statement. Approximately 23% were neither in agreement nor disagreement and approximately 23% disagreed or strongly disagreed with the statement, as seen in Table 5.4.

Table 5.4. Students Who Know Consequences.

	Strongly Disagree	Disagree	Neither...	Agree	Strongly Agree
Students who know consequences for cheating are less likely to cheat	3.2	19.6	22.8	40.1	14.3

Note. Values are identified in percentages.

After reviewing the data from the questionnaire, several interesting observations can be made. Approximately 82% of the respondents claimed to be already aware of the

policies on cheating at Clear View College. This is notable because the students had only been at Clear View College for a few months when the questionnaire was administered. It is likely that they had been inundated with policies, among them academic guidelines, since their summer orientation and introduction to Clear View College.

Based on the 70% of students who disagreed with the second statement that few, if any students cheated at their last institution, it can be safely assumed that cheating was widespread at these students' high schools. It may also be deduced that many of the respondents did know students who cheated at their last institutions. These are interesting findings when compared to students' responses to whether cheating happens often at Clear View College. Approximately 61% of the respondents indicated they were undecided with this statement.

While 70% of students disagreed with the second statement that few, if any students cheated at their last institution and 24% indicated they have friends at Clear View who cheat, it appears there is some understanding among this population of first year students that cheating does occur. At the same time, 61% of students could not decide if cheating happened often at Clear View College, despite the 24% who indicated their friends cheated at Clear View. This may be due to the fact that all respondents were freshmen and not exposed to a level of cheating that they would describe as "often."

In addition, 36% of the respondents indicated they were undecided about the statement that they had friends at Clear View College who cheated. It is probable that they did not want to answer the question. Because they were freshmen, they may have been intimidated by a question that rated how many of their friends cheated.

Cycle one was a first step toward understanding student perceptions about academic integrity. While some literature tends to discount freshman data (McCabe & Trevino, 1993) this cycle was deliberately trying to gauge the perceptions of these students as they came into college with whatever preconceived notions they brought with them about academic integrity. These students clearly brought knowledge of academic integrity to college.

One unanticipated finding arrived through a review of question four. Originally, I had hoped to follow up on the notion that students who were already aware of academic policies are less likely to cheat (McCabe & Trevino, 1993; McCabe, Trevino, & Butterfield, 1999; McCabe, Trevino, & Butterfield, 2001). I had hoped to demonstrate this concept through the data, then follow up with a campaign of awareness about academic integrity policies, and then conduct follow up research to see how responses changed post awareness campaign. However, 54% of the respondents indicated they agreed that knowing the policies made students less likely to cheat. Eighty-two percent of the respondents answered they already knew the policies on academic integrity at Clear View College. I did not anticipate that my questionnaire would go out shortly after the topic of academic integrity and the college guidelines on cheating were covered.

Cycle Two

As a result of the findings of the questionnaire in cycle one, I became curious to discover what other students would report with regard to their perceptions about academic integrity. In the spring of 2008, I attended a conference on academic integrity at Rutgers University. The conference was sponsored by the Association for Student Judicial Affairs, now the Association for Student Conduct Administration. The keynote

address was delivered by Dr. Don McCabe of Rutgers University, author of many of the articles and research done on academic integrity. The focus of Dr. McCabe's address was on the importance of promoting the academic policies of an institution. The focus pointed toward faculty being more conscious of student motivations to cheat in an effort to increase student motivation not to cheat, as well as faculty emphasis on changing the culture of cheating through better strategic methods for testing.

I had the opportunity to speak with Dr. McCabe about my dissertation work up to that point. He made me aware of his own research tool for use at colleges and universities. Through our conversation, I spoke to Dr. McCabe of my interest in doing a deeper questionnaire type survey at Clear View, due to the limited data I uncovered from the freshman business survey just completed in fall, 2007. Dr. McCabe offered to allow me to use his survey for all students at Clear View in exchange for his use of the data for his research. He stated that he had been compiling data for further research and writing using this tool at over one hundred institutions up to that date. His only request was that he review and compile the data, and that I keep all student identities confidential as I progressed with my research. We agreed to the conditions with the aim of trying to get the survey instrument out to the Clear View student population during the spring 2008 semester. Due to survey scheduling conflicts at Clear View, the survey went out in the fall 2008 semester to all Clear View students.

In the Fall of 2008, as part of cycle two, I was able to successfully administer a second survey on academic integrity. The second survey was administered to the entire population of Clear View College students. It was the survey instrument designed and used by Don McCabe of Rutgers University at approximately 100 other institutions. I

utilized it according to the previously described agreement with Dr. McCabe. I was able to send out a pre survey announcement, an announcement of the actual survey, and two reminders to the entire population of approximately 5987 students via e-mail. The survey instrument was an Internet based web link provided by Dr. McCabe and went to all students, including undergraduate and graduate students alike via their student electronic mail. For this analysis, I examined only the undergraduate student responses which resulted in a return rate of approximately 18.9%.

The survey instrument had Likert scale responses and asked a wide range of specific questions of students ranging from their opinion of the academic environment at Clear View College to inquiring about specific behaviors they have witnessed while at Clear View College. The survey asked students to respond to approximately 75 Likert-style questions and concluded with one open-ended question and an opportunity for respondents to add any additional comments.

The first set of questions attempted to gauge student perceptions about the academic environment at Clear View College. Students were asked to rate the severity of penalties, their understanding of policy, faculty understanding of policy, student support of policy, faculty support of policy, and effectiveness of policy.

Students were asked a series of questions regarding their knowledge of policies on academic integrity and the penalties for violating the policies. Sixty-seven percent of the respondents rated the penalties at Clear View College as being high or very high. Forty-eight percent of the respondents rated their understanding of the academic policies at Clear View College as being high or very high. Forty percent of the respondents reported high or very high student support of the policies, while 42% responded with a medium

support of academic policies. Fifty-two percent of the respondents indicated that the academic policies were either highly effective or very highly effective. These results can be seen in Table 5.5.

Table 5.5. Student Responses to Perceptions about Cheating.

How would you rate:	Very Low	Low	Medium	High	Very High
Severity of penalties	2	5	27	47	20
Understanding of policy	5	14	34	33	15
Faculty understanding	1	2	20	42	35
Student support of policy	4	14	42	30	10
Faculty support of policy	1	4	22	43	30
Effectiveness of policy	4	10	34	37	15

Note. Values are identified in percentages.

Students were then asked about where they learned of the policies, and how much they learned. They were also asked to rate their responses as “Learned little,” “Learned some,” or “Learned a lot.” The responses are shown in Table 5.6.

Table 5.6. Where and How Much Students Learned of Academic Integrity Policies.

	Learned Little	Learned Some	Learned a Lot
First Yr. Orientation	29	50	22
Campus Website	54	35	12
Student handbook	22	47	31
RA, Faculty Advisor, etc.	43	36	22
Students	52	36	11
Faculty	6	33	61

Table 5.6 (continued).

TA's	72	20	8
Deans, Admin.	56	30	15
Other	82	12	7

Note. Values are identified in percentages.

Students were asked how often their instructors discussed policies on specific forms of academic misconduct. Fifty-seven percent of students reported their instructors very often or often discussed plagiarism. Group work and collaboration was reported as being discussed very often or often by 51% of the respondents. Sixty-three percent of the respondents reported that instructors very often or often discussed proper citations and referencing written sources. Sixty-one percent of the respondents reported that instructors very often or often discussed proper citations and referencing Internet sources. When asked about the frequency with which instructors discussed falsifying or fabricating lab data, 40% of the respondents indicated very seldom or never, while 35% also responded instructors discussed this often or very often. Thirty-nine percent of students reported that their instructors often or very often discussed policies on falsifying research data. This can be seen in Table 5.7.

The next question asked students how frequently they thought certain types of academic misconduct occurred. With regard to plagiarism, 30% responded that they occurred either very seldom or never. Forty-six percent indicated plagiarism occurred “Seldom.” Nineteen percent responded that it occurred often, while 5% responded that it happened very often. Three percent responded that inappropriate sharing on group assignments never occurred, while 15% responded that it occurred very seldom. Thirty-

six percent answered that this type of misconduct was seldom, while 46% felt it happened often and very often. Five percent of respondents indicated that cheating during tests never happened. Twenty-nine percent reported that such cheating happened very seldom, and 38% reported it happening seldom. A total of 28% of respondents reported cheating during tests or exams happening either often or very often. This data is in Table 5.7.

Table 5.7. Student Responses to the Frequency of Instructor Discussion on Cheating And the Frequency of Types of Cheating on Campus.

<u>In past year, how often, did your instructors discuss policies concerning:</u>					
	Never	V. seldom	Seldom	Often	V. often
Plagiarism	3	12	29	37	20
Group work/collaboration	6	13	30	37	14
Proper citation/referencing - written sources	3	11	23	38	25
Proper citation/referencing - Internet sources	4	12	23	37	24
Falsifying/fabricating lab data	24	16	24	23	12
Falsifying/fabricating research data	20	15	26	26	13
<u>How frequently do you think the following occur on campus?</u>					
	Never	V. seldom	Seldom	Often	V. often
Plagiarism on written assignments	3	27	46	19	5
Inapprop. sharing in group assignments	3	15	36	34	12
Cheating during tests or examinations	5	29	38	19	9

Note. Values are identified in percentages.

The next question asked the Clear View respondent how often, if ever, he saw another student cheat during a test or exam. Forty three percent said never, 13% said once, 28% said few times, 11% said several times, and 5% said many times.

Students were then asked to rate their perceptions of the frequency of specific behaviors. They were not asked if they witnessed such behaviors or engaged in such behaviors themselves. Ninety-one percent of the respondents reported never or once when asked about the frequency of fabricating or falsifying bibliographies. When asked about working with others on individual work, 76% reported never or once. Eighty percent of the respondents indicated a frequency of never or once when asked about working with others electronically on work meant for an individual. Eighty-seven percent of the respondents indicated a frequency of never or often when asked about getting questions and answers from previous test takers. When asked about the frequency of helping others cheat on a test, 90% of the respondents indicated answers of never or once. Eighty-six percent of the respondents answered that they never were aware of copying during a test with another person's knowledge. Ninety-three percent of the respondents indicated never or once to the frequency of knowledge of copying during a test without the other person's knowledge. Similarly, 93% also responded either never or once to getting electronic help during an exam. Ninety-two percent indicated never or once to the copying of another's homework electronically. This data is represented in Table 5.8.

When asked about the frequency of copying a few sentences from a written source without citing that source, 73% said it never happens, but 10% said it had happened at least one time. Ninety-four percent of the respondents indicated a frequency of never when asked about turning in a paper from a "paper mill." Ten percent of the

respondents indicated at least one time when asked about the frequency of copying from an electronic source without citing a footnote. When asked about using unpermitted crib notes during a test, 87% of the respondents indicated never, but 9% indicated a frequency of one or more times. Ninety-two percent of the respondents indicated never as the frequency of copying word for word from a written source on a test, while 4% indicated a frequency of one or more times. Similarly, 93% of the respondents indicated a frequency of never when asked about turning in a copied paper from another student, but 3% responded with a frequency of one or more times. Eighty-one percent of the respondents indicated a frequency of never when asked about using a false excuse to obtain an extension on turning work in, while 14% responded with a frequency of at least one or more times. When asked about cheating on a test in some other way, 86% of the respondents indicated never, while 7% indicated at least one or more times. These percentages are illustrated in Table 5.8.

Table 5.8. Student Responses to Frequency of Forms of Cheating.

Specific Behaviors	Never	Once	> Once	NA
Frequency of:				
Fabricating or falsifying a bibliography.	85	6	1	8
Working w/ others when asked for individual work.	59	17	19	6
Working w/ others electronically on individual work.	67	13	13	6
Getting Q/A from someone who has already taken test.	75	12	8	6
Helping someone else cheat on a test.	82	8	4	6
Copying during test with other's knowledge.	86	6	3	5
Copying during test w/o other's knowledge.	88	5	3	5
Getting help electronically during an exam.	90	3	2	5

Table 5.8 (continued).

Copying (electronically) another student's homework.	86	6	4	5
Copying few sentences from written source w/o citing.	73	13	10	5
Turning in paper obtained from term paper "mill" or site.	94	1	<1	5
Copying from electronic source w/o footnoting.	72	15	10	4
Using unpermitted crib notes during test.	87	6	3	4

Specific Behaviors

Frequency of:	Never	Once	> Once	NA
Copying material, word for word, from written source.	92	3	1	4
Turning in paper copied from another student.	93	2	1	5
Using false excuse to obtain extension.	81	10	4	5
Cheating on a test in any other way.	86	5	2	6

Note. Values are identified in percentages.

The next question in the survey asked students specifically how seriously they rated various forms of cheating. Their answers were selected from a choice of ratings from not cheating at all, trivial cheating, moderate cheating, or serious cheating. Seventy percent of the respondents indicated that working with others electronically on individual work was either not cheating or trivial in nature. Conversely, 85% of the respondents indicated that helping another to cheat on a test was moderate or serious cheating. Similarly, 88% of the respondents indicated that copying during a test with the other person's knowledge was moderate or serious cheating. Ninety percent of the respondents indicated that copying during a test without the other person's knowledge was moderate to serious cheating. Eighty-nine percent of the respondents indicated that it was moderate

to serious cheating to get electronic help during an exam. This may relate back to the previous question about the frequency of electronic cheating during an exam where 93% of the respondents indicated a frequency of never or once for this type of cheating. Ninety-three percent of the respondents indicated that it is moderate to serious cheating to turn in a paper obtained from a paper mill. Ninety-one percent of the respondents indicated that copying word for word from a written source was moderate to serious cheating. Eighty-six percent of the respondents indicated that cheating on a test in any other way is moderate to serious cheating. These percentages are shown in Table 5.9.

Table 5.9. Students Rate Seriousness of Types of Cheating

How serious is:	Not cheating	Trivial cheating	Moderate cheating	Serious Cheating
Working w/ others when asked for individual work.	27	43	22	8
Working w/ others electronically on individual work.	27	43	22	8
Helping someone else cheat on a test.	6	9	25	60
Copying during test with other's knowledge.	5	8	20	68
Copying during test w/o other's knowledge.	5	4	15	75
Getting help electronically during an exam.	5	6	20	69
Turning in paper obtained from term paper "mill" or site.	5	3	13	80
Copying material, word for word, from written source.	5	4	17	74
Cheating on a test in any other way.	7	8	26	60

Note. Values are identified in percentages.

