

Western Carolina University

# Academic Integrity Task Force Report

March 2019

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# **Academic Integrity Task Force Report**

## **I. Academic Integrity Task Force**

The Student Government Association (SGA) passed a resolution in 2017, which acknowledged that cheating occurs during online assignments and in-class proctored exams, that faculty used easily available test-bank questions, and that a system permitting cheating undermines the academic process and creates unfair burdens on some students while unfairly helping others. The resolution requested that professors exercise a higher standard of care to ensure that cheating does not occur during online and in-class exams, and that students are tested on their comprehension of course material and not their ability to memorize test-bank questions. Suggested steps included ensuring that professors adequately observe students during testing and refrain from using test-bank questions on quizzes and exams. These concerns identified by the SGA were shared by the University's Faculty Senate's Academic Policy and Review Council.

As part of the periodic revision of the university's strategic plan, in 2018 the goal of promoting "a culture of student academic honesty, expanding educational programming around academic integrity and truth seeking" was added to the strategic direction centering on enriching the student experience. Additionally, the Provost appointed a 13-member task force of administrators, faculty, and students, and charged them with reviewing the institution's current policies and processes on academic integrity and recommending meaningful changes with strategies to improve the culture, processes, and procedures concerning academic integrity.

The task force divided the members into four sub-groups to organize a framework for analysis.

- *Procedure & Process Issues:* to review the current model for addressing academic integrity violations and propose drafts for modifications;
- *Culture Issues:* to review honor codes of other institutions, along with their policies on academic integrity;
- *Education & Resources:* to ascertain the extent of the problem, how students cheat, and what resources are available both to cheat and to stop cheating; and
- *Technology Issues:* to focus primarily on the unique dimension that technology adds to assist students in committing academic dishonesty as well as to help impede those efforts.

## **II. Overview of Academic Dishonesty**

Academic dishonesty is not a victimless activity. Unchecked, it compromises the investment made by taxpayers and donors, cheapens the degrees held by alumni, misleads employers, diminishes the moral integrity of the next generation, and is fundamentally unfair to students who do not engage in such conduct (Burke & Sanney, 2018). If grades are not valid because of dishonest practices, then assumptions employers make about job applicants based upon a comparison of their grade point averages is misleading and inaccurate (Happel & Jennings, 1991).

Websites offer to assist with homework, term papers, and research projects, as well as to take an entire online class for students for a fee. Examples include:

- *Grademiners*, <https://grademiners.com>;
- *Prescott Papers: Professional Custom Writing Service*, <https://www.prescottpapers.com/index.php>;
- *Write my Paper for Me*, <https://writemypaper4me.org>;
- *Fast Essay*, <https://fastessay.com>;
- *Take Your Class.com*, <https://www.takeyourclass.com>;
- *OnlineClassHelpers.com*, <https://www.onlineclasshelpers.com>;
- *BoostMyGrades.com*, <http://www.boostmygrade.com>;
- *Studypool*, <https://www.studypool.com/>; and
- *NoNeedToStudy.com*, <https://www.noneedtostudy.com>.

Some services allow students to seek help for homework, for example:

*Reddit*: <https://www.reddit.com/r/DoMyHomework>;

*Transtutors*: <https://www.transtutors.com>.

Another website features a paraphrasing tool to help plagiarizing students escape detection:

*Paraphrasing Tool*, <https://paraphrasing-tool.com> (free service).

Virtually all test bank questions and answers to end-of-chapter textbook questions are available online through sources such as:

- *Quizlet* <https://quizlet.com>;
- *Course Hero* <https://www.coursehero.com>; and
- *Chegg* <https://www.chegg.com/study>.

Quizlet boasts “317,314,000 Study Sets and Counting.” It is free to access some questions and answers on Quizlet; however, for an annual fee of \$19.99, a subscriber can access all content. Chegg is not free; however, students can share the subscription fees. It is free to register for *Course Hero*; however, to access materials students must either pay or upload something to gain free access. In other words, the website encourages sharing of tests and assignments, which seems to normalize the transaction as a permissible use. There are approximately 2,240 documents on Course Hero from courses at WCU, including notes, homework, and slides: <https://www.coursehero.com/sitemap/schools/1737-Western-Carolina-University>.

For students challenged by how to use these services, videos are available for assistance: <https://www.youtube.com/watch?v=zSCWCHF2GWc>.

Apps are also available to answer homework questions (e.g., <https://socratic.org/>), including math problems, which can be scanned and solved (e.g., <https://photomath.net/en>).

Some of these resources can be helpful in the learning process, provided the professor is aware of their existence and permits students to use them as a tool for learning and not as a substitute for learning.

Students also can obtain an online version of the textbooks so they can easily search for answers during timed tests, as well as share a Google doc to collaborate in real-time during assessments. Additionally, tutors in WCU's WaLC report anecdotally that they have heard:

- Students advertise papers for sale via email or Twitter;
- One person in the class shares Bb quiz answers once they are revealed at the end of the quiz;
- Students take quizzes for other people on Bb;
- Students use multiple devices to cheat a lockdown browser;
- Professors use questions widely available online; and
- Students can click the back button to resubmit an answer, in some cases.

Opportunities and examples abound for the student predisposed to shortcuts. It is probably not a leap to conclude that every student will be tempted to cheat on an assignment in his or her lifetime. The student survey on academic dishonesty conducted by Drs. Alvin Malesky and Cathy Grist in association with the Task Force asked respondents, "How often do you think that a typical student violates the Academic Integrity Policy?" Ninety-five percent (95%) of students surveyed responded that at some point the typical student commits academic dishonesty. In general responses from the survey conducted (Appendix A) were consistent with what the literature suggests about cheating in higher education, although limitations and anomalies in the data set counsel against specific conclusions based upon the responses. The International Center for Academic Integrity reports the following statistics (<https://academicintegrity.org/statistics>):

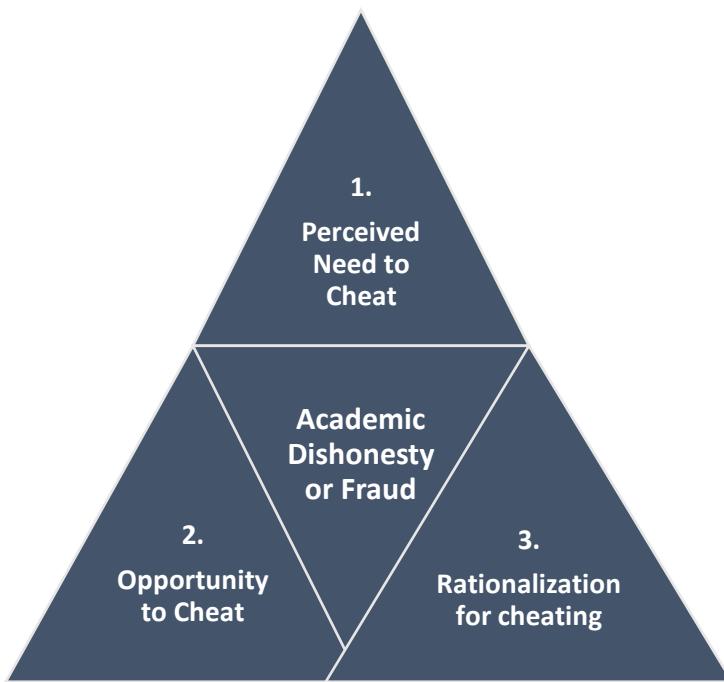
	<u>Graduate Students</u>	<u>Undergraduates*</u>
Number responding	~17,000	~71,300
% who admit cheating on tests:	17%	39%
% who admit cheating on written assignments:	40%	62%
% total who admit written or test cheating:	43%	68%

The following section analogizes the problem to financial dishonesty and suggests a framework for a remedial response.

### **III. Conceptualizing the Problem: The Fraud Triangle**

The three components of the fraud triangle for financial crimes, such as embezzlement, are: 1) financial need, 2) opportunity, and 3) rationalization (*The Fraud Triangle*, 2017). The author of the concept asserted that persons decide to engage in fraud when they have a financial problem, are presented with an opportunity that would allow them to resolve their predicament by violating their position of trust, and possess willingness to somehow justify or rationalize that violation of trust (Cressy, 1973).

