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Exploring The Relationship Between Academic Dishonesty And Moral Development In Law School Students

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EXPLORING THE RELATIONSHIP BETWEEN ACADEMIC DISHONESTY

AND MORAL DEVELOPMENT IN LAW SCHOOL STUDENTS

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ABSTRACT

This mixed methods study explored whether a relationship existed between moral development and dishonest academic behaviors in law students. The quantitative portion of the study utilized a survey adapted from James Rest's Defining Issues Test and Donald McCabe's Academic Integrity Survey. Law students were solicited by email from two public institutions. The usable sample included 134 law students in the first, second, and third years of law school. Qualitatively, a law school honor council chair was interviewed as part of a case study. The transcript was coded and explored for themes and emerging topics. In tandem, the quantitative and qualitative aspects work together to provide a framework with which to guide practitioners in law school teaching and administration.

This study showed no relationship between the moral aptitude and academic dishonesty of law students. Also, no relationship existed between moral aptitude and category (papers, assignments and homework, or exams) of dishonest academic behavior. However, the study revealed that the highest number of instances of dishonest academic behavior occurred when students work on assignments or homework for class. Reference to materials, such as the internet, other law students or attorneys, or print materials, were consulted even when expressly prohibited by law professors.

The study also indicated that the moral development of law students is declining. The P-scores of this study's participants was 35.5. Compared to their counterparts in the 1960s, 70s, and 80s, the postconventional scores of today's law student is equivalent to high school and

undergraduate students then. Studies show that students completing a clinical requirement in law school experience higher moral development scores. This is something law schools may want to consider going forward if moral development is vital to its institutional mission.

Qualitatively, the case study provided useful guidance when dealing with academic dishonesty and the formation of an honor code from a law student's perspective. More dialogue is needed between an institution's honor council and the faculty/administration. This ensures that everyone is working with the same information and provides consistent communication to the law school community at large.

DEDICATION

I would like to dedicate this dissertation to everyone who inspired, encouraged, and supported me throughout this long process. My husband and sweet, little boys were so patient while I was attending classes, reading, researching, interviewing, and writing. I've been taking higher education classes since before my children were born. And while I may have been unavailable for them at times, I hope they see how important education and hard work is- a stepping stone to achieve your dreams. Gray, thank you for supporting me throughout this journey. I know I have a couple of degrees to go to catch up with you, but I promise to take a break before starting the next one. I love you. My mother has been a constant cheerleader for me. She was, and still is, always encouraging and quick to provide words of inspiration. In fact, all of my family members have believed in me even when I didn't believe in myself. I cannot express how incredible it feels to have my mothers-in-law, fathers-in-law, sisters-in-law, brothers-in-law, cousins, and friends provide constant support and belief in my abilities. I am truly appreciative of you and your support of my endeavors.

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INTRODUCTION

Academic dishonesty is a growing concern in undergraduate and graduate programs as well as in professional schools, including law schools. Law schools prepare students to enter a profession in which they hold the important role of representing clients and acting as an officer of the court. The legal community has long been self-regulating, relying upon members of the bar to follow ethical regulations to maintain the integrity of the profession. So, what is the law school's role in preparing students for this higher standard of conduct?

Aaronson (1995) stated that, "law schools do have a limited but meaningful role to play in the shaping of professional character and behavior" (p. 115). At a minimum, law schools are required to teach an ethics course where the *American Bar Association Model Rules of Professional Conduct* (American Bar Association, 2012) are introduced to law students. These model rules are adopted by the majority of states as the state bar's professional conduct code. However, teaching rules and instilling moral character and behavior are two distinct tasks. The latter may be engrained in students already from earlier academic and personal endeavors, whether positive or negative (Rhode, 2000). Even so, moral reasoning can be shaped, even into adulthood (Kohlberg, 1984; Rest, Narvaez, Bebeau, & Thoma, 1999). Although moral reasoning does not necessarily *result* in moral behavior, the two can be related (Mischel & Mischel, 1976). The study of law students' moral development, academic dishonesty, and how they relate to each other is most important in light of the continuing duty they will have as attorneys in maintaining the integrity of the legal profession.

Statement of the Problem

In a profession where ethics play such an integral role, law schools should focus on integrating more thoroughly a professional responsibility curriculum throughout all three years of law school (Rhode, 2000). Honor codes and honor councils are inherently encompassed within this curriculum. Honor codes are developed to ensure the academic integrity of law schools. They set forth guidelines that place a duty on all law students to be ethical and honest in their academic efforts. This duty of ethical and honest conduct is mirrored in the legal profession and is of utmost importance when representing a client in a court of law. As such, academic integrity should be most important to law students. Unfortunately, studies have shown an upward trend in academic dishonesty.

For the past three decades many researchers have studied students who cheat and their motivation to do so (Anistal, Anistal, & Elmore, 2009; Etter, Cramer & Finn, 2006; Jordon, 2001; Lambert, Hogan & Barton, 2003; McCabe, Butterfield & Trevino, 2006; Michaels & Miethe, 1989). The increasing use of computers and the internet has added layers to the ways in which students engage in academic dishonest behavior (Latourette, 2010). For example, law students can connect to Westlaw or Lexis, online legal databases, from anywhere and easily find the information they need. It is quite simple to cut and paste information found in these databases and place them into class assignments without proper citation. This, of course, is just electronic plagiarism (Gerdy, 2004). Although academic dishonesty may come in a variety of forms, plagiarism is the most common found in law schools, particularly in classes that require a paper be submitted for a grade.

For centuries, lawyers have utilized the works of others to reap the benefit of a favorable judgment. All legal experts depend on others' legal resources. Lawyers use the words of judges

in the form of cases, legislators in the form of statutes, and scholars in the form of treatises to analyze and craft the best arguments. Students learning the complicated layers of the law also engage in this pursuit while in law school. A student will find him or herself writing briefs, motions, or papers for a class or for a clinical client. Additionally, a student may be a member of a law journal or review and have to prepare a comment or note for publishing. Moot court board members write briefs that are used to argue in front of judges at local and national levels. All of these pursuits undoubtedly use a broad collection of legal materials to make some sort of legal conclusion. A student must be most careful to cite properly and to credit sources accurately-because as Gerald Lebovits (2004) has cautioned, "[t]he difference between scholarship and plagiarism is a quotation mark and a citation" (p 58).

Bast and Samuels (2008) explained that plagiarism has many definitions. They identified three varying definitions that are used when defining plagiarism. The first meaning identified by the researchers is derived from the Latin term *plagiarius*, which is defined as *kidnapper* (p. 780). Second, Bast and Samuels noted that the 2006-08 Legal Writing Institute Plagiarism Committee defines it as, "taking the literary property of another, passing it off as one's own without appropriate attribution, and reaping from its use any benefit from an academic institution" (p. 2, Legal Writing Institute, 2008, as cited in Bast & Samuels, 2008; see also LeClercq, 1999). Third, Judge Richard A. Posner, judge for the United States Court of Appeals for the Seventh Circuit, has given the term plagiarism the definition of "nonconsensual fraudulent copying" (pp. 780-81). These definitions are beneficial in understanding the seriousness of plagiarism but are not as extensive as the definitions used by student honor codes in law schools.

Most law school honor codes define plagiarism and proceed to explain a number of instances that constitute plagiarism. Some schools have extensive explanations, including

examples, of plagiarism; however, other law schools' definitions are not as clear and do not contain examples that students can review to ensure they are not engaging in a prohibited act (Carlos, 1997). Those law schools that do not provide a clear definition run the risk of students and faculty under-reporting plagiarism instances to the honor council. As a result, academic integrity is compromised. Additionally, grades are skewed and those who should receive higher grades will have lower ones particularly at institutions where the Bell Curve is applied to the distribution of grades. To rectify these problems, students and faculty should carefully consider the definition and prohibited actions and take the time and effort to craft instances and examples when developing or amending an honor code.

The University of Missouri-Columbia School of Law's (2005) definition of plagiarism, while extensive, is an excellent example of a carefully crafted definition. There, plagiarism is bifurcated into "word plagiarism" and "idea plagiarism" and clear instances and examples of each are included.

Word Plagiarism. Word plagiarism when referred to under this Honor Code, shall mean the act of copying literally or with insubstantial variations the written work of another and passing it off as one's own, without regard to the quantum of copying involved. It does not matter whether the appropriated information is published or unpublished; academic or nonacademic in content; or in the public or private domain. Word plagiarism in an academic matter is deemed to be a violation of the Honor Code, without regard to knowledge that the conduct constitutes a violation. It is not a defense to a charge of word plagiarism that there was no intent to deceive, to misrepresent, or to gain any unfair advantage by the conduct. The remainder of this section is intended to clarify student

understanding of word plagiarism. Students should refer to it before working on any law school writing assignment.