The next question addressed student opinion regarding paraphrased or copied material obtained from a written or electronic source that was not cited. Students were asked how such material was accessed. Forty-nine percent responded from electronic sources only. Primarily electronic sources accounted for 27% of the responses, while 3% indicated paper sources only, and 2% indicated paper sources primarily. These student responses are represented in percentages in Table 5.10.

When asked if they had ever taken an online test or exam at Clear View College, 46% responded affirmatively. Of those who responded affirmatively, 8% indicated they had been aware of students collaborating on that exam when not permitted. Another 11% indicated they were aware of students using notes or books during a closed book online exam. Five percent responded they were aware of students receiving unauthorized help from someone during an online test or exam. Another 8% responded they were aware of students looking up information from the Internet when they were not permitted to do so. When examined collectively, 32% of these students indicated being aware of some form of cheating. This can be seen in Table 5.10.

Table 5.10. Student Opinion on Copied Material and Online Cheating.

<u>If paraphrased/copied material from written/electronic source w/o cite, how accessed:</u>			
Electronic sources only	49%	Paper sources only	3%
Primarily electronic sources	27%	Primarily paper sources	2%
Used both equally	19%		
Have you ever been offered an online test or exam?			
		Yes	46%
If yes, have you ever been aware of: (% yes)			

Table 5.10 (continued).

Students collaborating during an online test or exam when not permitted?	8
Students using notes or books on a closed book online test or exam?	11
Students receiving unauthorized help from someone an online test or exam?	5
Students looking up information on the Internet when not permitted?	8

Note. Values are identified in percentages.

When asked how likely they would be to report an incident of cheating if they observed it, 31% responded very unlikely, 49% indicated unlikely, 17% indicated likely, and 4% responded very likely. Respondents were asked how likely the typical student would be to report a case of cheating if the typical student observed such an incident. Thirty-five percent indicated very unlikely, 53% answered unlikely, 11% indicated likely, and 1% responded very likely. Students were then asked how likely they would be to report a close friend for cheating. Eighty-one percent of respondents indicated they would be very unlikely, 16% indicated unlikely, 3% answered likely, and 1% answered very likely. These can be seen in Table 5.11.

Table 5.11. Student Likelihood of Reporting.

How likely is that:	Very unlikely	Unlikely	Likely	Very likely
You'd report an incident of cheating you observed?	31	49	17	4
The typical student would report an incident?	35	53	11	1
A student would report a close friend?	81	16	3	1

Note. Values are identified in percentages.

Students were then asked how strongly they agreed or disagreed to a variety of statements based on a Likert scale type range of responses. Forty-six percent of all respondents were not sure if cheating is a serious problem on campus, while 41% disagreed or disagreed strongly that it is a problem on campus. Sixty-one percent of all respondents reported that they were unsure if an investigation into suspected cheating is fair. Fifty-four percent of respondents indicated that they disagreed or strongly disagreed that students should monitor each other's academic integrity. Forty-two percent of respondents agreed or strongly agreed that faculty should report suspected cheaters. This can be seen in Table 5.12.

Table 5.12. Student Reaction To Statements on Cheating.

How strongly do you agree or disagree with the following statements?

	Disagree strongly	Disagree	Not sure	Agree	Agree strongly
Cheating is a serious problem on campus.	10	31	46	9	4
Investigation of suspected cheating is fair.	4	9	61	22	4
Students should monitor other's integrity.	19	35	23	20	4
Faculty report suspected cases of cheating.	3	12	43	34	8

Note. Values are identified in percentages.

The next question asked students to rate how certain individuals in their lives would respond if they found out the students cheated. If that person were a close friend, 23% responded very strongly, 26% responded fairly strongly, 30% responded not very strongly, and 22% answered not at all. When that person was listed as a person you go around with, 13% responded very strongly, 29% responded fairly strongly, 41%

responded not very strongly, and 18% responded not at all. When that person was listed as the parents of the student, 71% responded very strongly, 20% responded fairly strongly, 6% responded not very strongly and 4% responded not at all. This information is represented in Table 5.13.

Table 5.13. Student Reaction to People Finding Out They Cheated.

<u>If you had cheated how would the following individuals disapprove?</u>				
	Very strongly	Fairly strongly	Not very strongly	Not at all
A close friend	23	26	30	22
A student you go around with	13	29	41	18
Your parents	71	20	6	4

Note. Values are identified as percentages.

In summary, it is interesting to note that while students agree cheating is occurring, the number of students responding that certain types of cheating are never occurring is high. For instance 85% of respondents indicate fabricating or falsifying a bibliography never happens and 24% of the respondents on the same question respond the question is not applicable. When asked about the frequency of helping someone else to cheat on a test, 82% of the respondents indicated that it never happens. When asked about copying during a test with the other person's knowledge, 86% indicated it never happens, while 88% indicated it also never happens without the other person's knowledge. When asked about getting help electronically during an exam, 90% indicated it never happens, and 5% responded the situation does not apply to them. Eighty-six percent of the respondents indicated they never copy another's homework electronically,

while 74% indicated they never copy homework by hand. These responses suggest that a majority of students believe cheating is occurring, despite a majority of respondents indicating they themselves are not the culprits. In addition, while they do not directly identify as being the cheaters, they have a tolerance for certain types of cheating and do not consider it wrong. It may also suggest that while the majority may not cheat, they also have a level of acceptance for certain types of cheating behavior. While they may not engage in it, they do not consider it cheating.

When asked about collaborating with others when asked for individual work, 36% responded with the perception that students do this at least once or more. Twenty-percent of the respondents indicated they believe students are regularly obtaining questions and answers from students who already took a test. Copying a few sentences from a written source without citing that source produced a 23% response that students are doing this behavior. When asked about copying from an electronic source without a footnote, 25% of the respondents indicated students did this once or less. This data, from Table 5.8, suggests at least a tolerance for behaviors the students previously identified as cheating.

When asked about their perceptions of the frequency of certain forms of cheating, students indicated that never using unpermitted crib notes accounted for 87% of the responses, while only 6% indicated they did this once, and another 4% responded this type of behavior was not applicable. Ninety percent of respondents indicated their perception that students never used electronic crib notes on a test, while only 3% indicated they did this behavior once. Students who responded their perceptions that electronic devices as an unauthorized aid during a test are never used accounted for 92%, while 2% responded this might be done once, and 1% responded once or more. These

responses suggest a certain tolerance for behavior previously identified as cheating, even if the respondent was not the one engaging in the activity. In addition, based on the data on student responses to the frequency of different forms of cheating, students seem to be under the impression that their peers are cheating more than they actually are.

Respondents felt that 92% of students never copied word for word on a written test; while 93% of all respondents believed students never turned in a paper from another student. Approximately 91% of respondents indicated students used false excuses to obtain extensions on work one time or less, while 4% responded they did this more than one time, and 5% responded that this type of behavior was not applicable. Here again, students seem to have a tolerance for certain types of cheating they view as less harmful than other behaviors. When asked about the frequency of turning in work completed by someone else, 92% of respondents felt their peers never engaged in this type of behavior, 2% indicated they did this once, and only 1% indicated they did this more than once. When asked about cheating on a test in some other fashion, 86% of all respondents indicated their peers never did, 5% indicated they did one time, and 2% indicated they did this more than one time. Clear View College students seem to have an understanding of the most serious forms of cheating, and the majority does not report engaging in it. However, they also report high instances of engaging in what may be perceived as less-serious activity such as using a false excuse to gain more time to complete assignments.

When asked about the frequency with which their instructors discussed proper citing, both of written and Internet sources, almost 63% indicated that their instructors discussed these often or very often. When faculty members remind students of their obligations to the policies often, students tend to abide by the policies. This positive

correlation mirrors other research (Bing, et. al., 2012; McCabe & Trevino, 1993; McCabe, et al., 1999) that indicates the positive impact faculty can have on decreasing incidents of academic misconduct.

It is notable based on the responses of Clear View College students that many agree academic misconduct occurs on a regular basis. Despite this, the majority of the same respondents indicate that they believe the majority of their peers are not engaged in academic misconduct. They also seem to view some forms of academic misconduct as more serious than other forms. In addition, students largely feel something should be done about academic misconduct, but not by them. In the summer of 2009, I began working toward implementing a campaign of awareness about the academic policies at Clear View College. I will attempt to gauge student awareness of the academic policies again in the Fall of 2009 to determine if any change occurs in student perceptions about the state of academic misconduct at Clear View College.

Chapter 6

Campaign of Awareness

As I continued work on my dissertation, I persisted in refining the definition of my own leadership style. Previously I discussed my role in education, and that I saw myself as an educator. I see myself as one who assists the students with whom I interact to develop their own level of moral development and judgment. In order to advance their moral development, I often try to understand where they are coming from developmentally when they first come to see me. I also need to understand the framework in which they were raised. This often involves interactions with their parents. If I continue with this notion that I need to understand more about the background of my students, I am utilizing transformative learning to get my students to understand where they are in terms of their own moral development. Cranton and King (2003) discuss this further by explaining that our experiences throughout our lives shape who we are. When I meet with people in their late teens and early twenties, I believe it is important to reflect on the factors that shape their lives, along with the fact that these peoples' experiences may be limited, and are shaped by their guardians.

It is equally important that I reflect on my own practice. Cranton and King (2003) also describe how educators are uniquely embraced by their institutions for their creative teaching talents. This unique acceptance of style is slightly different for me, as an educator. I must challenge organizational norms and press others in order to attempt culture shift. This is true for both my dissertation work on academic integrity as well as my daily work with community standards. On the dissertation front, I am wading into a realm dominated by faculty and attempting to increase awareness among students in

order to further the true understanding of the concept. It is in the best interest of faculty, students, and the entire University. However, I am challenged by not being on the inside of academia and attempting to shine a light on certain aspects that many faculty may wish to have left alone. I first observed this with the pilot study and the faculty members' apparent desire to be able to determine specific outcomes for instances of academic misconduct without ever having to go on record about the incidents. In my daily job, I am working in an environment in which a task force took a largely successful alcohol policy and completely changed it in an attempt to change an entire drinking culture on campus, without any input from me. I am still dealing with the ramifications of the action two years later, and find that no one is interested in what I have to say about the matter.

When looking at Kouzes and Posner's (2002) five practices of effective leaders, it is as if a roadmap has been laid out for the dissertation process. I attempt to model the way through discussions of moral development and ethical behavior as they occur both in the classroom and outside the classroom. Through my campaign of awareness, conversations with students, seminars such as freshman seminar, the sessions with achievement program students, advertising, and the proactive programming from my office, I seek to improve the moral character and development of my students (Burns, 1978).

Through this campaign of awareness about academic integrity, I am attempting to inspire a shared vision among students (Kouzes & Posner, 2002). During the sessions with the achievement program students, it was easy to see how the majority of students laughed at certain scenarios. They were not sure how they should respond. Once the

majority spoke up and it became clear they disapproved of the behavior in question, the group started moving forward with the notion that the behavior was inexcusable.

Throughout the process of exploring this climate of academic integrity on campus, I have had to challenge the process (Kouzes & Posner, 2002). The faculty members have strong opinions about their ability to discreetly handle suspected cases of academic misconduct. I am asking them to challenge their norms in order to make the environment a better place, with higher acceptable standards. They go along with the notion in theory, but seem very reluctant to yield any ability to control outcomes. This is also true of students. Many students incorrectly believe that everyone must be cheating. However, they themselves do not cheat. They are subscribing to false assumptions and believe that the whole environment must be tainted because of faulty knowledge about who is doing what.

As I move toward a conclusion of the dissertation, I intend to hand off my contribution for others to pick up and carry on. I originally thought I would have to be directly involved with bringing an honor code to the University. That is not my intention. I recognize I can enable others to act through my efforts (Kouzes & Posner, 2002). That is my ultimate goal. I will succeed if I can encourage others, perhaps both students and faculty, to advance this issue through my efforts.

In order to encourage others, it is important for me to understand the larger environment I am working in, just as I try to understand the environment of my students. According to Kouzes and Posner (2002), effective leaders have an ability and willingness to seize initiative. I have always held the belief, particularly in student judicial affairs, that in order to be successful with students, one must develop programs that are

proactive. This can be particularly challenging once a semester begins. I have been successful in lobbying for, and through circumstances largely coincidental, obtaining a full time coordinator in my office. My desire in hiring a coordinator originally was to have an additional staff member who could work on the many proactive programs I had in mind over the years, but was unable to carry out due to caseload once the semester began. I also was successful in convincing the associate dean that many of the resident directors and area directors should, for their own professional development, as well as for the natural flow of cases, be handling a much larger caseload for their buildings than they had previously. This has also enabled me to focus more on proactive programs. I also have the added benefit of a new student judicial database. With data generated from the database, I am able to successfully deploy my coordinator and create programs in areas of campus where there is a real need, whereas previously, I may have been aware of the need, but had no real resources or accurate information for carrying out the necessary programs. Many of these positive changes came about as a result in a change in the culture of alcohol on campus, but I was finally able to realize many ideas I had since coming to Clear View College as a result.

The work on my dissertation has led me to create a campaign of awareness focused on academic integrity. At the beginning of the study, I conducted two surveys with students to examine their beliefs and attitudes on the subject. After reviewing that data, I implemented the campaign of awareness. Over the course of the dissertation, it has included several elements. These elements include working with a select group of incoming students prior to the start of the Fall 2009 semester, working with the dean of freshmen students to develop a curriculum for seminar instructors to cover the topic of

academic integrity in the freshman seminar, placing various advertisements about University policy in the school newspaper at strategic times during exams, and placing advertisements on the television monitors throughout campus advertising the University policy on academic integrity. I also sent out a campus wide e-mail to all students advising them that they are responsible for knowing and abiding by the University's policies on academic integrity. In all of these steps, I included information leading the students to the policies located in the print version and electronic version of the student handbook.

As a part of the campaign of awareness to increase student sensibility of academic integrity on campus, I had the opportunity to speak with a select group of freshman students from the achievement program for freshmen at Clear View College. There were four groups each with approximately 35 students in each session. The students were on campus early to complete the summer achievement program.

I was fortunate enough to spend almost ninety minutes with each group. This was the first time the students were at Clear View College for an extended period, and they were on campus to complete placement testing and handle administrative issues prior to the return of the remainder of students and the start of classes. When I met with them, they had no previous exposure to the larger campus student population and had not experienced a college class.