The components of the fraud triangle translate well into the arena of academic dishonesty (Lewellyn & Rodriguez, 2015; Little & Handel, 2016). Students sense a need to commit academic dishonesty, they are afforded opportunities to cheat, and then rationalize that it is acceptable to take advantage of these opportunities for any number of reasons. Each of these factors influences a student's propensity to cheat, and all three factors jointly have an impact on the propensity to cheat (Choo & Tan, 2008). This framework will serve as a means of exploring the problem, providing solutions, and suggesting the recommendations of the task force.



#### A. Need

Researchers, who examined numerous variables and their influence on a student's choice to commit academic dishonesty, found that the pressures motivating cheating support the first component of the fraud triangle (McCabe, 2012; Davis, 1992; McCabe, 2001; Perry, 1990). Variables found to influence student-cheating included internal pressures from competitive achievement-oriented behavior, time demands of extracurricular activities, lower GPAs, academic entitlement, family pressures, and pressures wrought by procrastination or laziness (Perry, 1990; Davy, 2007; McCabe & Trevino, 1997; Greenberger, 2008). Students may cheat because they believe that 1) there is no other way to pass the class, 2) they must do so to maintain their GPA or stay competitive with others who are cheating, or 3) they are facing dire circumstances, such as dismissal or the loss of financial aid (Goldman, 2016; Carpenter, 2006; Grasgreen, 2012). Results from the survey conducted in association with the work of the task force suggest that the primary reasons respondents cited for why they cheated were insufficient time to complete and procrastination. Pressure for grades and forgetting about the assignment were other factors noted by close to half of respondents (Survey Appendix A).

### ***B. Opportunity***

Students are more likely to take advantage of an opportunity to engage in acts of dishonesty if the risk of getting caught is low, and they are less likely to engage in such behaviors if the risk of punishment is high (Chanbonpin, 2012; Carpenter, 2006; McGill, 2008). Numerous ways to commit academic integrity violations exist in seated classes as well as in online courses (Edelstein, 1996; Smith, 2012). In an online environment, supervision can be even more challenging, resulting in students using materials they are not permitted to use during testing or when completing homework assignments, paying someone to do work or to take a test, consulting specialists on the Internet, or surfing the web for answers while testing. The availability of answers to test questions as well as online services for pay exacerbates the issue and expands the opportunities. If there is inadequate supervision in online courses *or assignments*, there is even the opportunity to delegate the task of taking tests or completing assignments to someone other than the registered student.

### ***C. Rationalizations***

In an effort to justify their failure to conform to ethical standards, students frequently assert that the responsibility to prohibit cheating belongs to instructors and the institution, not to them (Carpenter, 2006). Further, the more technology facilitates academic dishonesty, the easier it is to rationalize unethical actions because the behaviors become routine and acceptable (Ryesky, 2007). Synergistically, the justification for cheating often mirrors the perceived need to cheat, i.e., everyone else is cheating, so the behavior is appropriate. Students also may argue that they do not have the time to devote to learning the material because they are working to put themselves through school, rationalizing that shortcuts are justifiable to achieve the end result. A generous definition of teamwork as permissible collaboration may cross an ethical boundary, but provide an internal justification for the sharing of work, as well.

## **IV. Strategies to Combat the Academic Fraud Triangle**

The following sections discuss ways in which faculty and the institution can shake the foundations of the three angles of the fraud triangle and make progress towards an academic community characterized by ethical conformity.

### ***A. Need***

Students driven by extrinsic motivation (praise from the teacher, good grades, honors and awards), are more likely to perceive a need to cheat than students driven by intrinsic motivation (a desire to understand because the course is interesting, useful, or meaningful) (Lang, 2013). In response, faculty should create reasonable expectations concerning grades and design courses that allow students to learn from their mistakes without risking their success in the course.

Multiple exercises and assessments provide more opportunities for learning and feedback so that students develop their ability to exert the level of effort and persistence needed to succeed (Martin, 2003; Palmer, 2015). Permitting students to collaborate within established boundaries on low stakes classroom exercises or homework assignments mitigates feelings of isolation, reduces panicked impulses to cheat and opens the door to *learning* and not just *earning* a grade (Burke & Sanney, 2018).

In sum, several strategies for designing a course are useful for reducing student anxiety about performance and lessening their anxiety-induced inclination to commit academic fraud (Gerdy, 2002; Spearman, 2014; Samuels & Bast, 2006; Chanbonpin, 2012; Martin, 2003; Palmer, 2015), including:

- Creating reasonable expectations concerning grades, establish a culture that recognizes and reinforces that a final grade of an “A” is not the norm, but the exception;
- Focusing on the importance of actual learning rather than just earning good grades;
- Creating opportunities for students to learn by making mistakes, such as multiple low stakes assignments instead of only a few tests;
- Assigning multiple exercises and assessments to provide feedback and learning opportunities and to serve as a diagnostic function so that students can learn from their mistakes and improve;
- Providing ongoing, consistent, and constructive formative feedback on small, ungraded assignments or in-class exercises;
- Using group work, including team projects, to diffuse the stress associated with individual performance and assist students’ comprehension of the material with peer-to-peer learning;
- Breaking the assignment into parts or requiring drafts so that procrastination will be less likely to cause desperation cheating;
- Providing detailed instructions so that students understand expectations;
- Providing examples of exemplary work so that students will be inclined to work hard to achieve success because they know the expected outcome;
- Ensuring that students understand citation requirements and know when and how to cite sources to prevent inadvertent plagiarism; and
- Celebrating the research requirement in any writing assignment to reinforce that students must research and study the work of other authors and attribute their authorship in order to succeed on the assignment.

Strategies that reduce the students’ concerns about their likelihood of success in a course, and that alleviate (at least in part) their perception that they must resort to academic dishonesty to succeed, undermine the first component of the academic fraud triangle.

### **Key Recommendations:**

- ✓ **Provide regular programming on the emerging academic dishonesty trends so that faculty are aware of current issues and techniques for cheating. Programming should be made available to full-time and part-time faculty. The Coulter Faculty Commons is the recommended provider.**
- ✓ **Provide instruction on the Academic Integrity policy and procedures to follow when a student violates the policy at New Faculty Orientation. Provide an overview of best practices and resources for minimizing academic dishonesty, as well. The Coulter Faculty Commons is the recommended provider.**
- ✓ **Establish programming to inform faculty of best practices for designing and executing a course that lessens an anxiety-induced propensity to commit academic fraud, such as those strategies previously enumerated. The Coulter Faculty Commons is the recommended provider.**

- ✓ **Deliver and strengthen modules on time management skills at orientation, USI 130 and first year seminars to combat tendencies to commit acts of dishonesty because of insufficient time to complete, procrastination and forgetting about assigned work.**

### ***B. Opportunity***

Like financial fraud, proper supervision and internal controls are crucial to minimizing the opportunity to commit academic fraud. The philosophy of education enunciated by SACSCOC recognizes that as both “a process and a product, *accreditation relies on integrity*; thoughtful and principled professional judgment; rigorous application of requirements; and a context of trust (emphasis added). A corollary of that pronouncement must be that there is integrity in the conferral of degrees, and commensurately, integrity in the assessment of individual student performance as each one progresses to their degree. Standard 6 proclaims that “[Q]ualified, effective faculty members are essential to carrying out the mission of the institution and *ensuring the quality and integrity of its academic programs.*” (Emphasis added).

Thus, faculty are key players the fraud triangle paradigm. **Without an opportunity, students cannot commit academic dishonesty.** Faculty can thwart the model by designing courses which minimize the students’ perceived need to cheat as well as the opportunities available to cheat, while concurrently undermining the rationalizations for cheating by supporting an ethical institutional culture.

Although technology provides increasingly innovative ways to engage in academic dishonesty, it also provides the means to aid in its prevention and detection. Resources to expose plagiarism, such as *Turnitin* (<http://turnitin.com>) and Blackboard’s *SafeAssign*, should be utilized routinely.

Other technological solutions include the use of lock-down browsers for online assessments, such as *Respondus* 4.0 (<https://www.respondus.com>) or *ExamSoft* (<https://learn.examsoft.com>). Unfortunately, without a mechanism to observe students as they test, the utility of a lockdown browser is compromised because they can use other devices, such as smartphones and tablets, as well as live consultants, during the assignment. It is also possible to download Windows Virtual Machine to avoid a lockdown browser.

