

Enacting academic integrity. It takes courage!*



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Overview of presentation

- Brief introduction to virtue ethics
- Courage as a virtue
- Courage and academic integrity
- Models of courage
- Courage and the fundamental values of academic integrity
- Why courage in higher education is more important than ever
- Learning from case studies to build courageous academic communities

Virtue ethics

- Virtue ethics is a blend of Aristotelian and Christian philosophy.
- Aristotle's starting point: it is **human nature** for every activity to aim at some **“good”**.
- This “good” is described as a type of **flourishing** or “a state of being well and doing well in being well” (MacIntyre 2007, p. 149).
- Virtues are those qualities which enable individuals to achieve such flourishing.

The virtues

- Aristotle identified nine virtues:
 - wisdom, prudence, justice, fortitude, **courage**, liberality, magnificence, magnanimity and temperance.
- A virtue represented **the mean** between corresponding vices of excess and deficiency.
 - **Cowardliness** ← **courage** → **rashness**
- “four cardinal moral virtues”: **courage**, temperance, wisdom and justice (Foot 1978, p. 2).

Virtues and rules

- The exercise of the virtues requires “a **capacity to judge** and to do the right thing in the right place at the right time in the right way” (MacIntyre 2007, p. 149).
 - There is **still a need for laws or rules** which prohibit certain actions and provide recommendations for related consequences.
- However, judgement of any situation cannot be reduced to the routine application of rules, because “**particular cases always arise** in which it is unclear how the law is to be applied...there are bound to be occasions on which **no formula is available** in advance” (MacIntyre 2007, p. 152).

Virtues and community

- Any description of the **virtues must be engendered by the community** in which those virtues are to be practised (MacIntyre 2007, p. 162).
- The community needs to have a **shared agreement** on goals, and virtues must be cultivated through **systematic training** (MacIntyre 2007, p. 149).

Living virtuously

- A flourishing life of virtue is built on a personal aspiration “to be better than we are” (Annas 2006, p. 11)
 - to reach an ideal of thought and behaviour, and to improve ourselves beyond what is possible by simply following a set of established rules or models.
- A person practising virtue ethics would determine their own behaviour based on what an exemplary ethical person would do.
 - The person would ask: Who is my role model? What is best practice?



Exemplars of behaviour

- Who are our role models?
- Who do we look to as models of ‘courage’?
- Who are our ‘heroes’ in everyday life?