As a means to getting to my topic of academic integrity, I felt it would be appropriate to begin by discussing other appropriate behaviors first. These would deal with social scenarios that may violate the code of social conduct at the University. I had all groups engage in small ice breakers whereby they introduced themselves, stated their home towns, and where they were going to be living on campus for the upcoming

semester. I then gave them my educational background and told them generically about how my job on campus was to oversee the student judicial process.

After a brief discussion on the student handbook and overview on academic and social policies contained therein, I asked each class to count in to groups of four. I instructed each group to identify a leader and select a team name. We went around the room and introduced the team leader and team name, which I wrote on the board. I then explained that it was the team leader's responsibility to select a team spokesperson and scribe to record the team's conversation in the ensuing discussions.

At that point, I handed out to each group leader the first scenario. I tried to keep the instructions simple and have the leader designate someone from the group to read the scenario while the scribe recorded the general discussion. The first scenario was as follows:

Scenario #1: Your parents finally left. You have mixed feelings: You know how much they love you and have sacrificed to get you here. They have been driving the same car for 12 years now, along with other things, in order to save for this big day. You are also happy to finally be here...on your own...to make new friends and a new beginning. You just called your new friend Sarah, from the first floor. She offered to walk with you over to the University bookstore because you still need to get a few books for classes. On the way, she laughingly tells you she has a little extra spending money since three textbooks totaling \$209 "*found*" their way into her bag. She says her Dad gave her a lump sum for books, and estimated way over, so she also wants to go to the mall to look for a new purse. What is your initial reaction to this? What are the key issues?

After about eight to ten minutes, I had each group report on the general aspects of their conversation. I had them explain to the entire class their group reaction to the scenario. I asked if there were dissenters who felt the behavior was funny or acceptable. There were always some. It was interesting to see the majority of the group express their displeasure with the dissenters. I then asked the group leaders to assign a letter grade for the group's effort. I explained that a grade of "A" should be earned if all members contributed to the conversation and expressed their views with courtesy and reasoning, even if it was a dissenting opinion. I then recorded each group's letter grade on the board. I then handed out the second scenario, which was as follows:

Scenario #2: You and your friend head off to Shop Rite to get some supplies. You are thinking about Ramen Noodles, and some other goods. When you get there, the store is practically empty. Your friend is a few steps ahead of you, and you notice he is stuffing goods into his sweat pants! As you get closer, he looks over and laughs. He encourages you to come along. He is stuffing Ramen Noodle packs, bags of beef jerky, and you can't believe it, but he drops a stick of Hormel Pepperoni down his leg. You can't believe it, and head the other way. You get in the checkout line and pay for your noodles and stuff, trying to act like he is not with you. He pays for a big bag of Doritos and follows you out. As you head to the car, what goes through your mind? Besides a fear of being caught, why else are you shocked?

Following the same pattern, after approximately forty minutes, I again asked each group to respond. I recorded each group's grade on the board. At the conclusion of the dialogue, I handed out the third scenario, which was as follows:

Scenario #3: You are all prepared for finals...looking forward to the semester break. You and some friends all head off campus to a party at house rented by a group of guys you know. When you get there, you see they have a lighted holiday tree all decorated, along with plastic lighted decorations of penguins, a Menorah, and a Santa. Everyone is having a good time, and you and a friend comment on how cool the decorations are to one of the hosts. He thanks you and laughs. He tells you the tree is courtesy of the golf course, and the decorations are courtesy of some local neighbors. What goes through your mind?

At the conclusion of the allotted time, I again asked each group to report in and discuss what was covered during the conversation. I again asked the group leaders for the group grades and recorded them. The fourth scenario was as follows:

Scenario #4: You are invited by a classmate over to his room to spend the next night before your final cramming. You show up and there are two other people from class there studying. You recognize Rachel, whom you think has done very well in class. She seems confident and is just reviewing notes. You also notice Sam, who is agitated. He has been the class clown all semester when he showed up. He keeps saying he is going to tank this, he is going to fail. After a late night coffee run, you all settle in to studying. You notice Sam is spending time asking everyone what questions they think will make it to the exam. You all tell him to

calm down and review the study guide provided by Professor Wallace. He thinks he has a great idea, and begins to copy all the answers to the study guide questions to a small sheet of paper. He settles in to a pattern of reducing the cheat sheet smaller and smaller. He finally gets it down to the size of the palm of his hand. On test day, Sam finds a seat way in the back of the class. You get the exam and begin answering the essays, because they are what you studied. After 35 minutes, you see Sam get up and walk to the front. As he passes, he smiles at you and Rachel. He hands in his exam and leaves. A few weeks later, you hear Sam got a “B” on the exam. You also received a “B” and you hear Rachel earned an “A.” How does Sam’s cheating to earn a B make you feel?

At the conclusion of the fourth scenario, I collected each group’s question and notes. I told the class that all of the scenarios were actually real situations, and that they will often find themselves in similar situations while at college. I pointed out that the vast majority of them seemed to agree that there were people doing the wrong thing in each scenario, and many of them indicated that they would step up and say something to the person voicing their disapproval of the behavior in question. I then asked each class if they knew someone who cheated back when they were in high school. Nearly everyone raised his or her hands. I pointed out that I was looking into the topic of academic integrity as part of my doctoral dissertation and had done a questionnaire last year with Clear View College students. I shared with the class the fact that many of the respondents in my questionnaire responded similarly, that they knew people who had cheated, and some even indicated that they had cheated. I also shared with the classes that many

students thought, incorrectly, that everyone or the majority of students cheated. I pointed this out, and the fact that many of the respondents in my questionnaire answered that they felt they knew people who cheated, but that a majority of they themselves did not cheat. I pointed out that this seemed to indicate a misperception on the part of the students that “everyone but me is cheating.”

I asked each class who among them felt that cheating was wrong. I was surprised to see that more than a few students, mostly male, did not raise their hands in agreement. I asked them why they felt, on any level, that cheating would be acceptable. The response was mostly that they probably would not do it, but they would not find fault with someone else if that person cheated. I then asked them what would happen if the other person cheated. We discussed with those who felt strongly that it was wrong that it would be an unfair grade the student did not earn. Some students said they would be angry the cheating student received a better grade without earning it, as in the last scenario. I pointed out that all students are paying the same very high cost of attending a private institution, and asked why it would not make them mad to know that someone else received a better grade without earning it. The discussion that ensued included students being angry that a person would then go into the work world and possibly get a coveted job and not know how to complete it, while they might actually know the job, but not get it because while their GPA was real, it was lower than the cheater’s grade point average.

I then asked each class why they felt their classmates cheated. Similar to reasons given in past research, the answers ranged from their classmates wanting to get ahead; to because it was easy enough for them to think they could get away with it (McCabe & Trevino, 1993; 1996). The conversations that ensued until the end of each class period

were very fruitful, with all students participating in discussing their feelings. I brought up the “grandmother test” which I explained as considering what their grandmother would say before doing something. They all liked the concept and seemed to be a very concerned, activist group of students. I left each session by giving them my contact information and encouraged them to look for other advertisements on the subject in the upcoming editions of the student newspaper and other places on campus. The advertisements in the school newspaper would be part of the campaign of awareness as the fall semester continued.

The achievement program sessions were part of a larger orientation program for those freshman students enrolled in the program. At the conclusion of the orientation session, an evaluation form was administered to the students to gauge how satisfied they were with the various workshops. The four teams that returned the evaluations responded to Likert style responses of very satisfied, satisfied, neutral, dissatisfied, or very dissatisfied. Their responses are categorized in the table below.

The group identified as the Blue Team had three respondents reply that they were very satisfied. The Blue Team had thirteen respondents indicate they were satisfied, and nine respondents indicate they were neutral. There were no dissatisfied or very dissatisfied responses. These responses are represented in Table 6.1 below.

The Green Team had three respondents indicate they were very satisfied. Fifteen respondents indicated they were satisfied. Five respondents indicated they were neutral. No respondents indicated they were dissatisfied or very dissatisfied. These responses are also represented in Table 6.1 below.

The Red Team had six respondents indicate they were very satisfied. They had eight respondents indicate they were satisfied. The Red Team had eleven respondents indicate they were neutral. There were no responses of dissatisfied or very dissatisfied. These responses are seen in Table 6.1.

The Yellow Team had one very satisfied respondent. They had seven satisfied respondents. Four respondents indicated they were neutral. There was one respondent who answered, “Dissatisfied.” There were no very dissatisfied respondents on the Yellow Team, as seen in Table 6.1.

Table 6.1. Satisfaction of Achievement Program Students to Workshops.

Team	Very Dissatisfied	Dissatisfied	Neutral	Satisfied	Very Satisfied
Blue			9	13	3
Green			5	15	3
Red			11	8	6
Yellow		1	4	7	1
Total		1	29	43	13

As part of the campaign of awareness, I approached the dean of freshmen about an idea to include a segment of the syllabus of the freshman seminar centered on Clear View College’s academic integrity guidelines. He believed the topic was being discussed, but without any consistency or depth. I sent out a reference to school’s policy in the student handbook for him to include on the syllabus. He encouraged me to send an e-mail to the instructors outlining the specific points from the school’s policy for the instructors to cover. I sent the e-mail and many instructors responded positively that they would be covering the material.

I also had the opportunity to place advertisements in the Clear View College newspaper promoting academic integrity and encouraging students to review the academic guidelines in the student handbook. The advertisements also had the link to the University website where the guidelines are posted. In addition, the advertisement aired several weeks as a scroll on television monitors across campus. This was done at the middle and end of the semester, just prior to the approximate start of exams. Even though individual instructors schedule their own exams, the purpose was to try to get the advertisements out prior to midterm and final exams.

As I worked on the advertisements for the student newspaper, I also received a call from a student writer from the newspaper. She told me she was working on a paper about cheating at Clear View College and heard I was also working on the subject. She asked if I would be willing to do an interview with her for the student newspaper. I agreed and we met to discuss her paper. She shared results from her questionnaire that seemed to indicate that very few students cheated at Clear View College. I did not want to enter into a discussion on the validity of our respective findings, but I did share with her the results of some of my discussions. We also talked about the various reasons why students felt their peers cheat. She printed her article in the student newspaper and outlined our conversation in December of 2009.

During the spring 2010 semester, I began to collect data on the effects of my campaign of awareness. With the help of staff from the freshman achievement program, I sent e-mails to the achievement program students advising them that I was looking for volunteers willing to participate in group discussions on academic integrity. I also solicited volunteers from the Freshman Seminar willing to volunteer. I also asked

instructors from the Freshman Seminars to volunteer to discuss the topic. Over the course of the semester, I conducted six separate interviews, totaling discussions with thirteen individuals. The questions were the same for each group, with a focus on what, if any, they saw of my campaign of awareness. I also asked them about their experiences observing others cheating, and what their views were on why students cheat. I also asked them what they felt the University could do to increase awareness, as well as what the University could do to decrease incidents of academic misconduct.

Once all interviews were transcribed and analyzed, several collective themes emerged from each interview. One emerging theme was that students felt that cheating was not that big of a problem at Clear View College. Another recurring theme was that all students felt that the majority of college students come to college with their minds already made up about if they will participate in cheating or not. A third recurring theme was that the college could do more to prevent cheating. As a subsection to this, it would be more meaningful if that came from other students rather than having the impression of coming from the college.

The first interview was with two freshman students from Clear View College enrolled in the freshman achievement program. They were both present at the program I conducted just prior to the start of the fall 2009 semester. That program dealt with various scenarios challenging students to make morally sound decisions to scenarios I gave each group. My first question to the two interview students was about that session. I asked them to discuss the ways the session helped them think more critically about issues like moral development and specifically academic integrity. Both students responded that the session helped, but only to a point. They each described how they already came to Clear

View College with, “academic integrity.” One student stated, “I don’t think it helped me because I’ve always had academic integrity.” The students felt the program raised their awareness about the types of things they could get in trouble for doing, because they would not have otherwise knowingly committed acts of academic misconduct.

The students were asked about how they perceive the seriousness with which the college views the issue of academic misconduct. They both quickly cited several examples of the college making the policies available to them. Such examples included having students sign agreements in certain writing classes that they knew they were responsible for reading and abiding by the college’s academic guidelines, and individual teachers who attempted to verbally explain the policies. The interviewees felt the attempts by the college were a deterrent to get to the students earlier, before they had an opportunity to attempt an act of misconduct. The two students recalled that the subject of academic integrity and the college’s policies were covered in their freshman seminar.

The students were asked why they believe college students cheat. They cited the pressures of succeeding in college. These students said pressures come from various origins such as parents, from the competition of other students, and the need to find a job after college. One student explained,

Cause they feel trapped, like, they don’t know the material and they think they’re going to fail and they just, they want to do well, but they’re not going to, they know they’re not going to because they didn’t study or look over the material or they just, maybe they didn’t grasp it, so they feel they have to cheat in order to do well.

The explanation covers various reasons, but clearly identifies the pressures of succeeding in college, and includes the possibility that students did not work hard or study enough to succeed. Therefore, cheating becomes an option (McCabe, et al. 2012). The other interviewee indicated that students might not be confident enough to believe they can succeed just by studying the material and taking the exam based on their knowledge:

I think that students don't give themselves enough credit, so I think they look down upon themselves sometimes so they do it, without...they don't look over the material because they know they can just cheat. They think they can't learn it in a way.

The second interview was with two freshman students who were participants in the freshman business seminar conducted in the fall 2009 semester. The students were asked if they recalled the session and what was covered. They both indicated they recalled the class, as well as academic integrity being covered. One student remarked,

I know it was covered, but I can speak for myself and you know you should not cheat. You should know there are very serious consequences like plagiarism in cheating and being caught. I know for myself I would not take the chance because you can be expelled from school.

This was an interesting rationale for not cheating in light of my asking if these students had ever witnessed a student cheating and being caught. Neither student saw someone cheat and get caught. The student who knew you could be expelled from school said she had heard of students being caught for cheating. She said the teacher allowed the cheating student to retake the test after, "three months of studying."

When asked why they thought students cheat, these two interviewees answered similarly to the previous interviewees. They described students as being under pressure to get good grades. They cited professors who do not speak clear English, and this was motivation to cheat, due to the students not understanding the daily classes. They also described students as being lazy and not wanting to, “waste time studying so they think they can cheat and get away with it.” They described the average student workload as being very high, and the average student being unable to manage the work. Therefore, this can lead students to cheat in order to succeed. These results all echoed previous research (McCabe & Trevino, 1993; 1996; McCabe, et al., 1999; McCabe, et al., 2001).