Software solutions can act as remote proctors, scan identification, capture a 360-degree view of students, monitor students by web cameras, and record keystrokes. Examples of such services designed to reduce opportunities to cheat in online assessments and to provide legitimacy include:

- *RPNow*, <http://www.softwaresecure.com/product/remote-proctor-now/>;
- *Webassessor (Kryterion)*,  
<http://www.creativefirecracker.com/kryterion/website/webassessor.htm>;
- *Proctor U*, <https://www.proctoru.com>;
- *Examity*, <https://examity.com>;
- *Proctortrack*, <https://www.proctortrack.com>;
- *XProctor*, <http://xproctor.com>;
- *Proctorio*, <https://proctorio.com>; and
- *HonorLock*, <https://honorlock.com>.

In addition to the use of virtual proctoring services and testing centers, biometric analysis methods, such as keystroke recognition, can be used to verify identity accurately. Unfortunately, as the accuracy in

verification increases so too does the cost. Biometric technology, such as the services provided by *Typing DNA* (<https://www.typingdna.com>) and *BioMetric Signature ID* (<https://www.biosig-id.com>), uses features and behaviors unique to a person to verify their identity (e.g., keystroke fingerprints, iris recognition or voice analysis). Employing technological solutions lessens the opportunities available to students to cheat, although necessitate a financial commitment to the importance of ensuring academic integrity. The commitment also requires continuing vigilance regarding evolving techniques to bypass safeguards (Binstein, 2015).

As another complimentary strategy, faculty can structure assignments to generate natural impediments to unauthorized collaboration, such as by 1) creating assignments that are unique, application-based, and focused on the individual analysis of information, 2) limiting the topics from which students can choose to frustrate the ability to find canned products online, 3) requiring students to hand in samples of their research sources, and 4) varying their assignments every semester (Sharon, 2010; Samuels & Bast, 2006). To minimize the opportunity to cheat, faculty must not use publisher test banks and study guides without modifying the questions because they are readily available online. They also should refrain from using questions about definitions that also are readily available online. Alternatively, along with developing customizable essay and research assignments, faculty members should consider creating their own test banks, taking measures to control any release of those questions, and checking the Internet periodically for their unauthorized release. Integrity should be integrated into the full process of course design and assessment use (Gallant, Jan. 2019).

Several strategies for executing a course that reduces the opportunities to commit academic fraud (Gerdy, 2004; *Cheating Reduction Strategies*, 2018; Edelstein, 1996; Sharon, 2010; Karlis, 2009) including:

- Remaining alert to inconsistent formatting (such as different font sizes, style, or color), a mixture of quotation mark styles, inconsistent layout (such as margins, page numbers, headings or citation formats, awkward page and line breaks), changes in writing style, incoherent text or problems with thought-flow, and a lack of recent references, unusual references, or even fake references (cut and paste cheating);
- Using anti-plagiarism software;
- Administering tests in residential sections face to face, not through learning management systems;
- Administering proctored exit exams for the program;
- Designing a unique project or controlling the research topics from which students can choose to diminish the availability and use of online canned projects;
- Changing assignments every semester, requiring students to hand in samples of their research sources;
- Allowing some quizzes to be open note to encourage students to take comprehensive notes during lectures and when reading the text;
- Developing java script codes to prevent students from copying or printing any assessment content (online);
- Releasing grades only after the deadline ends and presenting questions and multiple choice answers randomly;
- Creating test banks and taking measures to control any release of the questions they develop (offering faculty workshops on writing them);
- Modifying test bank questions even slightly to lessen the ease of searching for the questions;
- Treating every online or take-home exam as if it were an open-book test (because it likely is);

- Focusing test questions on the application and analysis of information because such information is not readily available and requires independent analysis;
- Prominently displaying that original material created by the faculty member is copyrighted and prominently displaying the damages for copyright violation on the original material to deter students from uploading questions to services like Course Hero in exchange for access;
- Observing seated students as they test;
- Scrambling questions, scrambling words in test banks, and varying exams between semesters and sections;
- Using privacy screens for in-class testing;
- Educating faculty about current and emerging types of academic dishonesty;
- Utilizing identification and proctoring services for distance sections or online tests;
- Distributing exams in a paper format for face-to-face classes rather than allowing students to use a laptop on which answers are stored;
- Familiarize faculty with the UNC system proctoring network and proctor qualifications which is a part of UNC-online;
- Using proctored test centers a minimum number of times per semester per course for online courses; and
- Limiting the time for each assessment question for online assignments and tests.

In an online assessment environment, strategies can be employed to limit the prospect of cheating, such as scrambling questions, releasing one question at a time, not allowing students to go back to questions, and imposing strict time constraints. However, assessments also should be learning experiences in which students critically think about their responses, demonstrate competency, and comprehend how the information fits together. They should not be designed as a maze to maneuver to deter cheaters. These strategies also can disadvantage students who do not intend to cheat, or students who do not perform well under such constraints, in an attempt to risk-manage the prospect of students who do intend to cheat. Using an online proctoring service, however, obviates the need for such strategies and offers a next generation solution to manned test centers. It also makes using questions from test banks and other materials for which answers are available online feasible again.

The fraud triangle illuminates the critical role faculty play in mitigating the perceived need to engage in academic dishonesty and in creating opportunities for academic dishonesty. Therefore, a reciprocal pledge or acknowledgment of responsibility by faculty certainly is worth considering. The Statement on Professional Ethics of the American Association of University Professors recognizes that professors have an obligation to “make every reasonable effort to foster honest academic conduct and to ensure that their evaluations of students reflect each student’s true merit” (Statement on Professional Ethics, 2009).

Strategies that can undermine the perceived need to cheat and to lessen opportunities to cheat previously were enumerated. However, the duty remains to inspire faculty to accept the challenge to mitigate both need and opportunities. Technological means to cheat can be countered by technological means to prevent, but only if they are employed by instructors. Therefore, the most difficult issue likely will be devising incentives for faculty to fulfill their role as the gatekeeper of academic integrity, to foster trust in, and the use of, any revised academic integrity process, and finally to inspire the realization that academic freedom only persists untarnished if faculty members embrace their responsibility. There must be a recognized ethical duty for the institution to create a faculty reward structure and instructional model that incentivizes faculty to design assignments that create natural impediments to unauthorized collaboration or online cheating (Gallant, 2019).

## **Key Recommendations:**

- ✓ **Require an online proctor, such as HonorLock (Appendix B) for online assessments:**  
file:///C:/Users/burke/AppData/Local/Microsoft/Windows/INetCache/Content.Outlook/36J8OE1R/The%20Honorlock%20Difference%20(6)%20(002).pdf.
- ✓ **Reward vigilant faculty by considering faculty efforts to educate themselves about academic dishonesty issues and to employ strategies to minimize opportunities for cheating in their courses by adding this critical part of their responsibilities to the Annual Faculty Evaluation. Expectations should be addressed by Faculty Senate and Office of the Provost.**
- ✓ **Provide ongoing programming and support for faculty to limit the opportunity for violations, such as through test question writing workshops, instruction on using anti-plagiarism software, and best practices share sessions. The Coulter Faculty Commons is the recommended provider.**

### ***C. Rationalizations***

Rationalizations are excuses offered for not conforming to ethical standards. Individuals who commit unethical or fraudulent acts use rationalization tactics as a mental strategy to view their corrupt acts as justified and to neutralize any regrets or negative feelings precipitated by their participation in unethical acts (Anand, Ashforth & Joshi, 2004). Faculty and the institution must confront directly the tendency to justify any failure to adhere to a standard of integrity by drowning out the voice that offers assurance that academic misconduct is excusable. If ethical behavior is clearly shown to be valued throughout the institution, then the rationalization of unethical behavior becomes more difficult for everyone, faculty and students alike. Rationalization arguments are weakened when the institution stresses the importance of ethics to the reputation and integrity of all members of the academic community

To address the social acceptability of cheating, it is critical to educate students about the importance of academic integrity and to develop a cultural predisposition to honesty as an ethical commitment that is concurrently modelled by faculty actions. Institutions must ensure that students know what constitutes academic dishonesty, as well the cost of fraud. It is also critical to inform students of the future effects of academic dishonesty and the link between corruption and academic cheating, as well as to reinforce the importance of academic integrity frequently and in various contexts. Programming to encourage peer pressure in opposition to cheating and to reinforce social norms that acknowledge the likely detection of attempts to cheat are valuable (Ryesky, 2007).