1. Substantial copying. It is not a defense to a charge of word plagiarism that the student has changed a few words so as to avoid making an exact copy. As one authority puts it: Plagiarism is not confined to literal copying, but also includes any of the evasive variations and colorable alterations by which a plagiarist may disguise the source from which [the] material was copied. 20 AM. JUR. PROOF OF FACTS, Plagiarism, sec. 2, at 730 (1968).

2. Citation of source. It is not a defense to a charge of word plagiarism that the student has cited the source from which the material was copied. Even extensive citations to the source do not justify the copying. The only proper way to present copied material is described in the next paragraph.

3. Presentation of copied material. There is, of course, no objection to the inclusion in a paper or other assignment of copied material, provided:

   (a) it is clearly identified as copied from another source; and

   (b) a proper citation to that source is given, either in the text or by way of a footnote.

   There are two standard ways of identifying material as copied from another source. They are:

   (a) setting the material within quotation marks; or

   (b) placing the material in a separate paragraph with block indention (i.e., with all of its lines indented, not merely the first line).

   For an example, see the quotation from AM. JUR. PROOF OF FACTS, supra. Copied material should always be identified as such in one of these ways. Further guidance

on appropriate style for quoting both lengthy and brief material can be found in A UNIFORM SYSTEM OF CITATION, sec. 5 (17th ed. 2000). The reason that mere inclusion of citations alone is no defense to a charge of word plagiarism should now be clear: if the text is not set within quotation marks or block indented, a faculty member or other reader is entitled to assume that it is the student's own composition. If the text is accompanied by a footnote or other citation, the reader will normally assume that the cited source supports the position taken in the text, but will certainly not assume that the text was copied from the cited source. The only proper ways of indicating copying from the cited source are to use quotation marks or block indentation as described above.

4. Avoiding negligence. It is not a defense to a charge of word plagiarism that the act was done negligently or without intent. The absence of intent may mitigate the penalty imposed, but it does not excuse the act. Students should therefore use great care to avoid inadvertent word plagiarism. For example, a student who copies material from a law review article, book, or case opinion onto note cards or a legal pad must place quotation marks around the copied material, so that he or she will not later mistake it as his or her own work. The student must also include the source citation in these notes to allow for proper attribution in the student's finished work.

Idea Plagiarism. Idea plagiarism is submitting as one's own and without citation, in any academic pursuit, ideas known by the student to be those of another, including those of any person furnishing writing for hire. [Note: A particular action might be both word plagiarism and idea plagiarism. In any such case, the student may be charged with word plagiarism, which does not require proof of knowledge.]

Examples of idea plagiarism include, but are not limited to:

1. Incorporating an idea presented in a publication, presentation, or other forum into a report or other document, with or without revision, in a manner that in any way suggests that the student submitting the document created the idea without reference to the original source;

2. Adopting the outline or structure of a publication or presentation, with or without revision, without crediting the original source;

3. Submitting, with or without revision, a document, or any portion thereof, created or written in whole or in part by someone other than the student submitting the document. ("Prohibited Conduct," paras. E & F)

More impressively, there is a comment accompanying this honor code that further clarifies plagiarism so that students fully understand the gravity of the charge and the instances that could come under question. Clarity and specificity are key to having students understand which actions are prohibited (Carlos, 1997). Discussions between faculty, students, and administrators should take place when defining something as crucial as "plagiarism" so that there is a unified understanding. Further, these definitions should be crafted so as to envelop all law school activities or at least address the various facets of law school such as classroom work, law journal and review work, and student organization activities. If a definition is crafted that addresses only one aspect of academics, such as classroom work, then students often will be confused and not fully understand what is expected of them.

Most law schools have honor codes in place to ensure academic integrity; however, each honor code falls along a continuum whereby the requirements, explanations, and repercussions vary greatly. McCabe, Butterfield, and Trevino (2006) have explained that honor codes are typically of two types: traditional or modified. A traditional honor code places much of the

ethical burden on students. Exams may be unproctored, the honor council may be student led, and students may have an obligation to report instances of cheating. Modified honor codes give faculty members more discretion as to whether an exam should be proctored and similar ethical calls. They also place an emphasis on building a community of integrity and do not mandate reporting requirements (McCabe et al.).

Berenson (2001) stated that the three primary functions of honor codes are aspiration, education, and regulation. Honor codes serve as academic guidelines for students and reflect the school's viewpoint on the importance of academic integrity. However, depending on the significance a school places upon its honor code, students may doubt the strength it has in deterring dishonest academic behavior. Jordan (2001) conducted a study where cheating and non-cheating students were asked about their institution's honor code. Although most of the students indicated they had received and even read a copy of their school's honor code, only 40% of them believed that actually signing the honor code decreased cheating and 37.1% were not sure about whether signing the honor code had a positive impact. Despite these statistics, schools that have an honor code in place enjoy fewer instances of cheating than those without one (McCabe et al., 2006). Even with safeguards, such as an honor code, some students still cheat to get ahead in the highly competitive law school environment.

Students are motivated by myriad reasons to engage in plagiarism and other academic dishonest behaviors. The academic dishonesty problems that exist in law schools, in most instances, present themselves as moral dilemmas faced by many law school students in varying situations. Moral development theory assists in understanding the relationship between a law school student's moral judgment and instances of academic dishonest behaviors.

Cognitive moral development theory is most widely known through the work and studies of Jean Piaget, Lawrence Kohlberg, and James Rest. Piaget (1932/1997) studied moral development in children and Kohlberg (1984) extended this study to adolescent males. Kohlberg developed the Measurement of Moral Judgment, which tests individuals and places them within a stage of moral development. Rest (1986), modifying Kohlberg's measurement, developed the Defining Issues Test (DIT), which also has the ability to measure moral development in individuals; however, unlike Kohlberg's measure, an individual tested with Rest's instrument may exhibit reasoning in more than one schema (similar to Kohlberg's stages) of moral development. There is a long version of the DIT which contains five dilemmas, DIT-1, and a shorter version that contains only three dilemmas, DIT-2.

Kohlberg's moral development theory is based upon an individual's change or transformation of reasoning with regard to what is right or wrong and why. Interestingly, the central principle of Kohlberg's theory is justice, which is reflected in law school curriculum as the primary principle studied by law students. Kohlberg's moral development theory is based upon a series of stages that make up three larger levels. The first level, preconventional, has two stages: heteronomous morality and individualistic, instrumental morality. The second level, conventional, includes interpersonally normative morality and social system morality. Human rights and social welfare morality as well as morality of universalizable, reversible, and prescriptive general ethical principles stages make up the third level, the postconventional or principled level (Colby & Kohlberg, 1987). Most children are identified within Kohlberg's stage one, heteronomous morality, where obeying rules and reprimands are common characteristics (Evans, Forney & Guido-DeBrito, 1998). Children develop moral behavior by first following rules and guidelines and receiving some type of punishment for not doing so. As an individual

develops into an adult, moral reasoning develops and he or she moves into higher stages or schemas. A law school student could fall anywhere between stage two and stage six, depending on maturity level, although stages four and five are common among students in law school (Willging & Dunn, 1981).

A law school student's perception of academic dishonesty likely will be dependent upon the stage in which he or she exists within Kohlberg's or Rest's series of stages or schemas of moral development. However, students can change their moral reasoning skills by the company they keep. Kohlberg believed that exposure to those whose beliefs are in a higher stage of moral development can help foster development in others who may exhibit lower moral development reasoning (Traiser & Eighmy, 2011).

Rest, utilizing Kohlberg's test, developed an easier instrument to score, the Defining Issues Test, to measure the moral development of individuals (1986). He based his moral development theory on Kohlberg's but characterized each level of moral development as schemas, which are more fluid than Kohlberg's stages. Rest explained that a person uses reasoning in various stages but those stages more frequently used reflects the best schema for that individual. The less a person uses reasoning that is reflected in the lower schemas of Rest's test, the more that person will shift into higher stages. Further, Rest's test scores a person based upon the recognition of moral reasoning being used versus having that person articulate, or produce, the reasoning on paper for researchers to score (Rest, Narvaez, Bebeau, & Thoma, 1999).