The third interview was conducted with four students who participated in the freshman business seminar program during the fall 2009 semester. The first question to these students was about their perceptions of a cheating problem at Clear View College. They were unanimous in their response that cheating always has the potential to be a problem in college. Their point was that students cannot be watched all of the time. There are many assignments, particularly with writing, where students must do work on their own, and the expectation from the university will always be that they are doing their own honest work. Several students cited English classes they took where the professors had them work independently on writing assignments, but would not accept the work until the students submitted the work to Turnitin.com to verify the work was original.

When asked about coverage of academic integrity in their freshman seminars, three students responded they did not recall the topic being covered. They followed up by stating that the topic was covered in other classes by faculty. Collectively, the students stated without prompting that regardless of the coverage, all students know that cheating

is wrong, and there are consequences for doing it. One student explained, “I think it’s more black and white than alcohol. When you’re cheating, you’re cheating. You’re not being unreal about what you’re writing.”

When asked why they felt students cheat, the answers were similar to previous inquiries (McCabe, et al. 2012). They responded that students cheat because there is not enough time so they have to find some way to get better grades. Other reasons for cheating included pressure from parents, it is necessary to get good internships, scholarships, and ultimately, good grades. All the reasons described led the students back to the pressure to do well, and to get good grades. One student responded, “They do it because they can get away with it, so why put in the time, work, and effort to get the grade when if you sit next to someone smart you can look at their paper.”

The students were asked if they felt their peers took the issue of cheating seriously. They responded that they did not believe students take cheating seriously. They cited that they feel the cheaters have been cheating for so long they no longer take it seriously. It becomes, “...part of their mentality. They don’t think they are doing anything wrong” one commented. Some answered that those who do not cheat are cautious and do not cheat because they do not want to be caught. One student remarked:

In the conversation I had, cheating now days is more. Everyone knows it is wrong but now days, it is socially accepted in a way. When people see it they won’t go and tattle or they won’t go and confront that person. They are going to think I’ve done that before, I will do it again. They understand why they are doing it. They don’t see it as bad. They don’t want to make an enemy of that person. Like I said, it is more socially acceptable than before.

Students indicated that they felt the decision to cheat today was a spur of the moment decision. They said with technology, every student knows where they stand academically, and should know what grade they need to succeed.

When asked about things that deter students from cheating, the students were contradictory. They said the school does not do enough to publicize what happens to cheaters. They described that if students knew what the consequences were, it would, "...lessen the percentage rate, or the amount of people who do it because of the shock before you even start school."

The students were also asked about what deters people from cheating. There was a wide range of responses. The students discussed that most people would be deterred because of their own conscience. They should already know that it is wrong to cheat and that alone should dissuade cheaters. However, it does not in all students. Like the previous groups, the students all agreed that knowing the consequences of being caught, and hearing the specifics of what really happened to a student would greatly influence the decision to cheat. These student responses also echo previous student responses in earlier studies (McCabe & Trevino, 1993; 1996; McCabe, et al., 1999; McCabe, et al., 2001).

The fourth interview was with an individual student who was in the freshman business seminar. The student knew of one particular person getting caught cheating on a test in a class. He felt that students at Clear View College cheat slightly less often than the average college students. He commented that many of his peers cheated in high school because it was easier to do there. He said many students in high school made use of cheat sheets and brought them into class during tests.

The student was also asked why he thought students cheat. He answered that he believed many students were lazy or unmotivated to work and cheating was an easy way to maintain good grades without putting excessive amounts of work into their studies. He also cited pressures to do well academically. These pressures came from parents to do well because of the money being paid for college education. The pressures also came from the desire to get a good job.

The student was also a member of the freshman achievement program. He came back early at the beginning of the fall semester and participated in the early seminar sessions for the first year students enrolled in the achievement program. I asked him if he recalled any sessions on moral decision-making and academic integrity. He did recall attending my session, although I was not sure if he remembered me. He vaguely described being in a session, "...where they mentioned the consequences if you got caught cheating." When I asked him what they would be, he could not recall. When asked about any other noticeable components of my campaign of awareness he might have seen, he stated he thought there might have been something on the electronic scroll. He said he did not "hear" anything on the news.

The student commented that these efforts are helpful in trying to get the word out about cheating. He stated he felt the efforts help students focus more on their work and getting it done, rather than contemplating the act of cheating. He also offered suggestions that could be deterrents to prevent students from cheating. As in previous interviews, they included having upper classmen discuss cheating with underclassmen. He stated this would be more believable to the underclassmen, especially if the focus were on the morality of cheating. He also suggested that professors could mix up exams more

frequently. He said that offering multiple exams during a test would also be an effective deterrent to cheating.

The fifth interview was with an individual student who also participated in both the freshman seminar and the freshman achievement program. He also attended the freshman seminar achievement sessions I conducted at the beginning of the fall semester. He could not recall the specifics of the sessions that occurred prior to Labor Day. He did state that he was a commuter and did not stay overnight and the weekend for the freshman achievement program sessions. He recalls the focus being on honesty. He said it was common sense that professors expect that students will submit honest, original work.

This student had a high school experience that focused on high expectations about academic honesty. He said he went to a Catholic high school and was in a college preparatory program where it was, "...like college simulated, so they expected of us to come to college, you know, without cheating and to be honest.."

The student admitted that he observed cheating occurring in his first year at college on several occasions. He said he felt bad for not wanting to report the offenders and that it was happening without the professors knowing that it was occurring. When asked to expand further on how he felt while observing the cheating taking place, the student said he was also upset. He was upset because he felt he had put a lot into studying for the work in question and felt that the people cheating were getting away with the cheating that would ultimately have potential to get them a better grade for something they did not work toward, but he did. The student commented that he had professors who made use of Turnitin.com to review papers submitted by students. He felt this was a good

tool because it made students submit work representative of the amount of effort they put into the paper.

The student was asked if he could recall any advertisements or interviews in the student newspaper. He was also asked if he recalled seeing any messages on the scrolls on the television monitors. He stated he could not recall seeing any of these messages. He also stated that he was a commuter student, and he did not spend time in the snack bar in the student center or other places where the monitors are present. He also said he did not pick up the student newspaper.

The student stated that he did not personally know people who cheat, but felt he knew why students cheat. As in previous interviews, he stated that people cheat because they are lazy and do not want to spend the time studying. Another reason he offered was that they forgot in the moment of the test and it was easy to cheat. The student also said that there are some students with strong moral values and some without moral values. Those with weak moral values tend to cheat.

When asked about what might deter students from cheating, the student responded that most people with strong moral values would not need a deterrent to not cheat, but would already know it was wrong, and not engage in that type of activity. Those that may consider cheating might be deterred by knowing what the consequences are for cheating. The student suggested that the University could raise awareness about honesty by focusing on integrity and better decision making in seminars and all classes. He stated that it is an important message because those students who cheat do not realize that they are getting everything in life fraudulently and not by actually acquiring knowledge.

The sixth and final focus group was comprised of three seminar instructors who all work administratively for the college. One instructor felt that there is at least one or two students cheating or contemplating it during every test given. He did not think this was out of the ordinary and that Clear View College was possibly even better than other institutions in terms of frequency of students cheating. He did not have anything upon which to base his impression. Another instructor felt that the problem, while significant, was not intentional. He felt it was a result of students not knowing how to cite material from various sources, particularly from electronic sources found on the Internet. The third instructor felt that the Internet provided an easy source of information and that because it is a form of common knowledge, therefore it belongs to everyone and does not need to be cited.

The second instructor kept stressing his opinion that academic dishonesty is less malicious, and more the result of educators not properly teaching students how to cite work that is not their own. The instructor felt this really began at the middle school and high school levels and culminated in the college students we have today. One instructor interjected with an example from his online course. He said the instructor was reprimanding students for using Wikipedia and not properly citing. "How are people to know that that's not a reliable source? Is there really a mechanism to say what's proper and what's not? I mean, no."

I asked the group if they received the packet I prepared for seminar instructors. The packet contained a brief overview of what to discuss and pointed instructors to the relevant pages in the student handbook, which covered the definitions of various forms of cheating as well as the procedures to be followed in the event of academic dishonesty

cases. The instructors all indicated they did receive the information along with the rest of the teaching material for the class. Two of the instructors then discussed how all seminar instructors receive the material, but decide for themselves how much to cover and to what length. One instructor declared that all faculty members give students a contract to sign at the beginning of class, which outlines these academic guidelines. I pointed out that this was a proposal that did not pass in a vote of the faculty union, that all faculty members would administer the academic guidelines and have students sign. I pointed out that only the English department faculty agreed to have students sign the contract, but the official language was that faculty may ask students to sign the contract, and in reality, very few faculty members outside of the English department have students sign the contract, or discuss the academic guidelines.

All three instructors contradicted themselves slightly by agreeing that students come to college having been previously informed about what is right and wrong in terms of cheating and plagiarism. They felt that students are already informed after high school about cheating. To some extent, this includes properly citing material in the text of a student's work. The one instructor still maintained that students should be continuously reminded of what proper citing is, and if they fail to do that, it is not necessarily malicious or intentional.

They all agreed with each other and the other students interviewed on the reasons students cheat. They cited the pressures of doing well in college. These pressures came from parents and from the need to do well academically to maintain scholarships and financial aid. They came from the desire to succeed in order to increase the chances of securing a good job upon graduation. They cited student laziness, and poor time

management on the part of students. As a group, the instructors also said another reason why students cheat is due to not knowing what constitutes cheating. These instructors essentially echoed student reasons for cheating found in earlier studies (McCabe & Trevino, 1993; 1996; McCabe, et al., 1999; McCabe, et al., 2001).

When I asked about other ideas or suggestions they had to improve awareness on the issue of academic integrity, they responded negatively. One instructor said that more than enough was already being done. He felt we as an institution go overboard in our efforts. Interestingly, this instructor continuously declared that students do not intentionally cheat. Another instructor said he felt he was doing all he could already and that until faculty started holding students accountable, there was no point to doing more. He reasoned that if students did not actually see for themselves what happens when students cheat and get caught, then there was no point to spending any more effort on teaching prevention from the student affairs side of the University. The third instructor remarked that he felt that students came to college and their cheating was an end, not a beginning. He reasoned that their development of moral virtues was already formed at that point. He felt additional instruction on the rights and wrongs of cheating would not have much value. He also felt it was much more meaningful for faculty to hold a student accountable in the classroom when and where cheating actually occurs. All three instructors indicated faculty were not doing enough to hold students accountable for their acts of academic misconduct.

After reviewing the responses from the various interviews, I focused on the three themes that emerged from the data. The first theme was that students felt cheating was not that big of a problem once they got to college. This sentimentality was expressed by

approximately eight of the ten students interviewed. The students in the first interview felt that plagiarism on a paper or paraphrasing without proper citation would not be such a big deal if the intention to cheat were not there. There was also a sense of sympathy for those students who were outright cheating. The interviewees said that most students cheat because they do not grasp the material, and cheat almost out of a sense of desperation. The two students from the second interview were also sympathetic toward those fellow students who had professors who did not speak English well, and had to do whatever they had to in order to succeed in those classes, including cheat. The four students from the third interview said that cheating is much more socially acceptable today. One of them remarked, “Why should I study for three hours when I can just glance over my shoulder?”

The theme that cheating is not that serious in college was reinforced in the interview with the three seminar instructors. The instructors are administrators who volunteer to teach the seminar course for a small stipend. They are not faculty members. Given the fact that they are not faculty, it was surprising to hear the lengths that two of them went to repeat their assertions that the failure to properly cite was not malicious. There is very little, if any, requirement that students in the freshman seminar submit any writing that would require a depth of scholarly work that might include citations. The three clearly felt cheating is not a serious problem. This is summarized by one instructor stating, “I don’t think it’s epidemic or different at any institution. I don’t think it’s that big of a deal.”

As a subsection to this first theme, it is important to examine if there is a level of acceptance among students for the act of cheating. The students in the first interview

discussed how easily it could be to make a mistake and, "...not even realize." Later in the interview, this student related how many of her friends do not take the issue of cheating seriously. A student in the second interview spoke of hearing of a student who was caught cheating. She related how that student talked her way out of any significant penalties, and only had to retake the test the following semester.

The students in the third interview related their experience with faculty who seem not to take the issue of cheating seriously. They recounted a story of a professor who made use of Turnitin.com. The professor would check to determine what percentage of suspicious material the computer program would catch. The professor would not deduct points from the paper as long as the mistakes and suspicious material registered no more than twenty percent with the program. The instructors interviewed in the fourth group exhibited acceptance of the issue of plagiarism. They repeatedly explained the occurrence as one of misunderstanding.

The last student interviewed who went to a Catholic high school expressed his opinion that students had either high moral values or low moral values. According to him, those with high moral values tended not to cheat, but those with low moral values engaged in cheating. He expressed strong aversion to those who would cheat, but even he said he did not want to get involved with turning in cheaters. "I felt bad, because, you know, I don't want to be like a rat..."

The second theme was that students come to college with their minds already made up about whether or not they will cheat. The two women in the first interview commented that the sessions prior to the start of the fall semester only added to their views that cheating is wrong. One of the women commented that just plain pride in her

work was enough of a deterrent for her not to cheat. “I would rather fail than cheat because at least I know that if I did get a good grade it was because of me, not because of someone else’s work.”

One of the two women in the second interview commented that even though academic integrity was covered in class, and people had to sign an agreement in English class, students should already know it is wrong to cheat and they should not do it. One student from the group of four was talking about the University doing more to make the consequences for cheating known. She commented, “Obviously every student knows that cheating is wrong.” Another felt that students clearly know what they are doing when they cheat, and the act is clear and decidedly intentional. “When you’re cheating, you’re cheating. You’re not being unreal about what you’re writing.” It was the opinion of the student in the fifth interview that cheating at college was on a much smaller scale than when he was in high school.

The sixth student interviewed felt strongly that the decision about to cheat or not was made prior to college. This notion was shared with the instructor in the fifth interview who felt that cheating on the part of the student was an end. It was the result of their moral development when they arrived at college.