Educating students on academic dishonesty and supporting faculty who identify students who violate institutional policies is crucial to changing the perception of unobstructed opportunity (Thorncock, 2013). Students recognize the importance of having both an academic integrity honor code and an awareness of institutional policies as key factors in the decision not to cheat (McGill, 2008). Moreover, clear policies and consistent enforcement of the consequences for violations is crucial to an integrity program's success. An academic integrity program should articulate a purpose and mission, establish clear policies and a realistic process for addressing violations, and incorporate the training of faculty in those policies and processes (Caldwell, 2010). The institution also should maintain a dialogue with stakeholders (i.e., the administration, faculty, and students), monitor the enforcement of its academic

integrity process, document its results, evaluate its outcomes, and communicate the results to relevant stakeholders (Caldwell, 2010).

Improving the student–instructor relationship can promote ethical choices by students, as can the demonstration of a commitment to student success by faculty (Stearns, 2001; Kidwell, Wozniak & Laurel, 2003). In sum, certain strategies can counter rationalizations that justify academic dishonesty (Shu, Gino & Bazerman, 2011; Ryesky, 2007; Dickerson, 2007; Happel & Jennings, 1991). Examples include:

- Educating students about the importance of life-long learning and the long-term consequences of academic dishonesty;
- Educating students about the relationship of academic fraud and dishonesty generally, such as through speakers who have experienced the unfortunate consequences of unethical behavior;
- Infusing ethical lessons about academic dishonesty into the curriculum not only in upper level courses, but also in first year classes;
- Providing educational programs at orientation for both students and family members;
- Encouraging co-curricular support through residential life and Greek life;
- Celebrating an Academic Integrity Week;
- Prioritizing the academic integrity message at Freshman Convocation;
- Mandating a signed acknowledgement that students understand academic dishonesty and will report any infractions;
- Requiring the routine signing of an honor code pledge that the work is authentic and genuine for assignments and tests;
- Working with campus constituencies to promote an understanding that college is a cherished opportunity instead of an obstacle to overcome;
- Hosting workshops about academic integrity in association with professional or pre-professional educational programming;
- Encouraging co-curricular support for academic integrity education and ethical conduct through student organizations;
- Exercising vigilance with reporting violations and establishing policies to prompt faculty to report;
- Ensuring that all faculty, including adjunct faculty members, have access to academic dishonesty detection resources and are encouraged to report violations;
- Ensuring that faculty members do not fear their employment will be threatened if they pursue a claim of academic dishonesty;
- Developing an academic integrity reporting process that is well-publicized and easily understood by students and faculty alike.

Unfortunately, effective monitoring and course design strategies are insufficient deterrents if faculty fail to follow procedures for reporting academic dishonesty when cheating occurs, which is often the case (Coren, 2011; McGill, 2008). The failure to police violations of academic integrity is as much a breach of ethical behavior by faculty as is the students' attempts to rationalize their occurrences (Burke & Sanney, 2018). Creating the reality that consistent and predictable consequences occur when community norms are violated, either by cheating or by not reporting cheating, also weakens any argument that corrupt actions are an acceptable norm and that honesty is not valued.

Brevity and simplicity are desirable traits for a model process for policing academic violations. However, minimalism and ease of administration can contrast with due process requirements (Zirke, 2014; Mawdsley, 2009). There also may not be uniformity of opinion concerning the appropriate steps in an academic integrity enforcement process: some participants prefer the removal of the professor from the process, others prefer the removal of the immediate supervisor from the process, and still others prefer removing the immediate administrator and the professor from the process in favor of a neutral, unbiased person/group without any perceived conflict of interest, such as a University Academic Integrity Board. Neutral parties could enhance buy-in and trust from faculty and students.

Whatever the steps, mandated centralized reporting and record keeping is critical to ensuring that recidivist students do not remain under the radar. If faculty are permitted in isolation to decide on punishments in consultation with the students, repeat offenders escape detection and there is no assurance of uniformity in sanctions. The placement of the academic integrity violation process within the institutional hierarchy may be important from a symbolic perspective. If it is placed under the same line of authority as the supervision of faculty, then faculty, who are key players in the fraud triangle analogy, may be more apt to recognize that enforcing academic integrity is one of their key roles and perform accordingly. The task force surveyed the placement of the responsibility in UNC schools, and findings are reported in the subsequent table:

### **Implementation for Academic Integrity: Academic v. Student Affairs**

Appalachian State	Student Affairs	
UNC - Charlotte	Academic Affairs	
UNC - Chapel Hill	Student Affairs	
UNC - Asheville	Academic Affairs	
UNC - Pembroke	Student Affairs	
UNC - Elizabeth City	Academic Standards & Credits Committee; Sanction imposed by Provost & VC for Academic Affairs	<a href="http://www.ecsu.edu/documents/legal-affairs/policy-manual/Section300/300-1-10.pdf">http://www.ecsu.edu/documents/legal-affairs/policy-manual/Section300/300-1-10.pdf</a>
East Carolina	Student Affairs	
Fayetteville State	Academic Affairs	
NC A&T	Academic Affairs	
NCCU	Student Affairs	
NC State	Student & Academic Affairs	
UNC Greensboro	Student Affairs	
UNC Wilmington	Student Affairs	
Winston Salem	Student Affairs	

The institutional culture regarding honesty and ethical behavior are key factors as well. There are significant disincentives for perpetrating financial fraud, with penalties ranging from civil damages to criminal prosecution (Velasco, 2010). In contrast, the threat of penalties for engaging in academic dishonesty typically are less severe, and there is no real threat to faculty for failing to police academic dishonesty (Burke & Sanney, 2018). Therefore, creating an internal cultural framework for integrity is crucial given the absence of any type of external constraints, like those imposed by the criminal or civil justice system.

The strength of that internal cultural framework in the form of an honor code is greater in some institutions than those of others because of the culture of academic integrity (Dirmeyer & Cartwright, 2012). The endorsement of the honor code at some schools is such an integral part of the culture that unproctored tests may be administered. Factors influencing success may include, *inter alia*, the involvement of students in its inception and execution, the presence of a positive message about faithfulness to its principles, and the resultant positive effect on the community, as well as a periodically repeated pledge of adherence to its values. Results from a survey at WCU indicate that education for both faculty and students on the academic integrity policy is needed, but actual use of the procedure is critical; knowledge alone will not deter cheating or increase reporting (Malesky, Winter & Raggio, 2017).

### **Key Recommendations:**

- ✓ Adopt a revised Academic Integrity policy that is neutral, streamlined, mandatory, and user-friendly. Appendix C illustrates the Task Force's recommendation.
- ✓ Make the Academic Integrity Policy more visible on WCU's website. State WCU's expectations for our community of learners, and provide a visible link to the process for alleged violations.
- ✓ Display the Academic Integrity Policy prominently in classrooms and class buildings, as well as continue to include in the syllabus template.
- ✓ Include an academic integrity module in USI 130 and encourage first year seminars to discuss ethics as part of their content.
- ✓ Maintain institutional membership in the International Center for Academic Integrity.

## **V. Conclusion**

Academic integrity is a multifaceted issue that necessitates a multifaceted resolution involving an organizational cultural awareness and affirmative commitment by both students and faculty. Productive responses to the academic integrity issues point towards prevention and education. The pillars of the academic fraud triangle describe the factors that inspire and perpetuate academic dishonesty; therefore, efforts to remove any and all pillars destabilize the dynamic.

Students report that the decision to commit academic fraud is influenced by the probability of being caught, the availability of opportunities either because of the available technology or the absence of safeguards, the social acceptability of cheating among peers, the likelihood of sanctions if caught, and the instructor's tolerance or intolerance of academic fraud (McGill, 2008). Faculty are key to whether or not: 1) students perceive there is a low probability of being caught, 2) there are opportunities existing to cheat, and 3) there is instructor tolerance of academic fraud.

The institution must recognize the crucial role played by faculty in minimizing the pre-disposition and opportunity to commit academic fraud and support their role in safeguarding academic integrity. There are numerous ways to support this role, such as by 1) providing resources for online monitoring of the authenticity of work submitted and setting expectations for the faculty's use of those resources, 2)

ensuring a trusted means of reporting and sanctioning violations, the use of which is not optional but instead expected, and 3) evaluating the instructor's performance in serving as the primary gatekeeper for the integrity of the degrees awarded by the institution.

Indeed, ensuring that standards for academic integrity are maintained in courses is as critical a component of good teaching as is pedagogical content knowledge, professional aspects of teaching, and student response to instruction as subject area expertise, mastery of pedagogical methods, and engagement with students. Faculty can employ strategies to minimize the likelihood of opportunities for cheating as well as to mitigate the students' perceived need to engage in academic dishonesty. While employing such strategies requires additional effort, educating faculty about such strategies, as well as recognizing the additional effort required to implement sound teaching practices that frustrate cheating, are both worthwhile endeavors.