Traiser and Eighmy (2011) studied moral development and narcissism of business students. The researchers used Rest's DIT to measure moral development and found that the scores of business students were lower than what Rest had found when he conducted the study

on college students. In fact, the moral reasoning results by Trasier and Eighmy were more consistent with those of high school students in Rest's studies. Traiser and Eighmy suggested that scores may be ever declining or value systems may be decreasing as an explanation for their study's seemingly lower scores.

To summarize, a relationship has been shown between moral development and academic dishonesty, although it may not be as strong one as one might expect (Lanza-Kaduce & Klug, 1986). However, there is a strong positive correlation between educational attainment and stage of moral development (Kohlberg & Candee, 1984), but, as time has progressed, studies suggest a possible downward movement in overall moral development level of achievement (Traiser & Eighmy, 2011). Further, while moral development occurs more rapidly in childhood, change can still occur during adulthood. Moral development does not cease at a certain age or time (Dawson, 2002). This suggests that although beginning law students might fall in the more advanced moral stages, the possibility of development occurring during law school exists.

Purpose Statement

The purpose of this mixed methods study was to explore whether a relationship exists between the dishonest academic behaviors of law students and their moral development stages. The study included the design of a two-part survey given to law students at three public research institutions in the southeast. The first portion of the survey was used to identify what actions students perceive as academic dishonest behaviors and whether they have partaken in those behaviors. The behaviors have been adapted from McCabe's Academic Integrity Survey. The second portion of the survey measured law students' moral development. Because this study involved law school students, typically consisting of young- adults and adults, focus was placed upon Kohlberg and Rest's moral development theories (Landsman & McNeel, 2003; Willging &

Dunn, 1981). Rest's Defining Issues Test (DIT-1) was employed to ascertain a student's schema(s) of moral development based upon his or her answers to the Defining Issues Test.

In addition to the survey, a case study of an honor council member from one of the participating institutions was included. This honor council member was presented with the unique challenge of changing a law school's honor code which included working with and maintaining a balance between students and faculty. This individual was interviewed to gain a richer, deeper understanding of academic dishonesty and whether law students perceive its prevalence to be great. Additionally, the honor council member provided insight regarding the challenges in carrying out the honor code in law school.

Significance of the Study

Many studies have examined moral development theories and tested them in various fields, such as in sports management, business ethics perspectives of Thai students, accountants, law students, among others (Landsman & McNeel, 2004; Mujtaba, Pattaratalwanich & Chawavisit, 2009; Rudd, Mullane & Stoll, 2010; Thorne, 2000; Willging & Dunn, 1981). However, after reviewing the literature, one finds few examples examining American law students' moral development and the relationship to instances of academic dishonesty. Two longitudinal studies have been published regarding law students and moral development. In Landsman and McNeel's study, law students were given Rest's Defining Issues Test during their first year of law school and again in their third/final year of law school with the expectation of an upward trend in scores. However, no significant change was found. Willging and Dunn also conducted a longitudinal study and, with the assistance of James Rest, were able to adapt schema characteristics to schemas describing attorneys. Students were given the Defining Issues Test

prior to taking a professional responsibilities class and again at the end of the semester when the class was completed. Again, no significant results were found.

This study differed from those of Landsman and McNeel (2004) and Willging and Dunn (1981) because it attempts to take a snapshot of current law students in first, second, and third years and assess the relationship, if any, between academic dishonesty and moral development. This study did not assess whether a particular class or attending law school changes the moral development of students. However, the results of the study can assist in identifying various ways law schools can approach academic dishonesty, such as encouraging or enhancing the participation of faculty and educating law students about behavior that is not or should not be tolerated when they become practicing attorneys. The results allow practitioners to determine whether academic dishonest behaviors common in law school are associated with moral aptitude, and further, it identifies any classification of academic behavior should be focused upon when orienting law students to expectations mandated by a school's honor code and/or faculty expectations of academic work. For example, the results showed that a significant number of students engaged in group collaboration on assignments; since there was no significant relationship between behavior and moral development, perhaps more clarification is needed when explaining and presenting class assignments and whether collaboration is permitted.

Hypothesis and Research Questions

This mixed methods research contained a quantitative section consisting of a two-part survey that was administered to law students, and a qualitative section, a case study, where an honor council member was interviewed. The honor council member was selected purposely because of distinctive experiences as a gatherer of information from individual students, student organizations, faculty, and administrators to modify an outdated honor code.

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The primary research hypothesis (null and alternative) principal of the quantitative segment is:

H_o: There is no significant relationship between reported dishonest academic behavior of law students and their corresponding schema(s) of moral development.

H_a: There is a significant relationship between reported dishonest academic behavior of law students and their corresponding schema(s) of moral development.

The qualitative portion of the study provided information regarding a law school student's unique perspective of a school's honor code and the responsibilities of the honor council when creating or modifying an honor code. This provides the practitioner with rich information to better understand students' perspective of the honor code and the honor code process. The following were research questions for the qualitative section of the study:

1. How do students perceive dishonest academic behavior? Alternatively, are there behaviors that are clearly prohibited in the honor code that students do not identify as dishonest academic behavior?

2. How do students and faculty perceive the honor code? Is there an overall buy-in of the honor code by the law school community? If not, what challenges does this present? What challenges are greatest when modifying an honor code?

Definition of Terms

1. Mixed methods study: an approach to research that combines both quantitative and qualitative methods of research and involves philosophical assumptions, qualitative and quantitative approaches, and the mixing of these approaches (Creswell, 2009).

2. Standard Issue Moral Judgment Interview: an assessment created by Lawrence Kohlberg to measure an individual's position on a moral development sequence which consists of

various stages. An individual is interviewed regarding various moral dilemmas and scored based on his or her response (Colby & Kohlberg, 1987).

3. Defining Issues Test: an assessment created by James Rest that presents various moral dilemmas where an individual ranks statements reflective of his/her moral reasoning regarding the dilemmas in order of importance. These correspond to different schemas adapted by Rest and an individual may have a percentage of his or her score in within varying schemas (Rest, 1986).

4. American Bar Association (ABA): a national, voluntary, association that attorneys may join (it is not mandatory as state bar associations are for practicing attorneys). The ABA House of Delegates created the ABA Model Rules of Professional Conduct which are adopted in some form by most state bars as model rules of ethics. The attorneys admitted to a state bar must adhere to the state's rules of professional conduct (American Bar Association, 2010).

5. Traditional honor code: a code that sets forth academic conduct that is expected of a student while in school. Typically, a code also includes the procedure for reporting dishonest academic behaviors and reprimands for such behaviors. A traditional honor code places much of the burden on students for implementation. For example, exams may be unproctored, the honor council may be student led, and students have an obligation to report instances of cheating (McCabe, Butterfield, & Trevino, 2006).

6. Modified honor code: modified honor codes also place an emphasis on building a community of integrity and do not mandate reporting requirements (McCabe, Butterfield, & Trevino, 2006). Modified honor codes give faculty members more discretion as to

whether an exam should be proctored and similar ethical calls. They tend to focus on

"rehabilitation rather than punishment" (McCabe, 2005).

Limitations and Delimitations

The main delimitation, which is also a limitation, of the study is the generalizability and

transferability of the results to all 200 law schools in the United States. The first portion of this

study was conducted at two public research institutions; therefore, many institutions, including

private and smaller institutions, may reach different results if conducting a similar study. The

reader should keep in mind that student demographics vary at each institution so the results of

one may not mirror the results of another. Additionally, the findings from the case study may

not be generalizable. However, the purpose of a case study was not necessarily generalization,

but particularization (Stake, 1995).

Another limitation was the use of the law school student academic dishonesty/moral

development survey which has not been used in previous studies. Although each portion of the

survey has been tested before, the surveys have never been combined and tested on law students

until this study. Measures were taken to ensure the validity and reliability of the survey. Also,

because there was a reliance on students' self-reporting of academic dishonest behavior, some of

the data may contain inaccurate information.

Summary

Law schools face academic dishonesty just as other graduate and undergraduate programs

(Anistal et al., 2009; Brown, Weible & Olmosk, 2010; Etter, Cramer & Finn, 2006; Jordon,

2001). Legal scholars have examined plagiarism, cheating, and other academic dishonest

behaviors and have offered ways to deter this conduct, including implementing or modifying

honor codes (Bast & Samuels, 2008; Gerdy, 2004). Honor codes are established at institutions to ensure academic integrity and come in a variety of forms (McCabe et al., 2006).