The third theme to emerge was that the University could do more to prevent cheating. The students from the first group felt teachers should be more active when addressing the issue. They suggested faculty pay more attention to people taking tests, and offer more lecture on the topic of academic integrity. They also suggested the University should do more in the way of sessions discussing what happens to students who are caught cheating. The students in the second interview suggested that faculty,

“...should not let it get brushed by. Just knowing some consequences of past students who cheated would help.” They also suggested the University should put posters in the halls advertising the scenarios and consequences of those students caught cheating. The students in the third interview echoed the need for students to hear what happens to those students who are caught cheating. One student described two classmates who were caught cheating and everyone heard how they failed the assignment as a result.

“Everyone in my class now knows that and it would be stupid to try and cheat, especially because my teacher is looking for it.”

The student in the fifth interview suggested that upperclassmen should have a larger part in delivering the message about academic integrity. He felt that underclassmen would not take seriously the discussions of faculty and administrators. He said upperclassmen should somehow be involved with orientation and discussing the morality of cheating and the larger topic of the virtue of reason. He also suggested that faculty members could do more in class to make it more difficult to cheat.

The student in the sixth interview also suggested that faculty need to do more to get the message out about academic integrity. He said faculty should publicize all the honesty of the students as a counterbalance to also advertising those instances when a student is disciplined for cheating.

The students in the focus groups were asked similar questions. At the beginning of the interviews, the questions dealt with asking the students to recall what they saw or heard over the course of the year about academic integrity. The discussions were centered on their recalling all the things the college was doing in an effort to educate them about academic misconduct. Regardless of whether they remembered the specific points of my

campaign of awareness, they either all witnessed acts of misconduct or heard about someone who committed an act of misconduct. They also all had their own opinions about the frequency and seriousness of acts of academic misconduct. Nearly all interviewed shared similar reasons for why students cheat. They all had similar recommendations for the college that they felt might increase awareness about academic integrity. Interestingly, these suggestions all were slight modifications to what I had already conducted across the campus during my campaign of awareness.

There seems to be a general perception that the larger community in higher education tolerates a certain level of academic misconduct. Based on the interviews with students and seminar instructors, this may be in part due to the lack of students being able to identify any individual who actually went through the process of the institution as a result of being caught cheating. Faculty seem to be hesitant to consistently identify and accuse potential acts of dishonesty. When they do, there is seldom an official documentation of the incident and a letter forwarded to the student's file. While the faculty members interviewed in the pilot study explained a hesitation to become involved in making accusations that could become a lengthy process and questionable outcome, the results are that less formal accusations are being made.

Chapter 7

Observations of the Campaign

This chapter focused on the various changes that have taken place over the course of my dissertation work. These changes center on the climate of academic integrity at Clear View College. As mentioned in my introduction, I first became interested in the issue of academic integrity as a result of my observation of a student cheating during a course on research while I was taking field notes. Then the initial information on the topic of academic integrity at Clear View came in the form of data from a pilot study of faculty beliefs on the issue. During the Spring 2005 semester, I was working in the Leadership Applications Fieldwork Seminar. While in that seminar, I interviewed faculty members from Clear View about their own experiences with cheating in the classroom. Many of those interviewed were former members of the academic integrity committee on campus. That committee reviews the most serious cases of academic misconduct at Clear View College. The responses from the interviews generated a curiosity about how the college actually adjudicated cases of academic integrity, as well as a curiosity about student beliefs and perceptions concerning the topic.

After hearing from the instructors, I began to believe that the college had a very laissez-faire attitude when it came to responding to suspicions and cases of academic dishonesty. The faculty interviewed all indicated that they knew of no students who were dismissed from the college for acts of academic misconduct during their tenure on that committee. In fact, those interviewed explained that the suspecting faculty had the choice to refer the matter over to the academic integrity committee or not. The interviewees indicated that it was usually the preference of faculty not to get into a contentious

situation of accusing a student of misconduct in such a formal process. I became concerned and began to wonder what the perceptions would be among the students.

As I began mapping out my cycles for the dissertation, I realized that I would have to start out smaller and work to a larger conclusion. Initially, I thought that a resolution of many of the problems at Clear View would come in the form of an honor code. I believed that if I could be part of an effort to initiate conversations about an honor code and help with the transition to an honor code, the work would be the focus of my dissertation. After discussing this with my adviser, I decided against hinging my dissertation on the outcome of there being an honor code successfully implemented at Clear View College because I would not be part of such a faculty led process. The talk about an honor code still goes on. Committees were never formed and departments disagree on who will even run the committees whenever they do get formed.

My interest began to center on the students and their perceptions about the topic of academic integrity. How would students perceive the climate of academic integrity at Clear View College? I felt that if I could determine where they were with regard to their perceptions, I could then rely on literature and past research to meet them and educate them through a campaign of awareness in order to make improvements to the landscape. At the conclusion, I would be able to go back and determine if my campaign of awareness raised the student perception that academic integrity is important on campus. If successful, I could continue to push this agenda with the various networks with whom I interacted during my campaign of awareness.

If the dissertation project were to affect the population of students at Clear View College, I would need a starting point. I would first need to understand student

perceptions about academic integrity before I could develop an action plan. In my methodology, I pose the question, “How do students perceive the climate of academic integrity at Clear View College?”

For me, the most logical place to start understanding student perceptions after the pilot study with faculty was with a population of freshmen. These students were just out of high school in their first semester of college. In the first cycle of the dissertation, I sent out a questionnaire to freshman enrolled in a seminar in the school of business at Clear View College. The questionnaire was administered by instructors in the Fall of 2007. The intent was to examine undergraduate student beliefs about academic integrity just as this group of students experienced academia at the college level for the first time. I selected the freshman business school seminar as the focus of the questionnaire partly because I was an instructor in that course. The course is administered every Fall by volunteer instructors from faculty and administration. It is a nonacademic course worth one credit hour. All business students are required to take the seminar upon entering Clear View College. Using such a group would give me their impressions coming from high school and estimate their perceptions of just the first few months of their college experience.

The results of the survey were consistent with preexisting research on the subject of student perceptions of academic integrity (McCabe & Trevino, 1993; McCabe, et al., 1999). Students indicated they knew people who cheated at their last institutions. Interestingly, they also indicated that people cheated despite knowing the policies on academic integrity, as well as the consequences for getting caught cheating at their last institutions attended. Students seemed uncertain of the extent of cheating by their peers at Clear View College. This may have been due to them only attending Clear View College

for about two and a half months when the questionnaire was administered. Perhaps for the same reason, it seemed that only about one quarter of the respondents indicated they knew of peers at Clear View who had cheated. A quarter of the students who responded also did not describe cheating as, "...happening often at Clear View College." This suggests a tolerance on the part of these first year students for up to twenty-five percent of their peers conducting some type of academic dishonesty. When asked if they had friends who cheated, students seemed unwilling to admit they knew of any such students. This suggested that they were unwilling to admit their friends cheated, or possibly that they truly did not know of cheating students and were basing their answers on perceived notions of what their peers were doing.

Even though they had been at Clear View for only two months, more than half of the students from this first questionnaire agreed that students who know what the consequences are for cheating are less likely to cheat. This also echoes previous literature (McCabe & Trevino, 1993; McCabe, et al., 1999). It would also seem to imply that students need to be afforded some degree of common sense. They already know that cheating is wrong. They just need to be reminded of potential punishment as a deterrent to not making the conscious choice to cheat. This type of response appears again in a second questionnaire I completed later. It appears to negate the notion that students just do not know the difference between what is considered right and wrong regarding acts of plagiarism and need to be taught by faculty. It raises some doubt about the argument that faculty are not doing enough to raise awareness of the issue of academic integrity.

In the Fall of 2008, I was able to successfully administer a second survey on academic integrity. The second survey was administered to the entire population of Clear

View College students. It was the survey instrument designed and used by Dr. Don McCabe of Rutgers University. It is also being administered at approximately 100 other institutions. I utilized it according to the previously described agreement with Dr. McCabe. I was able to send out a pre survey announcement, an announcement of the actual survey, the survey itself, and two reminders to the entire population of approximately 5987 students through Clear View's e-mail system. The survey went to all students, including undergraduate and graduate students alike. For the dissertation, I focused on the data provided by the undergraduate population. The return rate of the e-mailed questionnaires was approximately 18.9%.

The second survey to all students was more comprehensive than the first and asked specifics such as the degree to which students were being educated about academic integrity policies at Clear View College. It specifically sought out the attitudes and values of Clear View College students through examples of their academic behavior. It asked about the frequency with which students observed various acts of academic dishonesty, as well as what students perceived regarding specific acts, along with how serious the students interviewed rated various forms of cheating. Clear View students repeatedly indicated by a large majority that they would not report an incident of cheating if they observed one taking place.

In both the freshman seminar survey and the survey to the entire campus, the responses were consistent with the existing literature (McCabe & Trevino, 1993; McCabe, et al., 1999). Both surveys indicated large numbers of students who claimed they did not cheat, yet they also indicated cheating occurs frequently. This raises the possibility that students falsely believe more people are cheating than actually are. It may

also mean they are responding to the question about their own habits according to how they believe they should be answering; specifically they may be underreporting their own experiences with cheating.

Students also claimed there was not enough education being done by the school about the topic. As I previously indicated, this seems to contradict their answers regarding their own knowledge of what constitutes acts of academic misconduct. They also indicated they knew what constituted academic misconduct prior to coming to Clear View College. In addition, they also indicated their friends all knew what was right and wrong regarding acts of academic misconduct. Students claimed their fellow students who cheated had little recourse to stay ahead in a competitive world. They felt if a person could not learn it, the only alternative was to cheat.

The next phase of the dissertation involved developing a campaign of awareness about the topic of academic integrity. The purpose was to see if I could eventually effect a positive change on the student perceptions and climate of academic integrity through a heightened effort to raise awareness. This began in the fall of 2009. During that time, I had the opportunity to undertake the campaign of awareness of academic integrity into different areas of the campus. My goal was to introduce more opportunities for students to see and learn about the policies concerning academic conduct at Clear View College.

Over two semesters, the campaign included several elements. These elements included working with a select group of incoming achievement program students prior to the start of the Fall 2009 semester, working with the curriculum of freshman seminars, placing various advertisements about Clear View College policy in the school newspaper at strategic times during exams, and placing advertisements on the television monitors

throughout campus advertising the College's policy on academic integrity. I also sent out campus wide e-mails to all students advising them that they are responsible for knowing and abiding by the University's policies on academic integrity. In all of these steps, I included information leading the students to the policies located in the print version and electronic version of the student handbook.

One prong of the campaign of awareness was the opportunity to conduct seminars with students in the achievement program. In my methodology, I posed another question, "What were Achievement Program students' impressions of my workshop on the topic of academic integrity?" For this prong of my campaign of awareness, I was able to speak directly to these students, who came to campus prior to the start of the Fall semester.

I was fortunate enough to spend almost ninety minutes with each group. This was the first time the students were at Clear View College for an extended period. They were on campus to complete placement testing and handle administrative issues prior to the return of the remainder of students and the start of classes. When I met with them, they had no previous exposure to the larger campus student population and had not experienced a college class.

After a brief discussion on the student handbook and overview on academic and social policies contained therein, I asked each class to break into groups of four. I instructed each group to identify a leader and select a team name. We went around the room and introduced the team leader and team name, which I wrote on the board. I then explained that it was the team leader's responsibility to select a team spokesperson and scribe to record the team's conversation in the ensuing discussions.

I had the groups engage in small ice breakers whereby they introduced themselves, stated their home towns, and where they were going to be living on campus for the upcoming semester. I then gave them my educational background and told them generically about how my job on campus was to oversee the student judicial process.

As a means to getting to my topic of academic integrity, I felt it would be appropriate to begin by discussing other non academic-related behaviors first. Each group was given several specific scenarios involving moral decision-making. The first scenarios involved decisions to be made in social settings. These scenarios did not initially violate the academic policies at Clear View College. Each group was asked to discuss the scenarios and prepare a group response. The students then discussed their responses, along with the reasons for their choices. The final group scenarios all centered on decisions concerning academic integrity and involved choices being made about cheating.

At the conclusion of my sessions with the Achievement Program students, the coordinator of the program gave the students evaluations. The evaluations covered my sessions as well as several other sessions the students attended. The evaluations were Likert style evaluations with responses of very satisfied, satisfied, neutral, dissatisfied, and very dissatisfied. The responses pertaining to my workshops were overwhelmingly positive. Students were also offered the opportunity to supply comments on my sessions. The comments all indicated that my workshops helped them understand more about college life and what the campus offers as well as expects as a student with regard to their academic work. Comments stated the workshops were informative about the topics most important to students that relate to being in college such as academic integrity. Of the

eighty six responses received, fifty six percent of the respondents indicated they were either satisfied or very satisfied with the workshops I presented. Twenty nine percent indicated they were neutral, and one respondent reported being dissatisfied.

Another prong of the campaign of awareness involved my work with the dean of freshmen students. I asked if I could assist in developing part of the teaching curricula for instructors of freshman seminars. While it was a relatively simple step, it involved ensuring that all instructors had at their disposal the university's academic guidelines as part of the curriculum for the seminars. The actual segment instructors were to present to students was left to the design of the individual instructors. Another research question in my methodology was, "How did students and faculty perceive the curricular changes in their Freshman Seminar?" This question was not answered until later in the dissertation when I had the opportunity to gather several students who had completed the Freshman Seminar, as well as several instructors who taught the seminar. These focus groups all met in a conference room or my office. I recorded the conversations and transcribed them. I then looked for common themes to emerge. In the focus group with the instructors, the instructors echoed the students in that they felt students often were unintentional when they committed acts of academic misconduct. They mentioned a lack of understanding or education about the university's policies on the part of the students.

When asked if they covered the university's policies in the freshman seminar, all instructors claimed they did. They expanded that they felt it was similar to trying to inform students about the dangers of alcohol. They felt the message had been told to students so frequently that students tended to dismiss the message until someone was caught cheating. Then students had the tendency to claim they did not know it was a

violation. The instructors agreed that students know there is a policy, but do not necessarily know what that policy is. All three instructors interviewed for the focus group also stated that all professors were essentially including the university's policies on academic integrity on their syllabi at that point in time. However, this may not necessarily be one hundred percent accurate. Based on my previous interactions with faculty, as well as my original pilot study, it is my understanding that faculty are not required to place this information on a syllabus, but are encouraged to do so. There is no central record of how many faculty members are actually doing this. All three instructors agreed that there is a need for all faculty members to increase their coverage of not only the policies on academic integrity, but also what constitutes specific acts of academic misconduct. They felt this should be done at the beginning of every semester in every class.