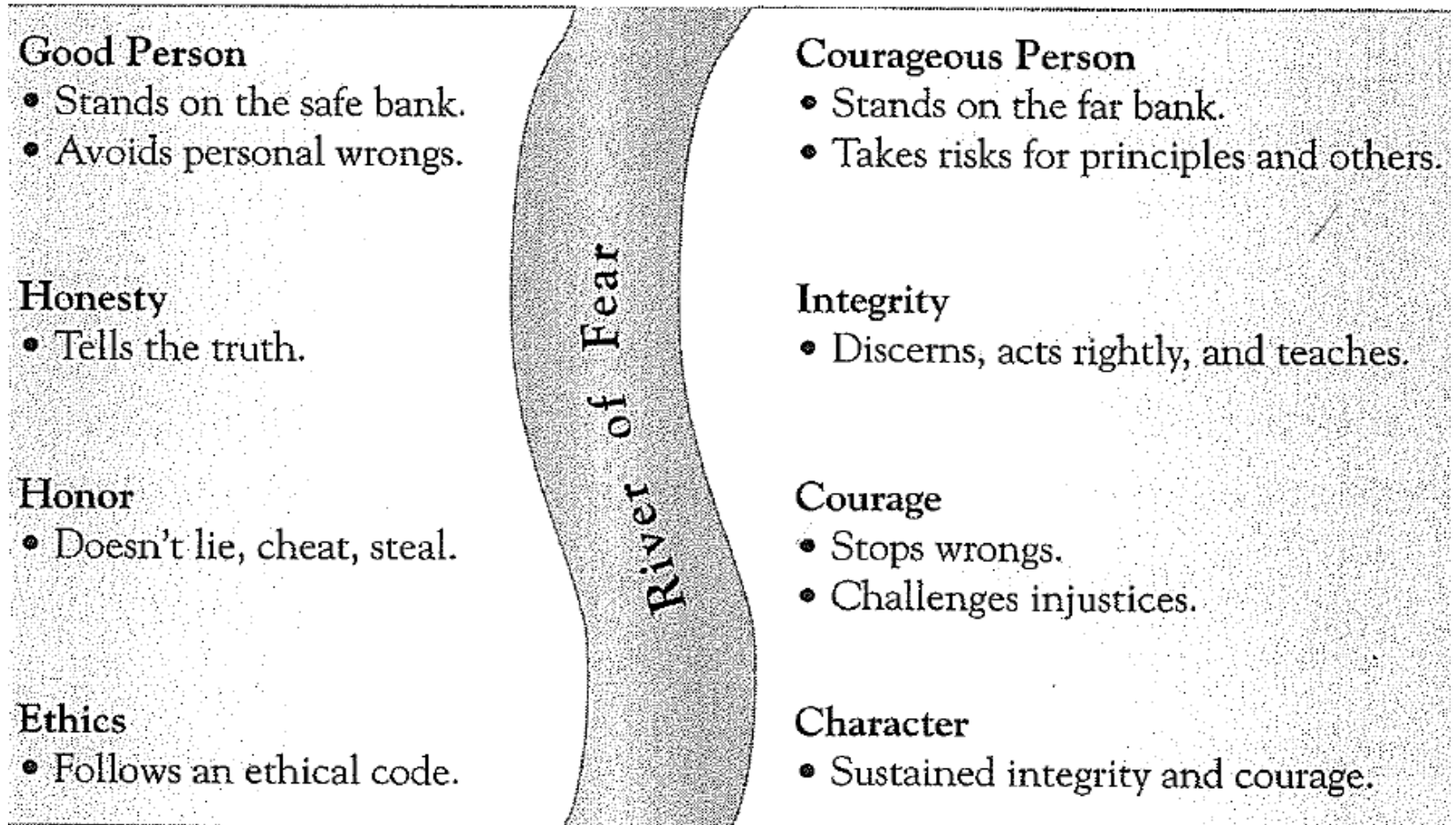


Traits of courageous people*

- Willingness to speak up.
- Willingness to be quiet and listen!
- Willingness to take action.
- Willingness to go against (or beyond) perceived wisdom and even laws/rules.
- Willingness to be an outcast.
- Willingness to lead by example.
- Wisdom to know when to fight and when to withdraw.
- The ability to feel, show and live compassion.
- Perseverance, resilience, fortitude, patience.

* Note: there is a difference between a 'good' person and a 'courageous' person.

Figure 10.1. The Character Matrix



Virtues and academic integrity

- Links can be made between the virtues and the way that academic integrity is articulated by the International Center for Academic Integrity (ICAI)
- Academic integrity is premised on five fundamental values: **honesty, trust, respect, fairness and responsibility** , and these values are enabled and put into action via the **virtue of courage** (ICAI 2013).

Courage to enact academic integrity

“Courage is an element of **character** that allows learners to commit to the quality of their education by holding themselves and their fellow learners to the highest standards of academic integrity even when doing so involves risk of negative consequences or reprisal. **Being courageous means acting in accordance with one’s convictions**. Like intellectual capacity, **courage can only develop in environments where it is tested**. ...Members of academic communities must learn not only to make integrous decisions, but also to display the **courage necessary to follow their decisions with action**. Only through the exercise of courage is it possible to create and maintain **communities of integrity strong enough to endure** as responsible, respectful, trustworthy, fair and honest regardless of the circumstances they face.... (Revised Fundamental Values of Academic Integrity, ICAI 2013)

Why is courage important for academic communities?