Moral development theory was an appropriate theory in which to examine academic dishonest behavior of law school students (Kohlberg & Candee, 1984). As such, this study consisted of a two-part survey that measured moral development and academic dishonest behavior. In addition, interviewing an honor council member of a major public university law school captured qualitatively students' perception of academic dishonesty in law school, as well as the implications of carrying out and modifying a law school honor code. Chapter 2 will explore the literature examining academic dishonesty in law schools and other educational fields, honor codes, and Kohlberg and Rest's moral development theories. The literature demonstrates the need for the mixed methods study described above.

CHAPTER 2

REVIEW OF LITERATURE

In this literature review, academic dishonesty is explored as it exists at both the graduate and undergraduate levels. In addition, some of the research shows the implications of academic dishonesty within law schools and the legal profession. Because honor codes and their implementation are such an important factor in exploring academic dishonesty, review of the literature also explores honor codes and their role in law schools. Finally, as this study looked at academic dishonesty through the framework of Rest's moral development theory, his work, as well as the work by those theorists leading up to his work, such as Piaget and Kohlberg, also are addressed.

Academic Dishonesty and the Legal Profession

Although academic dishonesty is not a new concept, studies show that it is on the rise both on college campuses and in graduate school (Anistal et al., 2009; Etter, Cramer & Finn, 2006; McCabe et al., 2006). Law school is no exception. Many legal scholars have commented on the problem of academic dishonesty plaguing law schools (Buchanan & Beckham, 2006; Gerdy, 2004; Landman & McNeel, 2003; LeClercq, 1999; Latourette, 2010; Willging & Dunn, 1981). In fact, some researchers disturbingly have indicated that cheating has become an accepted norm among student peers for achieving academic excellence (Michaels & Miethe, 1989).

Lambert, Hogan, and Barton's (2003) research found that there are many types of academic dishonesty. Pavela's (1978, as cited in Lambert et al.) studies found that all dishonest academic behaviors typically fall within four main categories: using materials that are not

allowed on assignments or exams, plagiarism, helping others engage in academic dishonesty, and

using information that is false or does not exist in assignments. Many researchers tend to focus

their studies on a smaller subset of academic dishonesty, such as plagiarism. Lambert, Hogan,

and Barton conducted a study to test behaviors that fall into all 4 categories rather than focusing

on one particular behavior. While their study was an atheoretical one, the researchers used a

multivariate analysis to determine the strongest predictor, from past studies, of cheating by

students. The study utilized 850 surveys that students completed while in class. Undergraduate

freshmen, sophomores, juniors, and seniors in 36 different classes participated so not any one

major was emphasized. The survey, adapted from Sutton and Huba (1995, as cited in Lambert et

al.), used Likert Scale responses to various behaviors of academic dishonesty. It consisted of 20

behaviors, all of which fewer than 50% of students admitted engaging in except one where 50%

of students admitted to "working in a group on a homework assignment that was assigned as

individual work" (Sutton & Huba, 1995, as cited in Lambert et al., p. 12). Seventeen percent of

students had never participated in any of the items, which confirmed that cheating is more

normative than not as indicated by Michaels and Miethe's 1989 study, which will be discussed

later in this review.

Lambert, Hogan, and Barton (2003) tested nine justification factors, but only two had a

significant effect on the cheating variable: achieving good grades and graduating. Despite the

repercussions from being caught cheating, most students were not fearful of being caught.

Evidence of past participation in academic dishonest behavior in high school was the best

predictor for the same type of behavior in college. The researchers found that participation in an

ethics course had no impact on frequency of cheating. Because ethics courses can vary greatly,

more information on the course curriculum would be helpful in determining why it did not seem

to impact the ethical behavior of students. Additionally, various structures and teaching methods of the course could affect the outcome of student learning. All law school students are required to take an ethics course; however, this course focuses on ethical responsibilities in the practice of law rather than focusing on direct content that may deter dishonest academic behavior while in school.

Anitsal, Anitsal, and Elmore (2009) conducted a study to explore the rise in cheating at institutions of higher education. They noted that a student's perception of what constitutes academic dishonesty is not always black and white and oftentimes behavior prohibited by an honor code needs clarification. One common form of academic work that lends itself to dishonest behavior is an assignment that is to be completed and returned to the professor. The researchers found that group work is becoming more common among students for these types of assignments and the line is blurred as to what constitutes an individual's work and whether it is acceptable to professors. This gray area presents a great challenge to academia. Professors have to clarify what is acceptable as work product even if it may seem apparent. Students' behavior often violates their school's honor code without students even realizing their actions are dishonest. Clear communication is paramount to deter some of these academic dishonest behaviors.

The Anistal, Anistal, and Elmore survey studied both active and passive dishonest academic behaviors. To illustrate, active academic dishonesty encompasses behavior such as turning in a paper written 100% by someone else or having another person take a test for you, more blatant actions. Passive academic dishonesty includes behavior such as having someone look over a take-home exam before turning it in or exceeding the time limitations placed on a take-home exam.

The online survey was taken by 248 undergraduate students in an Association to Advance Collegiate Schools of Business (AACSB) accredited college of business in the United States southern region. The survey consisted of passive behavior measurement items taken from Brown and Choong (2004), Crawford and Juday (1999), Spangenberg and Obermiller (1996), Sims (1993) and some items created by the researchers, Anitsal, Anitsal, and Elmore. Items also were created to measure active academic dishonest behaviors which were developed by the researchers. In addition to active and passive measurement items, the survey included items that measured actual intent to cheat which were adapted from Bruner, James and Hensel (2001).

Based upon the results from the survey, the researchers concluded that passive academic dishonesty is a different construct than active academic dishonesty, but both are equally important when determining intent to cheat. They found that regardless of whether one participates in an active or passive dishonest academic behavior, the failure to recognize that it is actually dishonest academically, the greater the likelihood of actual cheating increases. The study showed a greater misunderstanding among students in what constituted passive academic dishonesty. The researchers stated, "'teaming up on a take-home exam' appears to be considered 'postmodern learning,' not necessarily a passive academic dishonesty situation" (Anistal et al., 2009, p. 24).

Michaels and Miethe (1989) conducted research to apply theories of deviance to academic cheating. If academic dishonesty can be compared to other types of deviant behavior then its relation to theories of deviance should not vary. First, the researchers' hypothesis posits that academic dishonesty has an inverse relationship with those actions that intend to deter such behavior, such as severity of punishment and social control. Second, the researchers use rational choice theory to hypothesize that a student's cheating will directly relate with the student's

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balancing of possible gains from cheating, such as higher grades, to the costs of doing so. Third, the researchers wanted to test the social bond theory where "deviant behavior is the result of a weakening of the social bonds to society, such as attachment, commitment, involvement, and belief" (p. 872). Finally, applying social learning theory to deviant behavior, or cheating in Michaels and Miethe's study, should show that social reinforcement of such behavior results in greater deviant behavior. For example, the reinforcement of cheating from a friend whose judgment is valued will result in greater cheating.

A survey was created that included items to measure academic cheating, deterrence measures, rational choice measure, social bond measure, and social learning measures. It was tested in an undergraduate sociology class at a large state university with 623 completed surveys being used to run a series of bivariate and multivariate analyses. The results for academic cheating were quite staggering. Eighty-five percent of the sample admitted to engaging in some sort of cheating, whether on exams, homework, or on papers. The researchers found some very strong predictors for motivation of cheating. Among the strongest were pressures from parents to receive good grades, confirmation and assistance from friends, poor studying, and a greater ability to cheat without getting caught. Also, Michaels and Miethes (1989) noted that in this particular university there were plaques hung in classrooms that contained honor code violation information, honor code information was contained in syllabi, and all students were required to sign an honor pledge. Michaels and Miethe stated, "the reported magnitude of cheating provides *prima facie* evidence for the conclusion that existing anti-cheating campaigns and opportunity reduction strategies are largely ineffective control measures" (p. 881). While this particular study indicates that these measures were ineffective, many researchers have found the opposite (McCabe & Trevino, 2002). Most disturbing in Michaels and Miethe's study was the indication

that rather than cheating being a deviant behavior, it is normative. They found that most students

viewed cheating on homework as "only slightly" or "not at all" serious (p. 882).

LeClercq's (1999) research found that law students need to be more aware of the

reasoning behind honor codes.   He stated that a law school's prohibited behaviors of academic

dishonesty are embedded within the honor code and that many students are not aware of the

specific behaviors that constitute academic dishonesty. Law schools do a poor job of informing

students of academic dishonesty, including plagiarism and the consequences that flow from

engaging in these behaviors.

