

How Do I discuss academic integrity during the first class?

Presented by:

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Presenter Bio:

Gary Pavela teaches in the honors program at the University of Maryland and writes law and policy newsletters to which over 1,000 colleges and universities in North America subscribe. He has been a fellow at the University of Wisconsin Center for Behavioral Science and Law, taught at Colgate University, and serves on the Board of the Kenan Institute for Ethics at Duke University. In 2005 he received the National Association of Student Personnel Administrators' "Outstanding Contribution to Literature and Research" award. In 2006 he was designated the University of Maryland "Outstanding Faculty Educator" by the Maryland Parents' Association.



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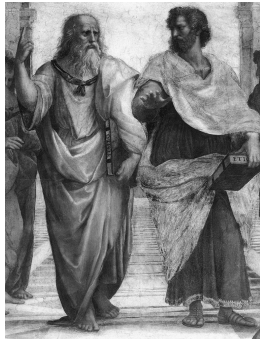
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How Do I Discuss Academic Integrity During the First Class?

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Statement of Professional Ethics

"As teachers, professors encourage the free pursuit of learning in their students. They hold before them the best scholarly and ethical standards of their discipline. Professors demonstrate respect for students as individuals and adhere to their proper roles as intellectual guides and counselors.

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Continued...

Professors make every reasonable effort to foster honest academic conduct and to ensure that their evaluations of students reflect each student's true merit. They respect the confidential nature of the relationship between professor and student.

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Continued...

They avoid any exploitation, harassment, or discriminatory treatment of students. They acknowledge significant academic or scholarly assistance from them. They protect their academic freedom."

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The 20-60-20 Theory

"This is my "20-60-20" theory. As many as 20 percent of college students will cheat no matter what we do. And as many as 20% will never cheat no matter what we do-perhaps due to religious convictions, or the fear of getting caught. We're fighting for that 60% in between.

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Continued...

They come as freshmen and hear what we say about academic integrity and say, "Okay, I'm willing to wait to see what happens." If they watch upperclassmen not cheating they tend to go in that direction, but if they see widespread cheating, they'll probably join the cheaters."

-- Donald L. McCabe

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Speaking of his exchange with his pupils, Socrates once observed:

'What we're engaged in here isn't a chance conversation but a dialogue about the way we ought to live our lives.' The closer we professors come to following Socrates, the less cheating we're likely to see."

-- Mark Edmundson, "How Teachers Can Stop Cheaters," September 9, 2003 *New York Times*

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Highly effective teachers tend to reflect a strong trust in students

"They often display openness with students and may, from time to time, talk about their own intellectual journey, its ambitions, triumphs, *frustrations, and failures*, and encourage their students to be similarly reflective and candid.

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Continued...

They may discuss how they developed their interests, *the major obstacles they faced in mastering the subject*, or some of their secrets for learning particular material. They often discuss openly and enthusiastically their own *sense of awe and curiosity about life*. Above all, they tend to treat students with what can only be called *simple decency*."

-- Ken Bain, *What the Best College Teachers Do* (2004)

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Effects of Teacher Greetings on Student On-task Behavior

The current research suggests [that] . . . [m]erely greeting a student at the door with his or her name and a brief, genuine pleasantry increased student on-task behavior.

-- R. Allan Allday and Kerri Pakurar in the *Journal of Applied Behavior Analysis* (Summer 2007)

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Thomas Jefferson on the ethical influence of his teachers and mentors at William and Mary:

"When I recollect that at 14 years of age the whole care and direction of myself was thrown on myself entirely, without a relative or friend qualified to advise or guide me, and recollect the various sorts of bad company with which I was associated from time to time, I am astonished I did not turn off with some of them, and become as worthless to society as they were.

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Continued...

I had the good fortune to become acquainted very early with some characters of very high standing, and to feel the incessant wish that I could even become what they were. Under temptations and difficulties I could ask myself what would Dr. Small, Mr. Wythe, Peyton Randolph do in this situation?

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Continued...

What course in it will assure me their approbation? *I am certain that this mode of deciding on my conduct tended more to its correctness than any reasoning power I possessed . . .* [emphasis supplied].

--Fawn Brodie, *Thomas Jefferson: An Intimate History* (Bantam, 1975), p. 27

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Consider the benefits of classroom honor codes.

Research supporting classroom honor codes can be found in an influential book by Duke University behavioral economist Dan Ariely: *Predictably Irrational: The Hidden Forces That Shape Our Decisions* (2008).

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