A complex education environment:

- Higher education is increasingly competitive: Student admissions; university ranking systems; government funding; research (funding and status)
- Less job and career security for academic workforce
- Massification and commercialisation of higher education
 - Increasingly diverse student body
 - Socially and educationally disadvantaged students
- Corruption in wider society - constant scandals in media
 - Changing social values and norms
- Breakneck changes in technology

A complex classroom

- Reduced English language competence (local and international students)
- Differing cultural and educational norms
- Increased reliance on fee-paying students
- Increased reliance on technology to 'deliver' education (including transnational)
- Exponential increase in electronically available information
- Explosion of social media
- Large class sizes (often poorly attended)
- Blurring of roles – students or customers?
- Students (and staff) have increasingly complex lives
- Credentialism reigns
- Job market is increasingly competitive and ever-changing



How can we encourage the virtues?

- The application of virtues requires **shared community values reinforced by systematic training of individuals (McIntyre's 2007).**

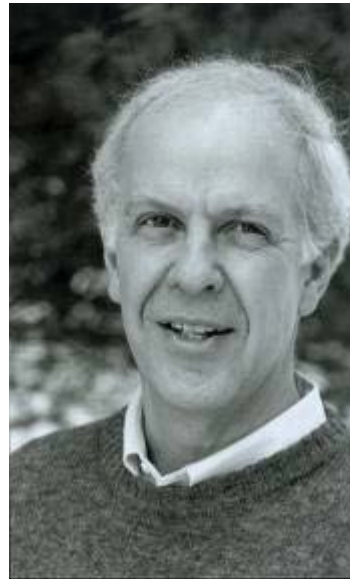
My research on AI decision-makers*

- Interviews with 15 Academic Integrity Breach Decision-Makers (2009-2010)
 - investigated whether virtue ethics had a role to play in determining outcomes for breaches of academic integrity.
- 15/15 AIBDMs spoke openly of the need for **ongoing training and induction** for new AIBDMs as a means of fostering a **strong community of practice**.
- 7/15 AIBDMs specifically mentioned the role of another AIBDM as an **exemplar decision-maker**.



Exemplars of academic integrity

- Who are your exemplars?
- Who are your academic integrity ‘heroes’?
- Who has demonstrated courage in standing up for academic integrity?



The courage to teach integrity and teach *with* integrity

Case Study 1

Situation: An Indonesian University required students to achieve a certain TOEFL score in order to graduate. They discovered that some students had been submitting fake TOEFL Certificates.

Action:

1. Immediate notification to senior management.
2. Authenticity of all TOEFL Certificates (that year) checked.
3. Fraudulent students not permitted to graduate – had to repeat final courses.
4. Accredited TOEFL Centre on Campus established – no other Certificate permitted.
5. Academic Integrity Awareness campaign on campus: posters, scrolling computer advertisements, student seminars.
6. Leadership program focusing on integrity for students.
7. Academic Integrity professional development for staff.

How is this case an example of courageous behaviour?

What other actions could be taken?

Case Study 2



Situation: A Mexican university was concerned about widespread corruption in the general community and on campus. With leadership from the President, the university:

Action:

1. Joined the ICAI and began collaborating with like-minded scholars.
2. Established on-campus Academic Integrity Office, and funded a number of key positions
3. Conducted benchmarking against other universities in the region and elsewhere
4. Academic integrity survey of both staff and students; 2nd survey 3 years later
5. Developed an Honor Code, and made this visible in every teaching space and on every assessment item. Signed by both staff and students.
6. Held a yearly national congress on academic integrity with invited international speakers.
7. Engaged staff through professional development.
8. Special classes for high school and freshman students, including presentation to parents.
9. Ran annual 'Academic Integrity Week', with participation by staff and students – 'Honest Buy', 'Money Drop', Snakes & Ladders, Jenga, student video contest, poster competition.
10. University-wide focus on building a culture of integrity: posters, leaflets, computer advertising, notices on student portal. This university has devoted time, energy and real resources to developing a holistic 'academic integrity system'.