Other factors critical to the decision to commit academic fraud include the social acceptability of cheating among peers and the likelihood of sanctions, if caught. Because the likelihood of sanctions is key to the decision to commit fraud, there is a crucial need for an enforced ethical model characterized by a consistency in reporting violations and a consistency in administrating sanctions.

A shift in the focus to *learning* rather than grades also undermines the temptation to cheat and focuses instead on an authentic learning experience. Indeed, making education authentic means establishing a culture where learning is valued so that students do not want to engage in academic dishonesty and professors want to enforce policies and design courses to minimize that possibility. In sum, confronting each angle of the fraud triangle with coherent and logical strategies shakes the foundation upon which academic dishonesty rests and effectively lessens the probability of cheating and the propensity to engage in unethical conduct.

Some of these recommendations involve a commitment of resources. Even if a student's major course of study does not lend itself to dishonesty, WCU is educating the whole person; therefore, we must ensure that all students are surrounded by people who are engaging in ethical behavior. A college degree involves the disciplining and furnishing of the mind, and not just the mastery of a skill. To encourage and maintain an atmosphere of positive and ethical behavior, and to equip our students for the present and the future with a view toward promoting self-efficacy for all stakeholders, WCU must embrace its responsibility. The reputation of its degrees, its alumni and its core mission are at stake.

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# Appendix A

**Results Of A Campus Survey On  
Academic Integrity Violations  
At A Midsize Public University**



# RESEARCH TEAM



- Robert Crow, Mackenzi Gruenert, Ashley Addonisio, Dani Moody, Katherine Spalding, Calli Holshouser, Courtney Andrews, Austin Kirkpatrick, Stephanie Mason, & Ray Houston

# METHOD

## • Procedure

- An email from the Office of the Chancellor was sent to all students requesting that they complete the Academic Integrity survey. A link to a Qualtrics survey was included in the email.
- A “reminder email” from the Office of the Chancellor was sent to all students two weeks before the survey closed.
- No incentives were offered for students to complete the survey.
- All responses were anonymous.

# METHOD

- Material

- An Academic Integrity Survey (Lee et al., 2003) was edited/shortened and used for this project. Permission was received to edit and use the survey.
- The survey was edited by the WCU’s Academic Integrity Taskforce.

# METHOD

- Participants

- 655 students opened the survey in Qualtrics.
- Several responses were excluded resulting in 621 usable response surveys.
- Student from all colleges on campus participated in the survey.



## Western Carolina University (WCU)

11,639 Students (10,027 UG & 1,612 G)

6,592 Female (56.6%) & 5,047 Male (43.4%) 90% Are from NC

78.7% White, 6.8% Hispanic, & 5.9% Black or African American

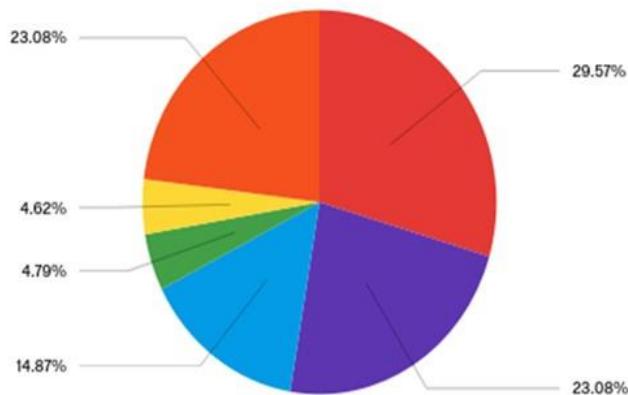
# RESULTS

#	Answer	%	Count
2	Female	67.42%	416
1	Male	31.60%	195
6	Prefer not to answer	0.49%	3
3	Transgender	0.49%	3
Total		100%	617

# ETHNICITY

#	Answer	%	Count
1	African American/Black	3.55%	22
2	Caucasian/White	87.56%	542
3	Hispanic/Latinx	3.88%	24
4	Asian	0.97%	6
5	Bi-racial/multi-racial	1.94%	12
6	Native American/American Indian	0.65%	4
7	Other	0.65%	4
8	Prefer not to answer	0.81%	5
	Total	100%	619

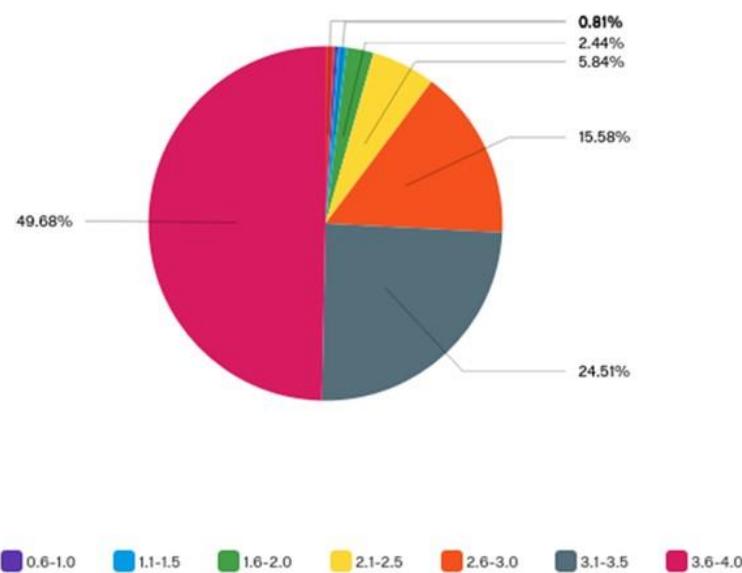
# COLLEGES



- College of Arts and Sciences
- College of Business
- College of Education and Allied Professions
- College of Engineering and Technology
  
- David Orr Belcher College of Fine and Performing Arts
- College of Health and Human Sciences

#	Answer	%	Count
4	College of Arts and Sciences	29.57%	173
5	College of Business	23.08%	135
6	College of Education and Allied Professions	14.87%	87
7	College of Engineering and Technology	4.79%	28
8	David Orr Belcher College of Fine and Performing Arts	4.62%	27
9	College of Health and Human Sciences	23.08%	135
Total		100%	585

## GPA



# GPA

#	Answer	%	Count
1	0.0-0.5	0.81%	5
2	0.6-1.0	0.32%	2
3	1.1-1.5	0.81%	5
4	1.6-2.0	2.44%	15
5	2.1-2.5	5.84%	36
6	2.6-3.0	15.58%	96
7	3.1-3.5	24.51%	151
8	3.6-4.0	49.68%	306
Total		100%	616

# RESULTS

- Knowledgeable about WCU's Academic Integrity Policy?
  - 0 (Not Knowledgeable) to 10 (Very Knowledgeable)

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	1	0.00	10.00	7.51	2.12	4.51	556



# RESULTS

- Are Academic Integrity Policy Violations a problem at WCU?

#	Answer	%	Count
1	Yes	14.66%	89
2	No	34.76%	211
3	Unsure	50.58%	307
	Total	100%	607

# RESULTS

- With whom have you discussed WCU's Academic Integrity Policy?