LeClercq (1999) served on a committee comprised of faculty members that belong to the

Legal Writing Institute housed at Mercer University to investigate instances of plagiarism. One

institution being studied had an astonishing 14 cases, a very large number, pending before an

honor committee. From his service on this committee, LeClercq indicated that law school

faculty and administration are naïve in their perspective of students and how much they know

upon arrival at law school. He also found that many law schools were reluctant to admit the

number of reported instances of plagiarism for fear it would negatively impact the school's

reputation and revealing too much information could result in litigation against the school.

LeClercq (1999) interestingly pointed out a common law school scenario. Many students

come to law school with the idea that if they have used another's work, but changed enough of

the wording and punctuation, then they are paraphrasing and do not need a citation. Although

lawyers always paraphrase others' work, they must cite it religiously or suffer the consequences

from the bench and bar for not doing so. Without proper guidance, a student may begin his or

her legal career not fully understanding what actions constitute plagiarism. How the honor code

is presented to an incoming first year in law school could make a huge impact on the student's

understanding of prohibited behavior of academic dishonesty. LeClercq (1999) found that the most common method to notify students of plagiarism policies is through the use of general bulletins and the least common method is a booklet with examples, which he argued is the most effective means.

Wang (2008) researched the possibility of law school services being unbundled and offered from various places rather than from a central law school, so basically, restructuring how law school is offered. This is a rather extreme suggestion and would take much adaptation from the legal community to occur. Wang noted that his suggestion of unbundling and creating a credentialing system, where various credentialed firms offer services, might create an impersonal atmosphere that would lend itself to cheating. However, he stated that careful proctoring could deter this. Despite Wang's detailed credentialing system, he noted in his article that law is a profession. As such, teaching professional skills should be inherent in law schools in whatever capacity it exists. The law school experience should include more than just substantive classes; professional skills, ethical behavior, academic integrity, and civility are needed in legal education to produce well-rounded, professional attorneys.

In his research, Aaronson (1995) stated that, "law schools do have a limited but meaningful role to play in the shaping of professional character and behavior" (p. 115). He also maintained that law school should be responsible for teaching the behavior that is expected when one enters into practice. Aaronson argued that law schools, at best, teach the American Bar Association's Rules of Professional Responsibilities, to law students who may have no background in ethics studies and that opportunities for law schools to expound upon this have not been taken. An attorney is held to the highest standards of moral responsibility and ethical behavior and it is likely untaught while in law school.

McCabe, Trevino, and Butterfield (2001) compiled research regarding self-reported cheating behaviors of college students. Some of the variables included: 1) unpermitted collaboration on assignments, 2) plagiarism, 3) copied on a test or exam, and 4) copied one or two sentences without footnoting. The researchers compared their study with that of Bowers (1964) and found an increase in every variable except plagiarism (as cited in McCabe et al, 2001). The increase in cheating behaviors is alarming and more normative than deviant. Many schools create honor codes to dissuade dishonest academic behaviors. These documents must be clear, consistent, and have the support of both faculty and students.

Honor Codes

In his research, Jacobson (2007) noted that "academic dishonesty," as it is required to be reported to the state bar, is defined differently in every state. Jacobson also noted that the National Conference of Bar Examiners, a non-profit organization that assists state bar admissions with information for applicants seeking to practice law, has created a suggested question, which has been adopted in many states, for law schools to use to determine whether an applicant has engaged in academic dishonesty or disciplinary misconduct:

> Have you ever been dropped, suspended, warned, placed on scholastic or disciplinary probation, expelled, or requested to resign, or allowed to resign in lieu of discipline from any college or university (including law school), or otherwise subjected to discipline by any such institution or requested or advised by any such institution to discontinue your studies therein? (p. 244)

Importantly, Jacobson mentioned that the bar relies upon law schools to identify and respond to academic dishonesty. Any academic or disciplinary misconduct should be released to the state bar to correctly identify those individuals who may be unfit for the practice of law.

The vast majority of law schools have implemented honor codes to investigate instances of academic and/or disciplinary misconduct. Because the legal profession is self-regulating, so, too, are most law school student bodies. Typically, the law school student body elects members of their class to represent them in the honor council or honor committee. This group is then responsible for the investigation, hearing, and reprimand of violators of the school's honor code. The honor council must ensure that strict confidentiality and due process procedures are met (Carlos, 1997). Students in academic disciplinary proceedings should, at a minimum, be afforded an opportunity to be heard to ensure a fair outcome (Ku v. State of Tenn., 322 F.3d 431 (6th Cir. 2003; University of Michigan v. Ewing, 474 U.S. 214 (1985)).

McCabe and Trevino (2002) have conducted research over a decade on traditional honor codes. Many of these honor codes depend upon students for reporting, mandate unproctored exams, and implement a student-led honor committee to oversee the judicial process involving behaviors of academic dishonesty. Alternatively, modified honor codes encompass more of a feeling of community and include faculty in decision making processes. McCabe and Trevino warned that an institution must do two things to ensure modified honor codes are properly implemented. First, an institution must make it a point to communicate to faculty and staff that academic integrity is integral to the institution. Second, students must be involved in the review process of instances of academic dishonesty. If students are not involved, academic integrity is compromised because the students will not see themselves involved in the process or respected enough with that caliber of responsibility.

McCabe and Trevino (2002) stated that according to their studies, there is significantly less cheating at institutions that implement an honor code. However, emphasis must be placed on the honor code's value within the culture of the school. The information needs to be

introduced and continued in dialogue with the students throughout their academic careers.

McCabe and Trevino also emphasized the need for updating honor codes to keep up with the ever-changing technological abilities that may lend themselves to cheating.

Jordon (2001) stated that if an institution employs an honor code, it must be properly administered to work as intended. Those students in his study who cheated reported less understanding of the school's academic dishonesty policies. He also found that those who cheated had lower intrinsic motivation and higher extrinsic motivation. For example, a student may not have the ability to write a senior thesis (intrinsic), but has great pressure from parents to graduate (extrinsic).

Kohlberg and Rest's Moral Development Theories

Lawrence Kohlberg and James Rest's theories of moral development assist in understanding cognitive moral development by creating stages or schemas that an individual may fit into based upon his or her responses to various moral dilemmas. These theories also will assist in understanding the moral thought process of students as related to instances of academic dishonesty. These stages/schemas begin at a pre-conventional level that usually characterizes children based upon their relatively non-developed moral sense. On the other end of the spectrum, some adults are categorized in a post-conventional level due to their highly developed sense of moral reasoning.

Jean Piaget often is credited with originating cognitive moral development theory while studying children. Piaget (1932) carefully studied male children playing marbles and concluded that four successive stages emerged from careful observation and interviewing. He explained that the first stage focused on motor skills. Children play with marbles, but only develop rules based upon motor abilities, not a cohesive set of rules. In the second stage, egocentrism emerged

as children played with each other, but every child could win, thus marking the realization that while the children are playing together, they are essentially playing by themselves. There was disregard among the children for any rules that were presented for the marble games. Cooperation appeared in the third stage where all children were aware of the rules, but in a general nature; different conclusions were reached by different children. Finally, there seemed to be codification of the rules in the fourth stage where the rules were observed and understood. A clear winner was regarded. Therefore, as Piaget focused on the progression of a child to follow and understand the rules, the notion of justice became the emerging theme associated with developing morally. However, it is important to note, as Wright (1982) emphasized in his research that Piaget reached the following conclusion.

> For conduct to be characterized as moral there must be something more than an outward agreement between its content and that of commonly accepted rules: it is also requisite that the mind should tend towards moralist as to an autonomous good and should itself be capable of appreciating the value of the rules that are proposed to it. (p. 279)

In other words, one must understand and agree with the underlying values purported to support the rules. This is reflected in the study of law. It is an essential component to understand the underlying values that support the law and how it is written. This may lead one to expect that law students might possess higher moral reasoning and development.

Berenson (2005), Associate Professor at the Thomas Jefferson School of Law, stated, "[W]e expect students at the graduate level, as a result of their greater age, educational, and life experiences, to have obtained a higher level of moral reasoning than undergraduate students" (p. 819). Kohlberg has asserted that higher levels of moral reasoning are directly related to higher levels of intelligence (Lickona, 1976). Law students typically are chosen from the undergraduate

population because they possess higher grades and Law School Admissions Test (LSAT) scores. Moreover, at a graduate level, students should have a greater understanding of what constitutes academic dishonesty, such as plagiarism and cheating. Because of this greater understanding, Berenson pointed to research that concluded law schools had little impact on the moral development of students due to the general nature of higher intelligence, and thus, moral reasoning among students. Although this is one theory, it is contrary to Aaronson's (1995) assertion that law school shapes the professional and ethical behavior of students. To further explore these conflicting views, Kohlberg and Rest's theories need to be examined.