Students were interviewed in the Spring semester following the first fall seminar of their freshman year. They were asked various questions about why they believed their peers cheated, as well as their impressions of those reasons their peers cheated. Their answers were consistent with answers given by students in existing literature (McCabe & Trevino, 1993; McCabe, et al., 1999). When asked about their recollections of the seminar taken the previous semester, some did not recall the course specifically covering the academic guidelines at Clear View College. Almost as if they were ashamed of not having remembered the discussion, those students were quick to point out that many of their classes have the academic guidelines already printed out on the course syllabus. It was also clear, based on the conversations with a group of instructors interviewed during

one of the focus groups, that it was a real possibility that not all instructors covered the topic of academic integrity and university policies with the same depth.

Another question I considered at the beginning of the dissertation was, “To what extent did students react to scrolls and newspapers?” In addition to working with the Achievement program, I also placed advertisements in the printed student newspaper and on a scroll on the television monitors across campus. The advertisements centered on the issue of academic integrity and the academic conduct policies of Clear View College. I deliberately placed the advertisements in the newspaper prior to the start of both midterm and final exams. During the follow-up focus group discussions, student recollection of these advertisements was mixed. Some students did not directly come out with recollections. Other students did recall there being some sort of statement reminding students to read the policy on academic guidelines. This can be attributed to not all students reading the school newspaper or passing through the student center during the times the message was played on the electronic message board.

At Clear View College, students are instructed at the earliest orientation sessions right up through the freshman seminars that the college considers e-mail as the official method of communication between the school and its students. Students are instructed to check e-mail sent to their university e-mail account frequently. I also sent campus-wide e-mails to all students on both campuses advising students that they are responsible for knowing and abiding by the college’s academic guidelines. I encouraged students to read the entire policy on academic integrity and I included a link to the policy in the e-mail.

Conclusion

For my research, I was clear I would need to know what students were thinking about the topic of academic integrity. How would students perceive the climate of academic integrity at Clear View College? This information would be necessary in order for me to frame out the project of the dissertation, and in particular, the campaign of awareness about academic integrity. A portion of the campaign of awareness centered on speaking with students entered in the achievement and enrichment program about moral decision-making and academic integrity in workshops. What were these students' impressions of my workshop? Another component of the campaign of awareness was to place advertisements about Clear View's academic guidelines on the television scrolls around campus and to place advertisements in the school newspaper. To what extent did the students react to these efforts? Another component of the campaign of awareness involved my giving input into the curriculum of the Business School's freshman seminar. How did students and faculty perceive these changes to the curriculum in that first year seminar?

After completing the cycles and considering preexisting literature, there are several important facts that remain clear. There is much more under the surface of this work than just improving awareness of the rules concerning academic integrity at an institution. The work being done during the campaign of awareness also raised student thinking about moral development. My work on the campaign of awareness should continue. I hope it will also improve over time. The institution needs to grasp that we are also developing our students' ability to think critically. If we are successful, we will also teach them that there is more than one way to view situations when confronted with

important decisions (Kohlberg & Hersh, 1977). These decisions include, but are not limited to, important decisions about whether or not one should cheat on a test or plagiarize a paper.

Much of what is happening at Clear View College with regard to academic integrity is tied back to previous studies. After interviewing students and reading their survey responses, a common theme still is that students are not clear on what the policies say about cheating on campus. This is a common reason given at most institutions as to why students cheat (McCabe, et al., 1999). This is still happening despite the fact that all freshmen are given a student handbook when they come to campus, and all policies are easily available and advertised on the college's web page. In addition, many of the professors provide direct quotes from the policy on academic integrity on their course syllabi at the beginning of every semester. Within my own study, students repeatedly suggested that faculty members could do more to promote awareness of the policies on academic integrity along with consequences for those caught cheating. Clear View student responses also indicated students felt faculty could, and should, do more to make it more difficult to cheat on tests and assignments. This is also consistent with student responses in other research (McCabe, et al., 1999).

My research set out to answer specific questions. These questions started specifically with a need to discover how Clear View College students perceive the climate of academic integrity. My second question was, "What are the attitudes and values of the students with regard to academic integrity at Clear View College?" What I found was a population of students who responded to my two separate questionnaires in much the same way as other students who answered similar questionnaires and surveys in previous

research (McCabe & Trevino, 1993; 1996; McCabe, et al., 1999; McCabe, et al., 2001). Clear View students stated some of the reasons they cheated were because they needed to stay competitive, because it was easy, because the environment allowed them to get away with it, and for the challenge. Students knew that cheating is wrong, and felt that the school is responsible for the cheating that is occurring. Clear View College students stated that they knew cheating is wrong. They knew this from their last institutions. They also stated that they knew people cheat despite knowing that cheating is wrong. Yet, they also said that students would be less likely to cheat if they knew what the consequences were for those students who were caught for cheating. This is also consistent with similar research on student perceptions of academic integrity done previously. It suggests that even though students know cheating is wrong, they may be less likely to do it if they know real examples of student outcomes for students previously caught cheating.

As I earlier indicate, a component of my campaign of awareness was to work with a population of achievement program students and freshman business seminar students. Several of my research questions concern how the campaign of awareness was received by these Clear View College students targeted by the campaign. During the Spring of 2010, as a follow up to my campaign of awareness, I conducted focus groups and interview sessions with students to gauge their perceptions to my campaign. The sessions were recorded and transcribed. I also took notes during the sessions. I then coded the transcripts and noted to look for emergent themes that would assist in answering my research questions.

My third research question was, “What were the Clear View College achievement program students’ impressions of my workshop on decision-making and academic

integrity?” My focus was on moral decision-making and academic integrity. I sought to better understand these students’ impressions of my workshop. I broke the achievement program students down into different groups and held several workshops. I was able to give each group real scenarios dealing with difficult moral decision making that culminated in an incident of potential academic misconduct. I was able to give these students a questionnaire with Likert-style responses asking them about their level of satisfaction with the workshop. The responses were overwhelmingly positive.

In addition, the director of the achievement program also sent out a survey for her entire training session. My workshops were only a portion of her bigger training, but she did have one question covering my workshops. Of 86 respondents, 13 indicated they were very satisfied, 43 indicated they were satisfied, and 29 were neutral. One student responded as being dissatisfied. There were several open-ended comments on my workshops. They indicated that students found the workshops to be helpful and a good way to learn about what to expect from the campus.

The results of the focus group and singular interviews also supported earlier research done with college students and academic integrity (McCabe & Trevino, 1993; 1996; McCabe, et al., 1999; McCabe, et al., 2001). The students again reaffirmed the previous data responses that students cheat to get ahead, and will continue to do so if they believe they can get away with it. They also said some students may be unintentionally cheating because of a lack of understanding of policies and what constitutes cheating. The achievement program students did recall my workshop in the focus groups conducted at the end of their first academic year. Some did not recall the specifics of the content, but broadly remembered the sessions as being helpful in navigating their first year of college.

My fourth research question was, “How did the students and instructors in the freshman business seminar perceive changes to include academic integrity in the curriculum?” As I mention previously, the focus groups and individual interviews were the main gauge of effectiveness of components of my campaign of awareness. Some of those interviewed were from the freshman business seminar. The sessions were recorded and transcribed. I also took notes during the sessions. The main topics concerning academic integrity were again consistent with existing literature (McCabe & Trevino, 1993; 1996; McCabe, et al., 1999; McCabe, et al., 2001). Students interviewed knew cheating was wrong. They cited early lessons on cheating from high school. Some of those interviewed mentioned remembering discussions in their freshman business seminars that covered Clear View Colleges’ policies on academic misconduct. Students seemed to contradict themselves by saying that their peers might be less likely to cheat if the school spent more time discussing the issue, policies, and penalties for cheating. However, they then said that their fellow students already know cheating is wrong, and they will continue to do it if they know they can get away with it. Some of the students offered that attempts to be more successful conveying the message that cheating is wrong would be more successful if it came from upper classmen.

The instructors interviewed also gave responses that were very closely aligned with existing literature (McCabe & Trevino, 1993; 1996; McCabe, et al., 1999; McCabe, et al., 2001). They also seemed to contradict themselves. They stated that while academic misconduct was an issue, often it was due to misunderstanding on the part of the students. They said that students learn at an early age what is right and wrong in terms of academic integrity, but then went on to say that issues of academic misconduct are less malicious

and more misunderstanding of what was expected of them. They also stated that they received the packets I provided at the beginning of the semester for the freshman business seminar. They stated that students also cheat because they do not know what was expected of them. However, there was a disconnect in that they stated they were already doing all they could to prevent academic misconduct. They felt that until all faculty started doing more, there really was not much more that could be done as an institution to curb academic misconduct. The instructors seemed more emphatic about the topic of academic integrity and easily recalled the changes to the curriculum.

My fifth question was, “To what extent did students react to my advertisements through campus newspaper and electronic news scrolls?” Students were asked, as part of their focus group interviews, if they could recall seeing any messages about academic integrity on the television scrolls or in the newspapers. The students indentifying themselves as commuter students did not recall seeing any messages about academic integrity. One commuter stated he did not read the school newspaper, while another said he spent most of his time in the commuter lounge, which does not have the prepared television scroll. The resident students recalled the newspaper article and advertisements. Some of the resident students recalled seeing the messages about academic integrity on the television scrolls. All students remembered the e-mail sent the prior semester just before exams reminding them of their obligation to know and abide by the college’s policies on academic integrity.

My sixth question was, “To what extent was I able to bring about second order change to the subject of academic integrity on campus?” Early in the “Proposal” portion of my dissertation, I made the comment, “I will succeed if I can encourage others,

perhaps both students and faculty, to advance this issue through my efforts.” The comment was directed toward my efforts with my campaign of awareness. In addition, one of my research questions was, “To what extent was I able to bring about second order change at Clear View College?” The students at Clear View College are no different from other college students. They will always be faced with making big choices. As one class graduates and another comes in, the cycle will continue. The issues might vary slightly, but they will always be there. Students will always be confronted with these temptations to cheat or not.

McCabe and colleagues (1999), through their research summed up the notion that all students will be more inclined not to cheat if they know the consequences of their cheating. This implies that if an institution is clear in the expectations of students with regard to cheating, and students are informed and aware of the tangible outcomes, they will be deterred from actually carrying out acts of academic dishonesty. They may still consider such actions, but their knowledge of the consequences contributes to their choice hopefully not to take such action.

However, how do we get the community as a whole to think at a morally higher level? According to Fullan (1991), for Clear View College to continue on the path of improving upon student awareness with existing methods, we are attempting a first order change. It would be extremely difficult for any single individual to bring together the many constituencies and effect a second order change alone. First order change must happen first. Among the many constituencies within Clear View College, there are many who claim they are working on this subject with an eye toward an honor code. But in reality, over the several years of my dissertation, I have only seen fits and starts and no

real advancement of the issue of academic integrity from any of the constituents. A major challenge at Clear View is the fact that there is no real body of governance. There is a faculty union and “tripartite governance,” vaguely referring to faculty, student, and administrative leadership. The effectiveness of the current methods certainly needs to be developed into a consistent, across campus campaign to be truly effective. The most efficient method of beginning such a task will require a greater partnership. The environment will need multiple investors if there is going to be true organizational change around this topic of the academic integrity at Clear View College.

Such a partnership, if it comes, will be in the form of a second order change. Such an effort needs to involve the students as well as faculty and staff. Faculty must also work with administration and take on greater roles in spreading the awareness. This partnership must hold each other accountable for assisting with a continuation of the campaign of awareness among the many circles of influence at Clear View. They all must also hold students accountable for violations of the policies. Students must also be made aware not just of the policies, but also of the seriousness of violations and subsequent consequences for violations. Fullan’s (1991) assertion that there is never a single bullet for successful change is relevant. In order to succeed, the organization must engage student involvement as part of its partnership for greater awareness of better moral decision-making.

The student responses at Clear View College mirror student responses in existing literature (McCabe & Trevino, 1993; McCabe, et al., 1999). We know that undergraduate student perceptions about the topic of academic integrity are consistent. However, these responses can seem contradictory. On the one hand, students claim they cheat because of the competitive nature of their worlds. It must be done in order to stay ahead, and when

they know they cannot learn the material. They have a common sense of acceptance of the act of cheating as not that big of a deal. Students who cheat have no guilt from doing so, and also believe they will not get caught. At the same time, respondents claim they know it is wrong and everyone already knows this prior to going to college. They believe students cheat because the professors make it easy for them to cheat. According to their responses to the questionnaires and comments from the focus groups, students believe their cheating peers do not take the issue of academic integrity seriously. Students responding in my focus group settings discussed their belief that the college needs to do more to advertise the policies and the real consequences for those students caught cheating. Yet at the same time, student respondents in the freshman business seminar stated they knew students who, "... indicated that people cheated despite knowing the policies on academic integrity, as well as the consequences for getting caught cheating at their last institutions attended."

It would seem that one major area that might influence students not to cheat would be greater vigilance on the part of the college. At Clear View, many courses have the institution's academic guidelines printed on syllabi, but that is pointless if the instructors are not being vigilant and changing exams, monitoring classrooms, and demanding greater student responsibility for academic work. Students also responded that they needed to know what happens to their fellow students who were caught cheating as a motivational deterrent to not make the choice to cheat. More needs to be done at the institutional level to demand more from instructors at the course level in order for an institution to decrease cases of academic integrity. The students are constantly changing. The effort needs to be a continuous one to address the continuous flow of new faces in

order for an institution to demand greater student accountability on the subject of academic integrity.

Chapter 8

Reflections on Leadership

The last chapter of this dissertation focuses on my leadership and how I evolved as a leader over the period. It has been a long process. I have spent mornings in my dining room at the table, afternoons at the library, evenings late at work, and countless other hours lying awake at night thinking about the work still left to be done on this dissertation. It was not until I came close to the end that I began to refocus and realize that the entire project is, most importantly as the work itself, an extension and working example of my leadership. My contribution to my work on the dissertation may or may not have been a groundbreaking effort in academic integrity. Regardless of its final impact, and perhaps more importantly, I need to be able to identify the ways in which I have evolved as a leader during this process in order to earn the respect of my colleagues and the privilege of a degree in educational leadership.