	Yes	No
Professor	77.8	22.2
A Staff Member	26.1	73.9
A Student	24.9	75.1
At orientation	55.4	44.6
At open house	25.6	74.4
Other	10.4	89.6

## AWARENESS OF CHEATING

	N	Mean	Std. Deviation
Cheating: using a cheat sheet	538	1.35	0.864
Cheating: from other students without their knowledge	541	1.43	0.891
Cheating: from another student who took the test	542	1.95	1.408
Cheating with cell phone or laptop	540	2.01	1.305
Cheating: unauthorized internet searches	538	2.07	1.368
Cheating: from another student with their knowledge	541	2.08	1.285

## AWARENESS OF CHEATING

	N	Mean	Std. Deviation
Plagiarism: purchasing a paper	542	1.22	0.684
Plagiarism: turning in work copied from others	539	1.38	0.857
Plagiarism: copying material from any source	541	1.4	0.838
Falsifying: data	537	1.4	0.874
Plagiarism: turning in work completed by others	542	1.48	0.951
Turning in the same paper for multiple courses	541	1.56	0.973
Getting unpermitted help	542	1.68	1.111
Plagiarism: Copying without referencing	541	1.78	1.127
Fabricating an excuse	538	1.81	1.247
Working as a group on individual work	542	2.15	1.322

## PERPETRATED CHEATING

	N	Mean	Std. Deviation
Cheating: using a cheat sheet	503	2.19	1.082
Cheating: from other students without their knowledge	507	2.21	1.039
Cheating with cell phone or laptop	501	2.63	1.737
Cheating: from another student who took the test	508	2.67	1.678
Cheating: from another student with their knowledge	505	2.69	1.573
Cheating: unauthorized internet searches	500	3.01	2.242

## PERPETRATED CHEATING

	N	Mean	Std. Deviation
Plagiarism: purchasing a paper	507	1.04	0.345
Plagiarism: turning in work completed by others	507	1.06	0.386
Plagiarism: turning in work copied from others	502	1.06	0.397
Plagiarism: copying material from any source	502	1.08	0.461
Falsifying: data	507	1.15	0.528
Getting unpermitted help	502	1.21	0.629
Fabricating an excuse	508	1.23	0.618
Plagiarism: copying without referencing	505	1.24	0.622
Turning in the same paper for multiple courses	506	1.25	0.665
Working as a group on individual work	505	1.58	1.001

# RESULTS

- Reasons why students cheat...

Reason	Yes	No
Unsure about policies	17.4	82.6
Unsure how to cite	45.4	54.6
Procrastination	67.9	32.1
Forgot about the assignment	47.0	53.0
Pressure for grades	49.1	50.9
Not enough time	82.5	17.5
Not interested	39.2	60.8
Other	10.6	89.4

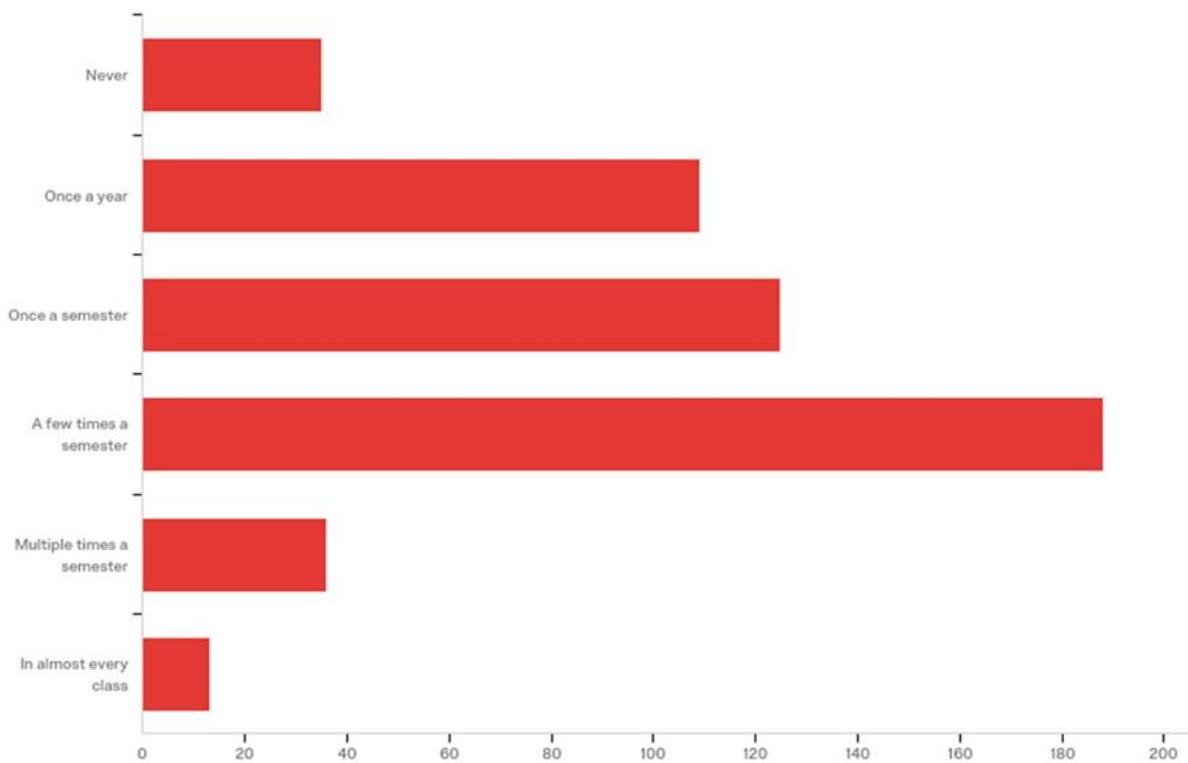


# RESULTS

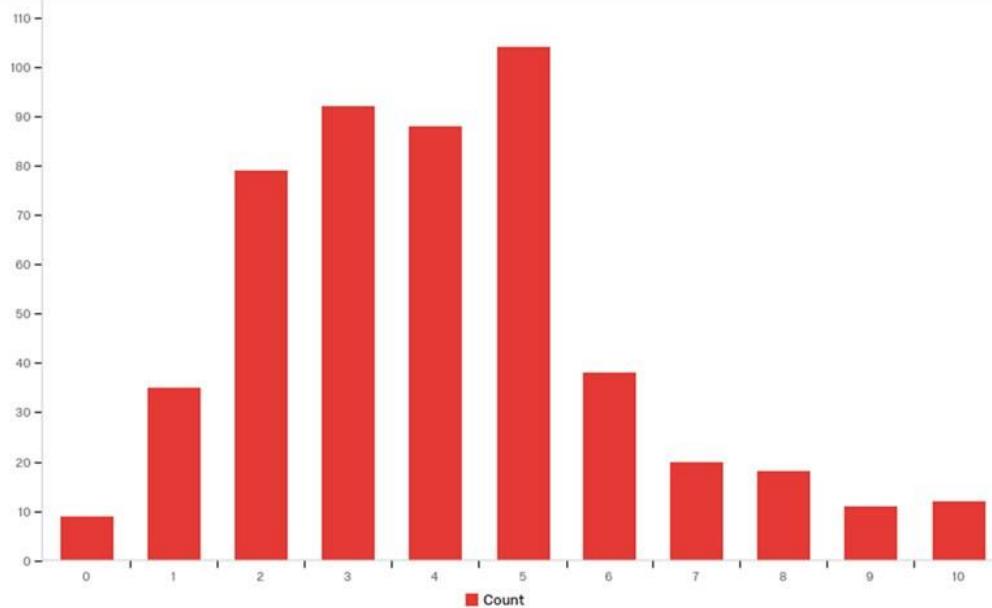
- How often does the “typical student” cheat...
- How often do students get caught cheating...
- How serious are the consequences for cheating...

## HOW OFTEN DOES THE “TYPICAL STUDENT” CHEAT?

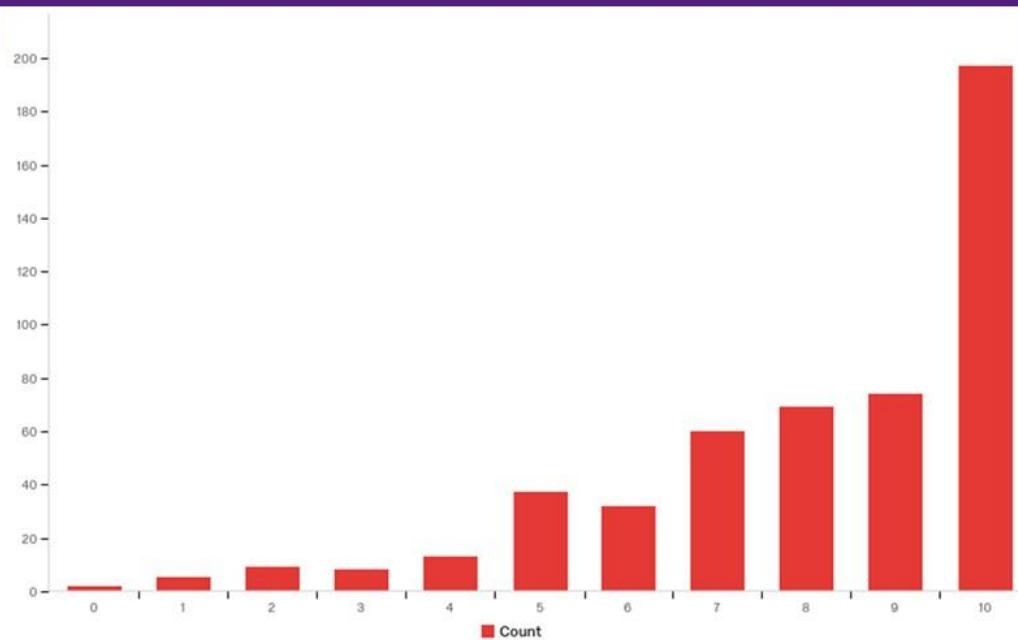
#	Answer	%	Count
1	Never	6.92%	35
2	Once a year	21.54%	109
3	Once a semester	24.70%	125
4	A few times a semester	37.15%	188
5	Multiple times a semester	7.11%	36
6	In almost every class	2.57%	13
Total		100%	506