Building on Piaget's theory, Lawrence Kohlberg, a well-known scholar and psychologist, began writing his dissertation on moral reasoning and development in 1955 at the University of Chicago. He researched moral development in individuals by presenting specific moral dilemmas in a story-form and then asking a series of questions that were specifically scored to determine the moral stage of an individual (Kohlberg, 1984). He developed a moral judgment scale to ascertain where an individual might fall in the moral development stages he identified (Wilmoth & McFarland, 1977). There are six stages within three levels. The first level, the preconventional level, includes heteronomous morality and individualism, instrumental purpose and exchange. Individuals in these stages do the right thing to avoid being punished or to serve their own need. These stages typically apply to children under 9 years of age. The second level, the conventional level, includes the mutual interpersonal expectations, relationships, and interpersonal conformity stage and the social system and conscience stage. This level is most consistent with the moral judgment of adolescents and adults in American society. The need to do right in this level oftentimes follows the "Golden Rule" and the desire to be good for self and in the eyes of others. The postconventional level is the final level and includes the social

contract or utility and individual rights stage and the universal ethical principles stage. A minority of adults fall within this category. In this level, individuals recognize a need to establish laws for the good of all people and identify with universal moral principles (Colby & Kohlberg, 1987). An excerpt taken from Kohlberg's *The Psychology of Moral Development, Volume II* (1984) illustrates a moral dilemma that would be presented to a study participant.

> In Europe, a woman was near death from cancer. One drug might save her, a form of radium that a druggist in the same town had recently discovered. The druggist was charging $2000, ten times what the drug cost him to make. The sick woman's husband, Heinz, went to everyone he knew to borrow the money, but he could get together only about half of what it cost. He told the druggist that his wife was dying and asked him to sell it cheaper or let him pay later. But the druggist said no. The husband got desperate and broke into the man's store to steal the drug for his wife. Should the husband have done that? Why? (p. 186)

The scoring of a participant's responses is quite complex and is explained in a two volume set. A comprehensive understanding of Kohlberg's moral development theory and scoring system is needed to accurately score the interviews and for reliability and validity purposes (Colby et al., 1987). Based upon the responses given and scored, a stage is determined for the interviewee. As mentioned previously, it may fall within the pre-conventional, conventional, or post-conventional stage of Kohlberg's theory. So, what does this predict about an individual, if anything? If it is determined that an individual is within Stage 5 or 6, will he or she behave more morally than his or her lower stage counterpart?

Krebs and Rosenwald (1977) set out to determine if there is a nexus between moral reasoning and moral behavior among conventional adults. They noted that Kohlberg, himself,

indicated that he did not advocate that a relationship exists between the two and that "morality is an aspect of reasoning, not behavior" (p. 77). In their study, Krebs and Rosenwald created a situation where participants were asked by an experimenter to take a personality test for $3.00. The test was divided into two parts, the first of which was conducted in a lecture hall. The experimenter explained that due to scheduling conflicts, the second part would have to be completed by the participants on their own time and sent back in. The experimenter still paid the participants the full $3.00 despite the fact that she had not received everyone's completed test and relied upon their good faith to send the completed test back to her. The portion of the test completed in the lecture hall asked for some biographical information and also contained Kohlberg's short form test of moral development. The participants scored between stages 2 and 5 with the majority being in stages 3 and 4 of Kohlberg's stages of moral development. Interestingly, all but one of those scoring in the higher stages, 4 and 5, returned their completed tests back to the experimenter on time. Those who returned them late or did not return them at all were previously categorized as being in stages 2 or 3. Also, Krebs and Rosenwald gathered from the 23 biographical questions answered by the participants that "possession of an intellectually vs. physically oriented job," and "years of formal education" significantly correlated with the timeliness of the test being sent back to the experimenter. Other variables such as income, sex, religious background, and ethnic background did not show any significance. The results from this study seem to indicate that Kohlberg's stages correlate in some way with behavior, corroborating the fact that the vast majority of those in higher stages turned in the completed test on time.

Krebs and Rosenwald (1977) expanded their explanation by stating that these results may be a superficial measurement of Kohlberg's test and that other factors, such as demographic

variables, might be the more accurate predictor of behavior. The study did not measure causation; nonetheless, the study did find that a correlation existed between moral development and moral behavior. As such, law students with higher development of moral thought should correlate with fewer instances of cheating.

In another study, Schwartz, Feldman, Brown, and Heingartner (1969) considered personality variables that they perceived influenced whether an individual cheated. The researchers asserted that an individual with a higher level of moral thought will consider the effect of his or her decision on others more so than individual in a lower stage of moral development. In their study, they attempted to persuade all male participants to cheat in exchange for money. The experimenter in this study did not expressly state that cheating was forbidden and the participants were not proctored. The first portion of the test given to the participants contained Kohlberg's test of moral development and the second portion was a difficult vocabulary test. The participants were offered $.20 for every correct answer on the vocabulary portion of the test. Additionally, the correct answers were printed somewhat blurry and in reverse on the back of the page, but a participant would need to rotate it 90 degrees to ascertain the answers. In this study, the researchers deemed those participants with a vocabulary score of 6 or higher out of 12 to have cheated because when testing a control group, the highest score received was a 6. It is important to note that a limitation of Schwartz, Feldman, Brown, and Heingartner's study is that a participant might actually know more than 6 of the vocabulary words without having cheated on the test. However, their results showed that those individuals scoring higher in moral thought were less likely to cheat than those with lower levels. Specifically, 17% of those with higher moral development cheated while 53% of those with lower moral development cheated. The median score was used to determine those who were

higher and those with lower moral thought. Again, it is important to note that there was no way

to determine if an individual scoring more than 6 correctly on the vocabulary test actually knew

the words which may change the percentages presented in the results. Schwartz, Feldman,

Brown, and Heingartner determined that individuals with high levels of moral thought were

prevented from cheating by having some sort of internalized values. So, again, in some studies a

relationship is found to exist between Kohlberg's level of moral development and cheating;

namely, as the level of moral development increases, the likelihood of cheating decreases.

To expand on relationship between moral judgment and moral behavior, Nisan (1985)

explained that there is "limited morality." Limited morality is an individual's decision to deviate

from moral perfection, the acceptance of a small departure from what the person knows or

believes to be right, which Nisan likens to the struggle between one's body and spirit. This may

explain discrepancies between judgment or reasoning and behavior. Nisan proceeded to explain

that courts and religions also rank moral deviations into lesser and greater offenses. In

Hartshorne and May's (1928) well-known study, showed that moral behavior of children shifted

depending on the circumstances or surroundings at their present moment. Hartshorne and May

studied 11,000 children of varying race, age, gender, socio-economic background, nationality,

grade, among other disparate characteristics. They performed a variety of tests that were

developed to measure cheating, lying, and stealing. For example, children were put in a situation

where they could grade their own examination using a key. However, the original exams had

been collected and copied and handed back to the children for grading. The teachers were able

to determine whether a child had changed an answer when grading his or her own test. In

summary, there was no way to predict which child would act morally and which child might

cheat, steal, or lie (as cited in Lickona, 1976). The behavior of children was dependent upon the unique situation of the moment when presented with the opportunity to cheat.

Blasi (1980) also saw a disconnect between moral action and moral behavior. He felt that there must be some type of causation element between the two instead of blindly assuming that a positive correlation existed. He also explained that whether a positive relation existed or not, some type of relation is mandatory because an action could not be considered moral absent an individual's judgment of what is right and wrong. As such, if moral judgment is present and an individual chooses to do wrong, it is an action with willful intent (Nisan, 2004). Further, a moral action, such as cheating on an exam, may have a different moral meaning to students in the same classroom. If that is the case, it is virtually impossible to place a stamp on an action that is moral, immoral, or somewhere in between. For example, two students decided not to cheat on a major exam which would exhibit one outcome: not cheating. If the first student exhibits reasoning in Kohlberg's Stage 3, interpersonal accord and conformity driven, a feasible reason for cheating may be not getting caught because if so, the professor will think poorly of the student. Contrast this with an individual who exhibits reasoning in Kohlberg's Stage 5, social contract driven, where the student may not have cheated because it is unfair to himself, his classmates, and society who have found this behavior unappealing.