At the earliest stage in this journey, my wife and I attended an open house for potential applicants to the educational leadership program. My wife and I looked at several programs at different schools. Several things ultimately led me to Rowan University. There were several recent graduates as well as current students speaking about how manageable the workload was for people who also had commitments to professions and family. At the time, I also recall Dr. Edith Rusch speaking with great passion about the program and how applicants needed to be prepared to transform themselves. I was struck by her enthusiasm. I also had two young children at the time and was very concerned about the impact a doctoral program would have on my commitment to my growing family. Ultimately, it was the enthusiasm of Dr. Rusch and the several

students who took the stage that won me over. I was intrigued about the idea of transformational leadership, and the notion that I would come to see myself evolve as a leader.

During the Leadership Applications Field Seminar, I recall Dr. Coaxum being upset with my cohort. Dr. Coaxum was concerned that many of us would seek the higher degree from Rowan but never actually put our shared experiences and educational experiences to use. Looking back, I am not sure what prompted his concern, however the moment stayed with me. I view his concerns today as a means to motivate myself, not only to continue and finish my degree, but also to press ahead in my field of work and be an agent of change for the better. This is true with regard to my dissertation, but also with my day to day job operations as well.

My seventh research question was, “In what ways did my leadership during the dissertation project align with my leadership platform?” In my chapter discussing my own leadership, I brought up the notion that I sometimes see myself as the reluctant leader. That notion came from my belief that most people have the general ability to become good leaders, but many would hesitate to act. Based on my own experiences with issues at work, I can see how people may tend to hold back opinions or the first steps to implement change because of an entrenched culture at their work. While I do believe that my ultimate charge following graduation will be to act as an active agent of change, I have run into many of the obstacles I learned about that prohibit cultural change (Kezar, 2001). For example, there are competing constituencies within the institution who may view student retention as a priority over strict adherence to academic guidelines. This has led to my own frustration and self-doubt about being a successful leader and change

agent. During those experiences, I think back to Dr. Coaxum's concerns and imagine that he would want me to forge ahead despite my setbacks and self-doubt.

One of the methods I used to keep track of my own leadership over the course of the dissertation was to journal my thoughts. As I look back at the notes, they seem to have two common themes. One theme is frustration. I was frustrated with the human subject's research board in the length of time it took to approve my research. I was frustrated with the pace of the business school in trying to form a committee to explore the topic of academic integrity and possibly bring an honor code to the business school. The committee was never formed. I was frustrated with the pace of the seminar classes and the process to get the additional material into the syllabus. It seemed like a central theme was doing work toward the dissertation, but feeling as though I was spinning wheels constantly. I also was frustrated with the pace of my own progress on writing chapters and then rewriting them again. I often felt like I said everything there was to be said, and I had exhausted every possible way to describe the process. In their literature on reflective practice for educators, Osterman and Kottkamp (2004) describe problems as coming out of a desire to change. Throughout the dissertation process, things seemed to constantly stall or break down, even with my own motivation to write. Upon reflection, I realized that the problems would not unwind themselves. I needed to continue to prod and try different methods if I was going to achieve my goals. As Osterman and Kottkamp explain, the search for solutions only becomes more focused once we have explored and exhausted the usefulness of all of our resources.

I also experienced concerns and frustration about the success of my campaign of awareness. I have seen elements of this hesitancy in myself in my own reflections when I

was doing interviews with freshmen while trying to gauge their perceptions of my action plan in the freshman seminar. I wrote of my frustration after a particular focus session with two students from the seminar. I was trying to see what, if anything they recalled from the seminar with regard to my additions to the curriculum. They at first said they did not remember there being a discussion about the University's policies or academic integrity at all. They eventually came to recall there being, "...something said..." that was useful to them with regard to getting to know the University's policies as freshmen students. In my journal notes, I recounted how initially the lack of memory of the girls was frustrating. As I must have been thinking about the exchange, I recorded additional frustration that so much of my efforts to increase awareness of academic integrity on campus really were dependent on many other people and might be beyond my control due to so many other factors needing attention simultaneously.

The second theme to arise from my journal notes is my surprise at the willingness of the students with whom I interacted to get involved. Reflecting back, it was a pleasant counter balance to my frustrations. The students with whom I interacted on the campaign of awareness were all eager to participate. This extends back to the achievement program students during the initial workshops to the freshman business seminar students who participated in the focus groups. One journal entry begins, "...Had achievement workshops...I am still a little surprised at how well they seemed to like the workshops and four scenarios..." They were all eager to talk and discuss their experiences with regard to academic integrity.

As I moved forward toward the conclusion of the dissertation, I continued to examine the extent to which my theory in use matched my espoused theory. Specifically,

the research question, “How does my leadership during the course of my dissertation project align with my leadership platform?” has many facets in its answer. As I reflect back on the previous chapter discussing my leadership, I realize that my current theory in use concerning leadership is still very much the way it was when I first attempted to explain my leadership. My earlier metaphor for leadership was that it resembled an onion. The layers of the onion are the various experiences one encounters throughout his life. I mentioned early childhood, adolescence, and young adulthood, interactions with family, education experience, and work experience. I still believe that these experiences strongly shape both our propensity to become leaders, as well as how successful and what type of leaders we may eventually become. Osterman and Kottkamp (2004) discuss the ability of an individual to recall and learn from past experiences. The individual learns from these experiences and adjusts as he experiences these individual lessons. The experiences contribute to the individual’s reforming and assessing how he will react in the next similar experience. This reflective practice, whether intentional or not, is a basic of human nature. We learn from the wealth of our daily experiences and at the same time evolve as we reflect on the last experience. It is my opinion that this is still very true with regard to the shaping of an individual’s leadership characteristics.

My onion metaphor had layers that get peeled away. I wrote of these layers as partly containing our preconceived notions about leadership. These notions were formed by our past experiences with leadership from childhood through the present day. Our daily interactions with our colleagues and how we view those in supervisory roles all affect our opinions and perceptions about leadership. These all form layers of the onion.

I also wrote about the core of the onion being fluid and able to recede deeper, creating new layers. As I think about my own evolution of my leadership, I reflect back on these experiences. They include my past work experiences where my superiors never asked me for any type of input. This was particularly true during my experiences working for an insurance company. Presently, I have come to believe this practice of not requesting input from subordinates is baffling. Kohlberg (1977) mentions the need for us to understand other people's point of view in order to advance our own moral reasoning. Superiors who neglect this important source of information fail to realize the importance of feedback from the very people who potentially will make us succeed or fail as leaders. In the field of higher education, it is very important, as we need to continually evolve as leaders for the benefits of our students. As I look back at the insurance business, it would have been equally important for the benefit of the customers and policyholders who ultimately are responsible for the financial success of the company.

One area I have explored is how my own understanding of leadership has evolved while working on this project. While I still very much believe in my leadership as an onion metaphor, I have come to understand that there are always external factors that also figure into how a person will react concerning his leadership. The layers of the onion or the various life experiences still comprise our potential for leadership. They even may foretell what type of leader a person may become. However, there is no end to the various environmental equations that influence a person's likeliness of enacting their full leadership potential.

In keeping with Osterman and Kottkamp's (2004) notion of reflective practice, I have looked back on those earlier experiences that partially comprise the skin of my

leadership onion. I analyzed how those experiences shaped who I am today. Now I have come to adapt some of those experiences and modify my own leadership style. I have found one facet of my personality that directly affects my leadership. For the past twelve years, I have come to look back on my own views of student conduct. I view student conduct and the policies of any particular institution in dualistic terms. Kohlberg (1966, 1977) might consider this reasoning conventional, and I believe it is appropriate when interpreting policies. These policies and process are written and approved by the student government association and we must examine a student's actions to make a determination if the conduct violated the policies or not. If a student violates a certain policy a first time, the student receives a specific sanction list for violating that policy. If the student violates the policy a second time, then the student receives the second proscribed sanction for that violation. While not every scenario is as cut and dry, it is a clear action and ensuing reaction.

While my process may appear cut and dry in terms of procedure and interpretation of policy, I do believe there is plenty of room for education. I usually meet students for the more severe policy violations. During my interactions, I attempt to educate students about policy and get them to realize that I am part of a larger college community that wants to see them succeed. Their success is contingent on their academic success, but also abiding by a social code of conduct. Kouzes and Posner (2002) describe transformational leadership as occurring when leaders are committed to a certain style of leadership that raises others' awareness and sense of purpose. Through my educational conversations with students, I am attempting to raise their sense of self from out of the

particular incident that violated policy to a place where they see the reasons they came to Clear View College, and how they intend to succeed from that point going forward.

Over the years, I have learned that in reality what seems like a simple conduct process does not always work so simply. Students are entitled to appeal findings. The appeal process is not as transparent as the process of determining responsibility and sanctions. Decisions are made without explanation. It has taken a long time for me to realize that decisions are made at times for reasons that extend beyond the scope of what I perceive to be a simple, fair, and functional conduct process. As a leader, I have evolved to concentrate on not taking decisions I am in disagreement with as personally as I used to. Bolman and Deal (2008) suggest that when coalitions compete for resources, there is bound to be conflict. I must also counsel my staff and student conduct board members that we must continue to do our job, including making difficult decisions and difficult sanction lists for students in violation of university policy. We take pride in the hard work and difficult decisions. On occasion, when a decision is appealed and the finding is modified for political reasons, we trust we did the best job possible with the information we had available at the time of the decision. We cannot always know about or control the extenuating circumstances that on occasion influence the final outcomes (Bolman & Deal, 2008). It may be that those in authority above my process are operating at a post conventional level and feel they are applying a few universal principals over my process and are trying to fit their decisions in to better the common good of the greater community (Kohlberg, 1966, 1977).

I also had to examine how my own leadership has shaped the climate of academic integrity at Clear View College as I worked on my dissertation. Through my leadership, I

was able to raise awareness about academic integrity on campus (Kouzes & Posner, 2002). This was true among students, as evidenced in follow up evaluations with students in the achievement program as well as those business seminar students I interviewed in the focus groups. It was also true among those instructors who taught the freshman seminar. Those instructors were aware of the addition of material in the syllabus that came to include discussions about academic integrity because of my work on the dissertation. They also came to a raised level of awareness that academic integrity and the school's policies needed to be discussed in detail with students because I was always discussing my dissertation with them in conversations. Couto (1992) describes Bernard Bass' description of transformational leadership as being one way. A transformational leader raises awareness among others. It was my hope to raise awareness among these instructors, and spark a new desire for them to pursue educating the students about the policies on academic integrity.

Particularly during the semester when I did the questionnaire, I asked business seminar instructors for their assistance in administering and collecting the forms. This served as a reminder in addition to the material included in the syllabus. When I spoke with three instructors from the seminar in a focus group, they spoke very favorably about the inclusion of the new material. I would like to think I was raising their sense of awareness about something they already knew needed to be done, but just needed to be reminded and trained (Kouzes & Posner, 2001). Burns also describes transformational leadership as when leaders and their charge raise each others' level of awareness and desire to improve the common good (Couto 1992). The instructors also felt that it was very necessary to include the material and have the discussions about academic integrity

annually, with every incoming freshman class. They said this should be done in addition to all faculty members having the University's policies on course syllabi and having all students sign a contract at the beginning of each semester. Some faculty members have such an agreement, which says the student agrees it is their responsibility to know and abide by the academic guidelines and policies.

Throughout this entire process, one aspect of my leadership has not changed as much as become more enhanced. From my earlier chapter on leadership, I discuss my experiences that helped shape who I am today. Being an Eagle Scout, I was always taught that a person's integrity is formed by his words and deeds. Ever since I was a teenager in charge of other Scouts, I have led with a deliberate understanding of my ethical responsibility to those I led and how I did my job of leading. Kirkpatrick and Locke (1991) discuss certain leadership traits, which they define as ethical leadership, that seem to guarantee success. Among the most important, successful leaders are able to be discreet with their staff. They can keep issues confidential. There exists a mutual relationship in which the leader and the staff must be seen by the other as being consistent in word as well as deed. Further, both parties are seeking verification that the others' actions match their words. This is the foundation of integrity as well as the beginning of the concept of trust. As a student educator, I continue to place much emphasis on this concept when dealing with my staff, as well as the students with whom I interact. I have seen firsthand when a person is not honest to a student, and not honest to the process that we use when dealing with students. The first thing that happens is that word spreads quickly among students that the particular student was treated differently than what the process states, or than how previous students were dealt. Kirkpatrick and

Locke say that along with integrity, leaders must be honest if followers are going to observe and question whether the leaders are worthy of their trust as well as confident of their integrity (1991). The news I have to deliver to students is not always what they want to hear. However, I believe in being honest with them, and then as helpful as I can be to assist them in working within the parameters of our process to get the best possible outcome for them. I do not believe in manipulating the process for certain individuals. Doing so erodes the very foundation of both my integrity and the integrity of the system. My ability to be an ethical leader continues to serve me well in these situations. Being honest to myself and the students with whom I interact is the only way I see as being true to my position as a decision-maker for the students and the institution. It enables me to be an educator in the sense that I am helping students make moral decisions and think about the results of their actions.

For the duration of my work on the dissertation, I believe that through my transformational leadership, I made important contributions to the climate of academic integrity. As I mentioned, this was true of both the student population and those instructors with whom I worked within the freshman seminar. I do believe it is important to distinguish the difference between a lasting contribution as a result of my leadership and the contribution my leadership made in the moment when I was doing my research. Couto (1992) described Burns' notion of transformational leadership as being marked by some distinction of lasting social change. That was my initial intention. Through this dissertation, I was attempting to create lasting change to the climate of academic integrity at Clear View College. However, I believe that for lasting cultural change, or true second order change, there needs to be institutional buy-in (Fullan, 1991). While I was working

on my research, I believe I had the attention of a group of seminar instructors at one point in time. Simultaneously, I had the attention of freshmen in the seminars. At one point, I had the attention of those students who participated in the questionnaire provided by Dr. McCabe. At another point in time, I had the attention of a group of students as I conducted focus group discussions. However, for there to be lasting cultural change, there needs to be institutional buy-in. This was evidenced in the responses from the various student focus group discussions. Students stated they felt the faculty needed to do more in a consistent fashion to make expectations and policies clear and at the beginning of every semester. The students also said they felt the message would be better received if it came from their fellow students, perhaps both student government leaders and those students who might have been found responsible of violations of academic conduct policies.