## HOW OFTEN DO STUDENTS GET CAUGHT CHEATING?



## HOW SERIOUS ARE THE CONSEQUENCES FOR CHEATING?



# LIMITATIONS

- Low response rate
- Nonrepresentative sample
- Issues with questions
  - Class standing
  - Coding issue



# Appendix B



## THE HONORLOCK DIFFERENCE

### What We Heard

Developed out of Florida Atlantic University by a team of students with the help of FAU's online team, Honorlock was able to develop our solution around the feedback received from faculty and students to truly develop an industry leading tool that will ensure your academic integrity.

The main feedback we heard regarding proctoring was:

- **Too Difficult** - Students and instructors felt that current technology was too demanding to use, often requiring bulky software and strict scheduling.
- **98% of exam content** was accessible from **third party exam bank websites** such as Chegg, Quizlet, Coursehero, etc.
- A case study conducted at FAU showed that **70% of students** were using a **secondary device to cheat** (Cell phones, tablets)
- **Lack of customer support** for both instructors and students
- **Outdated technology**
- Too many **false positives**

### What We Did

By working closely with online instructors and distance educators, we analyzed what was missing from proctoring and added features to address the biggest issues affecting academic integrity.

### Features Unique to Honorlock

- **Multi-Device Detection** - Our patented and ground breaking technology will automatically detect students use of any secondary device to search for exam questions on third party websites. Making us the only proctoring company in the world to offer secondary device detection.
- **Search and Destroy** - Honorlock will automatically remove leaked exam content from third party sites such as Chegg, Quizlet, and Coursehero before students ever take the exam. **93% removal rate!**

- Live Pop-In - Honorlock's innovating technology will prompt a live proctor to join any student's session in real time that exhibits suspicious behavior. Proctors can assist students as well as make reporting easy for the faculty.

#### **Key Differences With Using Honorlock**

- Easy to use
- 99% Ticketless Experience - No Issues!
- True 24/7/365 Support for BOTH Instructors and Students via Live Chat or Phone
- Software Free - Cloud based, no downloads for students or instructors
- Simple Integration - Seamless LTI application in Canvas
- Intuitive for all End Users - One click set up process!
- Accurate Reporting - Our reporting will save your faculty time by providing a true and accurate proctoring report.

#### **What our Customers Are Saying**

"Honorlock has minimized worries of providing online test by easily verifying the identity of who is taking the exam, monitoring their physical activity during the exam and monitoring their use of other devices during the exam. In my opinion, this software is a game-changing tool." - *William Urquhart, Instructor at FAU*

"I have to mention that I have been previously using your competitors software. And I can tell you there was never a time where students did not have problems accessing the exam. I did not have any of those issues with Honorlock. I am really pleased about that."

- *Dr. Laurence Brown, Instructor at FAU*

"This is the best proctoring system I've ever used. It was so easy to set up and use! Completely stress-free!" - *Anonymous UF Student*

"The Honorlock Proctoring service alleviated a lot of test anxiety that I experience with \*\*\*\*\*. The easy set-up and ability to take my exam at my leisure made studying ahead of time far less stressful as well." - *Anonymous UF Student*

Video Conference with HonorLock Representative Jack Caldwell

- Proctoring service created by students
- 98% of exam content will end up on a 3<sup>rd</sup> party site within 48 hours
- 60% of students use secondary devices to look up answers
- Search and destroy feature allows you to search 3<sup>rd</sup> party sites to remove any of your exam content prior to delivering the exam (can remove 93% if exam is loaded in HonorLock at least 48 hours prior to start time)
- HonorLock is a software free company. Just need to use chrome and have “extension”. Then it will work in Blackboard.
- Facial recognition – stores landmarks in system
- Lockdown Browser, disable copy/paste
- Live popping – if suspicious behavior is detected, a live proctor “pops up” on screen during exam, pausing it.
- Multi-device detection (awarded a patent for it) – if question is searched during exam on a cell phone, it sends out an alert tone on phone which is picked up on the webcam and will prompt a live proctor pop-up.
- Faculty do not need to use Chrome. Only have to setup HonorLock one time (two clicks).
- Detailed reporting for faculty to view

- 1. How long do they hold on to their facial mapping data and the photos and videos they collect of students?**
  - Data can be stored for either 6 or 12 months. The school will have the option to decide. At an additional cost, data can be stored for longer than 12 months.
- 2. How are they protecting their facial mapping data and photos and videos of students from potential breaches?**
  - All data is stored in Amazon AWS S3 servers. Data is also encrypted, additionally our application servers operate use secure architecture and undergo regular vulnerability scans.
- 3. What protection does HonorLock provide against:**
  - a. **virtual webcam use? Ex: Manycam**
    - Honorlock monitors the identity information for the selected audio and video sources for known 3<sup>rd</sup> party tools.
  - b. **extra monitor, keyboard, and person on the other side of the student's monitor?**
    - Honorlock can detect extra monitors, additionally faculty can toggle this feature on and off. It's tough for any technology to "detect" a person standing behind the monitor. One way that we address these type of issues is with our proprietary Live Pop in feature. As demonstrated, if our automation detects suspicious activity, we can pause the exam, join the student's session and require them to do another room scan.
  - c. **covered mic & "LAN party"?**
    - Our proctoring service includes an option to require mic audio for students to begin their test. Further, the system can detect audio spikes from mic input.
  - d. **virtual machine?**
    - Detection of virtual machines is difficult without installing heavy software on the student's computers. To provide the easiest solution to use for students our solution is cloud based and software free.
- 4. We saw what happens if a student tries to Google an answer during a test. What happens if a student tries to go directly to a site such as CourseHero or Quizlet during a test?**
  - Our mobile detection works because we are monitoring certain websites that Honorlock uses to "hide" sites like Coursehero and Quizlet. If they land directly on a site we don't monitor, our detection won't pick it up. We remove over 90% of exam content from these type of websites to begin with, so even if they land on these sites, the exam information won't be there.



**Honorlock**  
ON-DEMAND REMOTE PROCTORING

# WESTERN CAROLINA UNIVERSITY

## PRICING PROPOSAL

AUGUST 20, 2018

SUBMITTED BY: HONORLOCK

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## PRICING SCHEDULE

Honorlock is providing two service level quotes for Western Carolina University as shown below: Fully Automated, Fully Automated with Live Pop-in. All pricing options include unlimited time on exams.

Level 1 - **Fully Automated** - Honorlock's automated solution will automatically detect suspicious behavior and flag incidents for instructor review.

Level 2 - **Fully Automated with Live Pop-in** - The First and Only automated system that will prompt a live proctor to "Pop-in" to a student's session should the student trigger our automated system due to suspicious activity i.e., if they leave the webcam, or if there is too much background noise, etc.

### Benefits to Live Pop-In

- **Real time proctor reporting** - Faculty will save time by not having to review exam sessions with a high amount of flagged incidents
- **Prevent unwanted behavior** - By having real time proctors Pop in, we can prevent students from cheating

### Enterprise License for full FTE:

Includes unlimited time on exams

User Count	Price per User Automated Proctoring	Price per User Automated + Live Pop-in
11,000	\$13.25	\$23.25
Total Annual Amount:	\$145,750.00	\$255,750.00

## HONORLOCK

### WHO ARE WE?

Honorlock commenced business on May 1, 2015 as a startup venture in Florida Atlantic University's Tech Runway program and has been used by customers since July 11, 2015. Honorlock founders recognized that while technology in recent years had changed education by exponentially increasing a student's ability to access and take in information, the technology that gave instructors the ability to turn off that flow of information and ensure a fair and reliable online assessment process had not kept pace.