For clarification purposes, Kohlberg's (1984) central structure of morality is justice and he defined it as, "the distribution of rights and duties regulated by concepts of equality and reciprocity" (p. 184). There are other structures with which to base morality such as normative order, utilitarian, and ideal-self. Moreover, Gilligan researched women's responses to Kohlberg and Rest's tests and found that they had more of a care orientation when responding to moral dilemmas than men (Evans et al., 1998). Later, Kohlberg modified his Stage 6, "morality of

universalizable, reversible, and prescriptive general ethical principles," to encompass benevolence as well as justice (Evans et al., 1998; Rest et al., 1999). While the structure of Rest's theory of moral development encompasses justice, it is broader in scope and captures the "morality of society," including societal cooperation (Rest et al., 1999, p. 14). In either case, the inclusion of justice as a main structure of moral development is an appropriate measure when researching academic dishonesty in law schools, as justice is central to the study of law and is the basis for the American legal system.

Rest expanded on Kohlberg's moral development model and created central concepts defining each "schema" in his theory. Rest's schemas, as shown in Table 1, differ from Kohlberg's stages in that there is less rigidity as an individual may proceed by shifting from one schema to the next.

Table 1

James Rest's Moral Development Schemas and Their Characterizations

Schema	Characterization
Schema 1	Obedience
Schema 2	Instrumental egoism and simple exchange
Schema 3	Interpersonal concordance
Schema 4	Law and duty to the social order
Schema 5	Societal consensus
Schema 6	Nonarbitrary social cooperation

Note. Adapted from *Student Development in College: Theory, Research and Practice* by N. J. Evans, D. S. Forney, and F. M. Guido-DiBrito, 1998, p. 177. Copyright 1998 by Jossey-Bass Publishers, Inc.

To measure moral development in these schemas, Rest created a Defining Issues Test which assesses moral reasoning in individuals. His measure differs from Kohlberg's by the method in which data is collected. Kohlberg's data is collected as a production task; a participant must explicitly explain his or her answers in order to receive "credit" rather than presenting a general understanding of them. Rest explained that this is probably why so few of Kohlberg participants fall within his stages 5 and 6. Rest's postconventional schemas are more liberally construed and collection of data as a recognition task assists participants who otherwise cannot articulate precisely their response to a moral dilemma (Rest et al., 1999).

James Leming (1978) conducted a study where 152 college undergraduates completed Rest's Defining Issues Test to determine where each participant fell within the moral development schemas. While this study was conducted at only one higher education institution,

the number of participants is large. The participants were asked to partake in a spatial recall test, but were offered extra credit in class depending upon how well they performed on the test. There were two groups of participants; one group was heavily proctored and warned not to cheat and the other was not, although one faculty member was sitting at the front of the room not paying attention. Rest's test results are given by P scores, or principled morality score, and are determined by the percentage of reasoning that is at the principled morality level. Cheating in this study was determined by comparing the results with a control group.

Leming's (1978) results showed that those participants in both groups with lower moral development were significantly more likely to cheat that those at higher levels of moral development. However, both showed less cheating in the highly proctored situation leading Leming to conclude that situational influence is an important factor to consider, specifically, threat of detection.

Landsman and McNeel's (2003) longitudinal study was conducted to determine whether law school had an effect on law students' moral development. The researchers had first, second, and third year law students take Rest's Defining Issues Test 2 (DIT-2) which contains three moral dilemmas. Landsman and McNeel first had 170 first year law students take the test. During the students' second year of law school, 61 students retook the DIT-2, 54 from the previous year and 7 new students. Sixty four students completed the DIT-2 in their third year of law school; 40 had taken it in the first and second years of law school. The results from the 40 students who took the test all three years in law school show no significant change from the beginning of law school to the end, with females scoring higher than males in all three years. The researchers wanted to discredit the unethical lawyer stereotype. They concluded that the stereotype was discredited since the mean P-score of 49.6 among first year law students was

higher than graduate students in veterinary, dental, and accounting programs. The researchers

also suggested an "ethics intervention" where semester-long courses on ethics are taught. These

would differ from the present law school ethics classes normally required.   The researchers

suggested a course consisting of a seminar with highly interactive discussions between faculty

and students (Landsman & McNeel, 2003).

Willging and Dunn (1981) also studied the moral development of law students. They

emphasized that students are taught to "think like lawyers" which requires a greater aptitude for

reasoning. Similarly, elevated reasoning plays a key role in one's development of moral

judgment. Willging and Dunn took Kohlberg's stages and adapted them to the legal profession

with the assistance of a telephone conversation with James Rest, as shown in Figure 1.

Stage 1   Overwhelmingly applies to children

Stage 2   "[A] lawyer…would persistently and impulsively place his own needs before those of his client…[and he would not] emphasize a need for personal competence…"

Stage 3   "[The lawyer] would adapt behavior to the level apparently expected by others in significant relationships with the lawyer. Client expectations would loom large…as would the expectations and role-modeling behaviors of judges and other lawyers."

Stage 4   "[A] lawyer would look to the Code of Professional Responsibility as the most authoritative source of guidance for his decisions…he would also expect his client to confirm his behavior to legal rules."

Stage 5   "[This lawyer] would also be aware of the dynamic element added by the process of change to the extent that such a change process is legitimated in the given legal system."

Stage 6   "[A lawyer would make decisions] on the basis of individually-derived principles of moral behavior and justice."

Figure 1. Lawrence Kohlberg's Moral Development Stages as They Apply to Lawyers as Characterized by James Rest. Adapted from "The moral development of the law student: Theory and data on legal education," by T. E. Willging and T. G. Dunn, 1981, *Journal of legal education, 31*, pp. 314-315. Copyright 1981 by the Association of American Law Schools.

In the researcher's first study, 63 first year students were given the DIT at the beginning of the year and the end of the year. Their P-scores could be anywhere between 0 and 95. The DIT has a reliability index of .81 (p. 346). The independent variables identified were undergraduate grade point average, first year law school grade point average, Law School Admission Test (LSAT) score, writing ability (which is measured along with the LSAT), father's education, and mother's education. Willging and Dunn (1981) used a matched t-test and found the results were not significant at the .05 significance level. In addition, none of the variables, excluding mother's and father's educations which were not measured, showed any particular significant correlation with P-score.

In the second study, Willging and Dunn (1981) measured the moral development of law students taking a professional responsibilities class. Forty-one students completed a DIT at the beginning and end of the semester to determine if growth in moral development had occurred. Again, a matched t-test was applied and the results were not significant.

The researchers concluded that moral development takes longer to develop in older individuals as indicated by Rest. While much development occurs between high school and college, it seems that growth is largely slowed once an individual reaches his or her graduate level education. Lickona (1976) urged that long-term studies over the life of individuals would show many more patterns and characteristics of the various stages or schemas during a lifetime. This would provide a better foundation for understanding characteristics of moral growth versus the many relatively short term studies that are relied upon to explain the complicated cognitive development theories for moral development. In addition, the researchers explained that the professional responsibilities class was a required course and that a better outcome might result from an intensive ethics course that is an elective.

Summary

The legal profession has strict rules of professional conduct and new attorneys must be especially cautious when dealing with other attorneys, courts, and clients. Despite this heightened responsibility, law students still engage in dishonest academic behaviors during their law school careers (Buchanan & Beckham, 2006; Gerdy, 2004; Landman & McNeel, 2003; LeClercq, 1999; Latourette, 2010; Willging & Dunn, 1981). Many of these behaviors, including cheating on examinations, conferring with fellow students on homework, and plagiarizing, are included in law school honor codes as prohibited behaviors. McCabe and Trevino's (2002) studies show significantly less cheating at institutions that implement an honor code. However,

the honor code must be seen by students and faculty to have significant value within the culture of the school.

Kohlberg and Rest's theories of moral development assist in further understanding the moral thought process of law students, particularly as it relates to academic dishonesty. The characteristics of the stages and/or schemas from these theories provide insight into an individual's moral reasoning for an dishonest academic behavior, such as cheating on an exam. Two students may cheat, but one may be categorized in Rest's 3rd schema, while the other may be in the 5th schema resulting in two very different reasons for engaging in the prohibited behavior (Nisan, 2004).

The literature review shows a need to explore the relationship between academic dishonesty and moral development in law school students. Chapter 3 discusses the methodology used to quantitatively survey law students and qualitatively interview them to explore a deeper understanding of academic dishonesty in law schools.