While I was working on classes at Rowan, I was also a witness to a large cultural change at Clear View surrounding the climate of alcohol on campus. For many years, I attempted to implement ideas I believed would decrease the risks of drinking in the Greek houses on campus. Whenever I put my ideas forth, they would be turned down for various reasons. Unfortunately, after many of my ideas were turned down, a student died from consuming excessive alcohol while in a Greek house. As with any tragedy such as this, the entire community was deeply shaken. There was a lawsuit filed by the student's family. The college president convened a special task force of faculty and students designed to examine the culture and reduce the risks of excessive consumption of alcohol on campus. An outside consulting firm was hired. The firm reviewed much data from my office, while never actually speaking with me. The task force was interviewed and the

consulting firm made several recommendations in a final report to the president. The majority of recommendations were identical to the ideas I was previously trying to implement.

I believe the key to true cultural change is to have institutional buy-in (Kezar, 2001). In the unfortunate example of the student death at Clear View College, cultural change with regard to the drinking culture on campus has happened. It took the death of a student from excessive consumption of alcohol for all of the constituents to look in the same direction at the same time, and have the same desire to change the culture. The student's death was the trigger that led to the beginning of the change. Even with that example, it was hard to sustain the change. One challenge is that the atmosphere of higher education is such that every year brings a rotation of new students. The students who have been in the community the longest and have presumably learned the most about the college community move on and a new batch of students come in. The new students come in and have to learn the culture while developing their own individual identity. The cycle begins again.

When Fullan (2003) speaks of change and education reform in middle and high schools, he speaks of a tri-level argument necessary for transformational reform. The three levels are within the school, the district, and the state. These are three areas that need to partner in order for successful change to occur. It will only be successful if there is meaningful dialogue that begins within these three stakeholder areas. In the case of my dissertation, the tri-level argument also holds true. In order to begin the dialogue, there needs to be a consistent meaningful relationship between the stakeholders. In the case of Clear View College, the stakeholders are the students, the faculty, and the administration.

The students have expressed their beliefs, consistent with existing literature (McCabe & Trevino, 1996) that their peers cheat to get ahead, and that they do it because they can get away with cheating. They also shared that they feel the school could do more to raise awareness about academic integrity. Also consistent with this literature, the students mentioned in focus groups that their fellow students, namely older student leaders, would be convincing messengers about the academic policies at Clear View College. This facet of the partnership needs to work in conjunction with the faculty doing more to promote academic integrity. Faculty, also consistent with the literature (McCabe & Trevino, 1993; 1996; McCabe, et al., 1999; McCabe, et al., 2001), mentions not wanting to get into a formal adversarial position with students over academic integrity. The faculty would rather maintain control of the accusations informally and request the accused students just re-do the questionable work. In order for this to be successful, faculty members need to be willing to relinquish some control and follow through a formal adjudication process. Students in the focus groups also stated their fellow cheating students would be less likely to cheat if they knew what happened to other students who were caught cheating.

I finished the action plan for my dissertation. I wrote the sections up, and I have completed a summary of my personal evolution as a leader over the course of my dissertation. I write this with pointed deliberateness. The work on the dissertation is complete. However, I do not believe the work on academic integrity is complete. It will take much more effort to bring about true cultural change in this area at Clear View College. I stuck with the good decision not be intertwined with any effort to begin an academic honor code at Clear View College, or tie my dissertation to the unveiling of

such a code. Such an effort would not have come to fruition. At one time, there was talk of an honor code, and I believed the people leading the business school had the most sincere desire of implementing one. Aside from my work on my dissertation, that seemed to be the most realistic effort to raise awareness of the issue of academic integrity on campus. The provost and the dean of students talked of a committee to explore the subject of academic integrity within the entire university and possibly chart a path toward an honor code or some other greater emphasis on the university's academic policies. I was mentioned as a potential member from the student affairs division to sit on that committee. Staff changes and time have resulted in a stagnant effort. The dean of the business school stepped down. The provost announced his retirement. No committee was ever formed.

The change in culture at Clear View College surrounding alcohol consumption and the resulting risky behavior on campus had a trigger that led to campus wide changes. The death of a student from alcohol consumption had a far-reaching impact throughout the community. It resulted in a true second-order change that was multidimensional and changed the organization to its core with regard to the social activities of the Greek students and alcohol on campus (Kezar, 2001). In the aftermath and ensuing changes, the university even created a specific position of "Alcohol and other Drug Specialist" just to address students who consume excessive amounts of alcohol. There is no specialist position for the monitoring of academic integrity and adherence to academic guidelines. There has been no trigger to set the community on the path to an all-encompassing cultural change. I am not trying to compare the severity of my two examples. I am suggesting that an academic institution such as a college or university needs to concern

itself with the issue of academic integrity more closely if it is ever going to get to the path of an honor code, or even of a heightened awareness of academic integrity.

My union of leadership has gained new layers through the experiences accumulated along the path of this dissertation. One way I mentioned was becoming aware of my own comfort in having things clearly defined, in a dualistic way in the student conduct process. Further, I have evolved to better understand that there are reasons beyond my control, and often beyond my own awareness, that may affect outcomes (Bolman & Deal, 2008; Kezar, 2001). I believe the same is true in the case of academic integrity and the methods employed to track and address cases of academic misconduct at Clear View College. I have come to realize that there are many people who work at the college level who view the college as a business. By blending two theories of leadership together (Kohlberg, 1966, 1977; Bolman & Deal, 2008), I have come to understand other constituencies' points of view and realize their motivations may not line up with my dualistic interpretation of conduct policies. There is a bottom line necessary for the business to remain successful. In some institutions, it translates into beds filled in residence halls.

Within any college or university, there are competing and aligning interests or coalitions. Just as Bolman and Deal point out in their political framework (2008), these various entities pursue their own agendas within the institution. Sometimes they are pursuing the same interest, and other times, they are directly opposing interests. As I have mentioned, during the course of the dissertation process, I realize more than ever that the college is as much a business as a higher learning institution. The students are our currency. Without them, the business would not function. External forces such as the

economy and the larger political climate all affect the university and its pool of students. Whenever the pool of potential students decreases, for whatever reason, it immediately sets the competing internal interests against one another. For the purposes of my dissertation, as well as my job in student conduct, when that potential student pool becomes compromised, I have to pit my standards and expectations of student behavior against an increasingly large group who suddenly vie to keep students at the school, regardless of their actions. During times when the potential student pool is high, there is not as much pressure when students leave school due to their academic and social misconduct infractions.

In other institutions, it may translate into enrollment numbers remaining high. At some institutions, the indicators of success may simply translate into student satisfaction index responses from questionnaires. To many people, the students are the customers. While this ultimately is true, it becomes a balancing act between how much the institution is willing to tolerate from within compared with outside interest in the institution. In difficult financial times, institutions have to re-evaluate their need to fill classrooms with their tolerance for certain behaviors. If certain processes are fluid and less rigid, it becomes easier to adjust that level of tolerance. Because of this, the common good of the institution and who defines what that is often shifts and becomes refocused to something other than just the good education of its students (Wheatley, 1999; Murphy, 2000).

According to Kezar (2001), change is constant and ongoing in any organization. We see this particularly in higher education, where the environment changes every semester. Former high school students suddenly find themselves away from home and

making every decision on their own for the first time. Students transfer midyear. An entire class graduates, and the process begins again. However, without some coordinated and sustained effort among stakeholders, it is unlikely a large-scale positive change in the culture of academic integrity at Clear View College will just happen.

There must be some trigger to set Clear View College on the path of a large-scale cultural change in academic integrity. There may never be one. The business school's failed efforts and the other smaller scale efforts may have never gained traction because the faculty may not want to change. Based on interviews I conducted with faculty during the pilot study, as well as statements made by students in focus groups, it appeared that faculty did not want to give up what they saw as their right to include material on their syllabus, or their ability to decide outcomes when they suspect acts of academic misconduct. Other interviews with faculty revealed the possibility that they do not want to confront students on potentially controversial issues that would lead them to taking an official stand in a hearing setting. Other research suggests that faculty are unwilling to confront students on their cheating, or unable to address the cheating that is occurring and avoid the issue entirely (McCabe, et. al., 2012). It was clear from the students that cheating happens with regularity at Clear View College. It was also clear that the students were receptive to greater opportunities to learn about and be reminded of, the policies on academic integrity at the school. The students stated they felt the school should be doing more to promote this initiative. They were clear in their responses that such an initiative should come from faculty as well as student leaders.

During my awareness campaign, I was able to network with various areas of the campus community. I interacted with the dean of freshmen. I spoke with instructors in the

freshman seminar in focus groups. I worked with people in the achievement program to conduct vignettes in their early orientation program. I was able to introduce myself to faculty both from my pilot study and in the business school when we discussed an honor code and my work on my dissertation. Just as importantly, I interacted with students. I sent questionnaires out via e-mail and through classes. I was able to speak with them face to face in focus groups. I heard their perceptions about academic integrity as well as their suggestions about what works to raise their awareness. By raising awareness and attempting to understand the backgrounds of these various constituents, I exercised my newfound understanding of transformational leadership (Burns, 1978) in an effort to create change at Clear View College. In higher education, these students are the most valuable stakeholders Kezar (2001) speaks of when she speaks of the extensive debate necessary among stakeholders for successful change.

I deliberately selected the topic of academic integrity for my dissertation. It is not an area where I work on a daily basis. Clear View College has a student conduct process for the adjudication of violations of the student code of conduct. That student code of conduct does not include acts of academic misconduct. It may have been easier to select a dissertation topic that came from within my own office. By selecting what may have been the more difficult topic, I thought I was making a noble decision. I wanted to step out of my own comfort zone as a leader and test myself in a field where I was not familiar. I also wanted to avoid any possible personal conflicts that might arise had I stuck with a topic from within the division of student affairs. I do not regret my decision. Perhaps the biggest sign of my evolution as a leader is that despite being finished with the dissertation, I still view the work on changing the culture of academic integrity at Clear

View very much as a work in progress. While I did bring about a change in the climate at Clear View, I still need to make use of my own transformational leadership (Burns, 1978) to pursue the lasting social change necessary for my awareness campaign to run on its own momentum. It is a job I still very much see myself involved with trying to advance.

James MacGregor Burns described leadership as, "...leaders inducing followers to act for certain goals that represent the values and the motivations – the wants and needs, the aspirations and expectations – of both leaders and followers" (1978). This seems especially true in higher education. Students want to gain an education. The faculty and administrators all want to challenge the students to grow, and learn in a safe, constructive environment. When the three constituents align their wants and needs together, the relationship becomes symbiotic. With regard to academic integrity, I believe that the awareness campaign must continue in order for the first order change to continue, and for there to be any chance of second order change. Faculty and administrators must remind themselves of the ever changing population of college students with whom they interact. They must engage these students in an ongoing conversation, just as much as the material they teach, as about the integrity of the work put forth by the students. I will have to continue to engage faculty and administrators whenever I see an opportunity to do so.

In my chapter on my leadership, I discussed how a leader in my field helps educate students outside the classroom. He helps them navigate the bureaucracy of a college while they learn about themselves both inside and outside the classroom. I will continue to work with students in a transformational way and make use of my leadership for the students' benefit (Wartenburg, 1990). I am in a fortunate position to work with

some of the student leaders at Clear View College. I will continually remind myself that I am also always transforming as a leader. My experiences with the students constantly help reshape my own views and give me a greater perspective. This will help me think critically about how I can better assist them on their journey through college. The environment may not be ready for a culture change, but I am now in a better position to continue advancing the topic of academic integrity. The dissertation experience and the work on academic integrity gave me a new lens to view the learning that occurs outside of my office.

My work in student conduct will go on. My dissertation answered research questions about student perceptions of academic integrity and the successfulness of my campaign of awareness. I examined my personal growth as a leader during the process. I now have the added benefit of experiencing student perceptions about academic integrity first hand. I also have the ability to help those students with whom I interact to think critically about academic integrity. My personal challenge will be to engage those student leaders to begin to raise the level of awareness among their peers. I will challenge them to reshape their own ideas about the topic. I have seen firsthand that students are eager to discuss academic integrity. My work on the dissertation may be complete, but I will continue to work to improve the landscape of academic integrity at Clear View College. The realization for me, through my research, is that student development is a constantly evolving matter. As educators, we cannot neglect our institutional policies on academic integrity. As a transformational leader on campus, I have to continue to advance the message that educating students about academic integrity is a multi-faceted task. I have to continue to challenge my peers who instruct the freshman seminars, the staff who run the

achievement program, the students, and many others to advance the topic of academic integrity in order to create lasting change (Burns, 1978; Kezar, 2001).

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Appendix A

Student Survey

College Student Perceptions to Academic Integrity on Campus

Dear Student:

I am a doctoral student at Rowan University currently working on my dissertation. Please consider taking a moment to complete the following survey about the climate of academic integrity as you begin your experience at [Clear View College]. This form is completely anonymous and your participation is strictly voluntary. Once you have completed this form, you may return it to your Freshman Seminar instructor.

If you have any questions, please call me at (609) 896-5000, x7312 or e-mail me at [...](mailto:marybethwalpole@rowan.edu). Additionally, if you have any questions about the purposes of this research, how it will be utilized, or any other questions about my course at Rowan University, please feel free to contact my dissertation chairperson, Dr. Mary Beth Walpole, at (856) 256-4706, or walpole@rowan.edu.

Sincerely,

Keith Kemo

.....

1) At my last institution (high school or college), I knew what would happen to a student who got into trouble for cheating.

Strongly Agree, Agree, Neither Agree Nor Disagree, Disagree, Strongly Disagree

2) At my last institution, very few, if any, students cheated.

Strongly Agree, Agree, Neither Agree Nor Disagree, Disagree, Strongly Disagree

3) At my last institution everyone was aware of the policies on academic integrity.

Strongly Agree, Agree, Neither Agree Nor Disagree, Disagree, Strongly Disagree

(Over, Please)

4) I have been made aware of the policies on cheating here at [Clear View College].

___Strongly Agree, ___Agree, ___Neither Agree Nor Disagree, ___Disagree, ___Strongly Disagree

5) Cheating happens often at [Clear View College].

___Strongly Agree, ___Agree, ___Neither Agree Nor Disagree, ___Disagree, ___Strongly Disagree

6) I have friends that have cheated at [Clear View College].

___Strongly Agree, ___Agree, ___Neither Agree Nor Disagree, ___Disagree, ___Strongly Disagree

7) Students who know what happens when they get caught cheating are less likely to cheat.

___Strongly Agree, ___Agree, ___Neither Agree Nor Disagree, ___Disagree, ___Strongly Disagree

Thank you for your time.

Please return this anonymous form to your Freshman Seminar Instructor.

.....