The founders also recognized that enrollment in online courses had been steadily increasing. Students were choosing online programs due to existing commitments (work and family) and the flexibility that online programs offer. At the same time, education institutions wanted to expand their reach into neighboring states, and even internationally. How does this growth in online courses happen while maintaining the integrity of the assessment process? Honorlock!



**Adam Roth**

Adam, our Co-Founder and CEO of Honorlock, founded the company as a better way to handle academic integrity.

**Carl Scheller**

Carl, our VP of Engineering, is our product expert and integration wizard. His knowledge of the LMS systems helps provide a seamless end-user experience.

**Dee Bohne**

Dee, our VP of Sales, recently joined our management team after spending the last 6 years as a Sales Director with Instructure.

**Leo Bentovim**

Leo, our Director of Client Relations, is dedicated to creating a first-class customer service experience for all of our customers.

**Jonathan Hernandez**

Jonathan, our Operations Manager, handles all of our day to day operations, making sure the engines keep running.

Honorlock Core Leadership Team

# Appendix C

## Academic Integrity Policy

### I. Expectations:

Western Carolina University strives to achieve the highest standards of scholarship and integrity and is working hard to improve the quality of your education. Academic integrity is the moral code of academia that requires a commitment to and demonstration of honest behavior. Violations of academic integrity undermine the value of one's education, interfere with the basic mission of education, and tarnish the reputation of the individual and institution.

### II. General:

This policy addresses academic integrity violations of undergraduate and graduate students. Students, faculty, staff, and administrators of Western Carolina University (WCU) strive to achieve the highest standards of scholarship and integrity. Any violation of this policy is a serious offense because it threatens the quality of scholarship and undermines the integrity of the community. Instructors have the right to determine the appropriate academic sanctions for violations of the Academic Integrity Policy within their courses, up to and including a final grade of "F" in the course in which the violation occurs.

### III. Definitions:

1. *Cheating* – Using, or attempting to use, unauthorized materials, information, or study aids in any academic exercise.
2. *Fabrication* – Creating and/or falsifying information or citation in any academic exercise.
3. *Plagiarism* – Representing the words or ideas of someone else as one's own in any academic exercise.
4. *Facilitation* – Helping or attempting to help someone to commit a violation of the Academic Integrity Policy in any academic exercise (e.g. allowing another person to copy information during an examination).

### IV. Undergraduate and Graduate Academic Integrity Process:

1. Within seven (7) business days of the instructor's knowledge of the alleged violation of the Academic Integrity Policy, the instructor shall complete the Academic Integrity Violation Faculty Resolution Form and send it to the Associate Vice Chancellor/Dean of

Students. (This will be an electronic process). Upon submission of an Academic Integrity Violation Faculty Resolution Form, the instructor must provide the Associate Vice Chancellor/Dean of Students with all materials and documents related to the case (e.g. course syllabus, materials in violation of the Academic Integrity Policy, Instructor Resolution Form). A **business day** is defined a day in which the university is open, whether or not classes are in session.

2. Within three (3) business days of receiving a completed Academic Integrity Violation Faculty Resolution Form and supporting materials, the Associate Vice Chancellor/Dean of Students will send a letter to the student and copy the faculty member. The letter will outline the allegations, sanctions, and options for addressing the matter.
  - a. Agree with the faculty member and accept responsibility (including all sanctions).
  - b. Not respond, and accept responsibility (including all sanctions) by default after 5 business days.
  - c. Elect to appeal the decision of the faculty member.
3. If the student does not respond within five (5) business days of receipt of the written allegation(s), the student shall be deemed to have mutually resolved the matter and shall be bound to the sanction(s) outlined by the instructor in the written allegation. This outcome will be communicated to the faculty member and the student. If the student responds, but does not request a meeting, the alleged violation of the Academic Integrity Policy shall not be subject to further review and/or appeal. This outcome will be communicated to the faculty member and the student.
4. If the student appeals the decision of the faculty member within five (5) business days of receipt of the allegation letter, the Associate Vice Chancellor/Dean of Students will convene an Academic Integrity Board. The student and the instructor should be present during the hearing. Only information submitted previously by the faculty member and evidence submitted during the hearing by either party may be considered by the board. The standard for responsibility shall be a preponderance. The hearing board may agree or disagree with the allegation(s) of the instructor. The hearing board also may approve, overturn, or modify the sanction(s) proposed by the instructor. If the student does not attend the scheduled hearing, the matter will be heard in absentia and shall not be subject to further review and/or appeal. Within ten (10) business days of the hearing, the Associate Vice Chancellor/Dean of Students will send the student and faculty member written notification of the decision of the Academic Integrity Board. The decision of the Academic Integrity Board shall be final.
5. The student must remain enrolled in the course related to the case, and may not be permitted to withdraw from the course related to the case, until all hearing timelines, notifications, and/or appeals have been completed.

## V. Academic Integrity Board:

The Academic Integrity Board shall consist of a minimum of three (3) currently enrolled students and/or faculty members (with a minimum of one faculty member and one student). The Associate Vice Chancellor/Dean of Students will serve as the non-voting chair of the

board. The WCU Student Government Association (SGA) annually will identify a pool of students to serve as board members and report their names to the Office of the Provost and the Associate Vice Chancellor/Dean of Students at the beginning of each academic year. The Dean of each College annually will identify a sufficient number of faculty members to serve on boards and report their names to the Office of the Provost and the Associate Vice Chancellor/Dean of Students at the beginning of each academic year. The Associate Vice Chancellor/Dean of Students and Associate Vice Chancellor for Student Success will coordinate the training of all board members at the beginning of the fall semester.

## **VI. Sanctions:**

The instructor and/or Academic Integrity Board-may impose academic sanctions permitted by the institution (not to exceed receiving a grade of “F” for the course). The instructor and/or Academic Integrity Board may not permanently remove the student from the course or suspend/expel the student from a program or the University until the process is completed. Student behavior of the magnitude to warrant consideration for permanently removal from the course or suspension/expulsion from a program or the University must be referred to Associate Vice Chancellor/Dean of Students.

## **VII. Habitual Violations of the Academic Integrity Policy:**

The Associate Vice Chancellor/Dean of Students shall serve as the repository for all records associated with allegations and violations associated with the Academic Integrity Policy. Upon receipt of materials associated with violations of the Academic Integrity Policy, the Associate Vice Chancellor/Dean of Students will determine if a student previously violated University policies. A student with a prior record of violations, or who commits a gross and/or egregious violation of the Academic Integrity Policy, will be referred to the Associate Vice Chancellor/Dean of Students for consideration of being subject to hearing proceedings for classification as a habitual violator. Students with two (2) or more violations of the Academic Integrity Policy will automatically be subject to hearing proceedings as a habitual violator. Students in this category are subject to both course-related and University-level sanctions (which could include suspension or expulsion).

## **VIII. Reports**

The Associate Vice Chancellor/Dean of Students annually will compile statistics on usage and outcomes for the Office of the Provost and Faculty Senate. At the end of each academic year each faculty member who participated in the Academic Integrity Process will be sent a Qualtrics Survey to solicit feedback on the experience.

## **IX. Forms:**

Academic Integrity Policy – Instructor Resolution Form  
Academic Integrity Flow Chart

## **Academic Integrity Policy: *Faculty Resolution Form***

### **General Information:**

Student's Name: \_\_\_\_\_ 92#: \_\_\_\_\_  
Last                          First                          M

Faculty Member's Name: \_\_\_\_\_

Term: Fall Spring Summer                          20                          Course: \_\_\_\_\_

### **Nature of Allegation:**

Please circle one of the following allegations, attach supporting documentation (i.e. copy of paper(s)/exam(s), evidence of plagiarism, etc., and a copy of your course syllabus.

Cheating                          Plagiarism                          Fabrication                          Facilitation

### **Sanction(s):**

Faculty members may assign sanctions to include a maximum of assigning a grade of "F" for the course. Possible sanction(s) include re-submitting the assignment, issuing "0" points or a grade of "F" for the assignment, requiring the student to participate in Academic Integrity Education through DSCE, or issuing a grade of "F" for the course. Please list the sanctions you deem appropriate to address this matter:

## **For Office Use Only**

### Student Response:

- Student responded, and accepts responsibility. All sanctions will be applied to student.
- Student did not respond within 5 days. Responsible in absentia and all sanctions will be applied to student.
- Student does not agree with the assessment of the faculty member and elect to appeal the decision.

### Appeal:

- No appeal filed by student.
- Student appealed:

Academic Integrity Board Decision:

Final Sanction(s):