How is this case an example of courageous behaviour?

Case Study 3

Situation: High profile cases in the Vietnamese media of plagiarism by professors; concerns that plagiarism by students was considered to be 'acceptable'.

Action: One university took a **multi-pronged, 'community service' approach** to developing a culture of integrity on campus.

1. Partnered with Transparency International: "Change the way we learn"
2. Organised public event: "You can stop corruption by changing the way we learn"
3. Consulted with all stakeholders: **high school students**, university students, researchers, teachers, administrators, **parents, employers, media**.
4. Established FACE Club (For a Clean Education) for students and staff.
5. Student contest "Honesty among students: what to lose and what to gain?"
6. Youth Box Channel (media products including posters and videos)
7. Encouraged staff to undertake (funded) research on academic integrity issues.
8. Revised and promoted new academic integrity policy.

How is this case an example of courageous behaviour?

What other actions could be taken?

LẶNG IM hay LÊN TIẾNG?
CUỘC THI THIẾT KẾ CLIP & POSTER

CHANGE
 the way we learn

FACE
 ĐẠI HỌC HOA SEN





We need to continually ask:

- What would your **academic community** do today if it was being courageous?
- What would you do **personally** today if you were being courageous?

References

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- MacIntyre, A. (2007). *After Virtue* (3rd Ed). University of Notre Dame Press, Indiana.

Image references

Opening slide, Mountain climbers:

<https://conqueranycourse.files.wordpress.com/2012/03/mountain-climbing.jpg>

Exemplars of courage:

Mother Theresa,

http://www.thehindu.com/multimedia/dynamic/00001/26IN_MOTHER_THERESA_1708f.jpg

Nelson Mandela, <https://libcom.org/files/imagecache/article/images/blog/mandela3.jpg>

Malala Yousufzai, <http://media.npr.org/assets/img/2013/09/04/malala-f0bd0f041de707ba2efb72ccf9efae6640ba6264.jpg>

Rosa Parks, http://abcnews.go.com/images/US/gty_rosa_parks_mug_kb_ss_130203_ssh.jpg

Suffragette being arrested, <http://chicknits.com/rambles/wp-content/uploads/2012/02/DA-14-3-f.jpg>

Mahatma Ghandi,

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Image references

Courageous teachers of Integrity:

Rebecca Moore Howard, http://www.rebeccamoorehoward.com/wp-content/gallery/texas/img_5909.jpg

Don McCabe, <http://ethics.sandiego.edu/video/cai/2001/McCabe/McCabe1.jpg>

Tricia Bertram Gallant, http://educationviews.org/wp-content/uploads/2012/10/cmruibinworldTBG_Presenting300.jpg

James Lang, http://www.assumption.edu/sites/default/files/Lang_0.jpg

Jude Carroll, http://www.apcei.catl.uwa.edu.au/_data/page/6918/jc.jpg

Parker Palmer, <http://www.allpilgrims.org/wp-content/uploads/2013/06/parker-palmer-black-and-white.jpg>

Wendy Sutherland-Smith, <https://62e528761d0685343e1c-f3d1b99a743ffa4142d9d7f1978d9686.ssl.cf2.rackcdn.com/avatars/13817/width238/p95r8j8w-1348638188.jpg>

Teddi Fishman,

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Erica Morris, <http://www.brookes.ac.uk/aske/Plagiarism%202012/plag-erica-morris3-12web.jpg>

Slide 21: Image of people in circle at UDEM, Monterrey, Mexico:

<http://noticias.universia.net.mx/mx/images/migracion/137x228/a/ap/apoya-comunidad-udem.gif>

Slide 23: Image of academic integrity poster competition in Vietnam, kindly provided by Loc Pham, Hoa Sen University.