CHAPTER 3

METHODOLOGY

Introduction

The legal profession is a self-governed one where attorneys are held to high ethical standards and are expected to report misconduct to the state bar where they are practicing so that appropriate measures may be taken. As such, law schools accredited by the American Bar Association must require students to complete one course in ethics before graduation (American Bar Association, 2012, Chapter 3). Although these classes are helpful in introducing the professional rules of conduct to law students, the one semester course is often not enough to impart the ethical knowledge needed by a practicing attorney. Included in a student's introduction to the ethical standards required of those participating in the legal community is the law school's honor code. Most researchers agree that there are three primary purposes of an honor code: aspiration, regulation, and education (Berenson, 2005; Tanovich 2009). Still, a more comprehensive plan is needed to instill professional responsibility and ethical behavior in law students (Bennett, 2010). This study explored the climate of academic dishonesty in law schools to better understand what measures need to be implemented to ensure optimal ethical education of future lawyers.

The views and perceptions that students hold regarding academic dishonesty are better understood by referencing them within Kohlberg's and Rest's moral development theories. Kohlberg's moral development theory is based upon an individual's change or transformation

with regard to what is right or wrong. Rest based his moral development theory on Kohlberg's, but implemented schemas, which are more fluid than Kohlberg's stages (Rest, 1986). Interestingly, the central principle of Kohlberg's and Rest's theory is justice, which is the primary principle studied by law students (Evans et al., 1998).

The purpose of this mixed-methods study was to explore the relationship between students' understanding and participation in dishonest academic behavior and their moral development. The study included a two-part survey that was administered to first, second, and third year law students at two public research institutions in the United States southeastern region. The first portion of the survey uses specific behaviors adapted from Donald McCabe's Academic Integrity Scale to identify the number of instances a student participated in academic dishonest behaviors during his or her law school career. The second portion of the survey incorporates Rest's Defining Issues Short Form Test to measure the schema(s) of moral development of each individual law student. The results of the survey determined whether any pattern between cognitive moral reasoning and instances of academic behavior of law school students exist.

The qualitative portion of the study consisted of a case-study where I interviewed an honor council member to gain a more comprehensive, deeper, and richer understanding of academic dishonesty and its presence in law schools. A general need for understanding or a feel that insight may be gained by studying a particular case is typically called an instrumental case study (Stake, 1995). This case was instrumental in showing how academic dishonesty is treated by the honor code of one individual law school and the complexities of amending the honor code to reflect the needs of students, faculty members, and student organizations. This particular case shed light on numerous issues: 1) the varying definitions of academic dishonest behaviors, such

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as plagiarism, by faculty members, students, and student organizations, 2) the knowledge of

dishonest academic behaviors by students, including whether a student believes a behavior to be

an academically dishonest, whether students typically report the behaviors, and whether the

reprimands for such behavior are inadequate or too harsh, 3) the complications involved in

crafting honor code definitions to encompass student organization activity, such as write-on

competitions for law journals and trial/appellate competitions for moot court,

4) whether this particular law school community envelopes the honor code in its culture, and

5) other issues, or emic issues, that may develop while interviewing the honor council member.

It is important to note that the case study method normally involves a list of flexible issues that

evolve and may be adjusted as information is revealed in research (Stake, 1995).

This methodology chapter also includes a discussion on the role of the researcher, the

participants, instrumentation and procedure, and limitations and delimitations. The data analysis

plan is also discussed both quantitatively, using the data and analyzing the results in SPSS, and

qualitatively, using a coding method to develop themes. The conclusion will summarize the

steps that were taken to employ the study.

Mixed-Method Study

Although mixed-methods research is relatively new, it is a recognized approach to

research that combines both quantitative and qualitative methods of research involving

philosophical assumptions, qualitative and quantitative approaches, and the mixing of these

approaches (Creswell, 2009). This type of research allows the study to be more comprehensive

and rich in description. Mixed methods research, particularly the convergent triangulation

design, is the appropriate type of research for exploring academic dishonesty and moral

development. For this mixed methods study, a survey was given to members of the law school

student body to determine participation in academic dishonesty. The results from the survey also

provided data to determine the schema(s) of moral development of each participating student.

Then, an interview of a law school honor council member was conducted to gain insight on law

school academic dishonesty among their peers. This case study also captured the unique

circumstances surrounding the modification of an outdated honor code (Creswell & Clark, 2007).

Equal weight will be given to both the quantitative and qualitative portions of the study.

Research regarding law school academic dishonesty through a moral development framework is

not extensive so a mixed method design will allow for the deep exploration of this area.
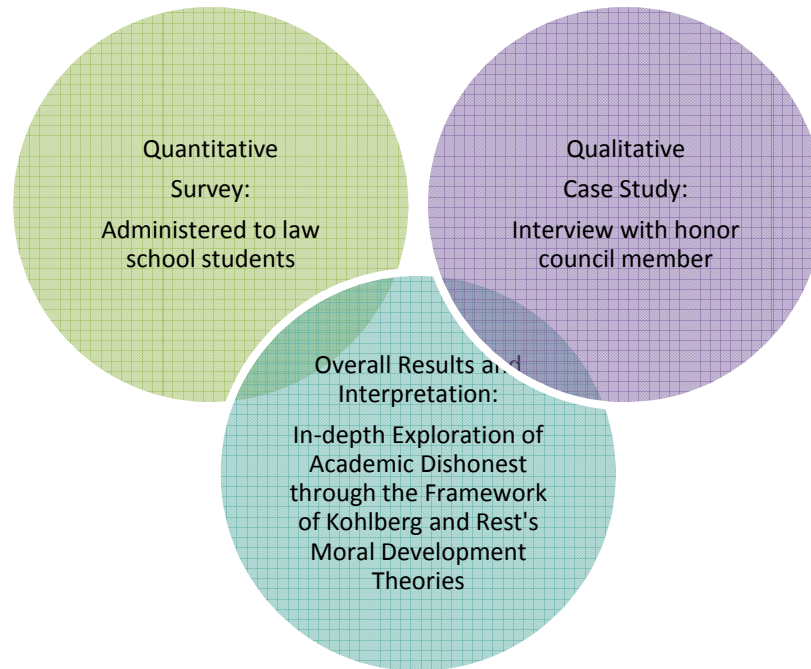
Figure 2. Mixed methods approach to academic dishonesty and moral development in law students. Adapted from Designing and Conducting Mixed Methods Research by J. W. Creswell and V. L. P. Clark (2007), pp. 62-63. Copyright by Sage Publications.

Role of the researcher.

In a mixed methods study, the researcher holds two roles: one role for the quantitative aspect of the study and another separate role for the qualitative aspect. The role of the researcher in a quantitative study is more detached. The researcher is a collector of data and not involved with the participants. In a qualitative study, the researcher is more involved and oftentimes interacts with the participants (Creswell, 2009). Here, appropriate permission from my dissertation committee and university Institutional Review Board (IRB) was obtained and the appropriate forms were completed to ensure the protection of the participants. It is important to note that I included participants from my own institution in the study. Steps were taken to

ensure the anonymity of all students participating in the study. To solicit participants from other

institutions, I gained permission from the appropriate administrators and their university IRBs

and worked with them to conduct the study in the most undisruptive manner for that institution.

At the time of this study, I was a law school assistant dean for student affairs and was

previously a legal research instructor at a public institution and have been in close contact with

law students for nine years in these roles. There were many discussions among my colleagues,

legal research and writing instructors, regarding the dishonest academic behaviors of law

students. Specifically, incidents of plagiarism and cheating came up several times. For instance,

students would work in groups on class assignments and turn in the exact same language and

wording on their individually graded memorandum for a class. Another example included using

language, from one sentence to a paragraph, from a source without citation. When instructors

spoke with students to discuss these issues, oftentimes the student did not realize that he or she

had done anything wrong. In many of these discussions, it was noted that several students

matriculate directly from their undergraduate institutions to law school and are unaware of

actions that would be considered plagiarism or cheating, possibly because of the lack of

explanation, lack of culture that incorporates academic integrity, flippant behavior on the part of

the student, or a combination of these things.

It is also important to note that at the time of this study, I served as the advisor to my

institution's law school honor council. Working with students who hold such an important role

was eye-opening and provided much insight on the student perspective regarding fellow student

colleagues who, for one reason or another, engaged in dishonest academic behaviors and found

themselves in violation of the honor code. I felt it was important to include the voice of a student

in the study to gain a better perspective of their understanding of the culture of academic

integrity at law school. Although I serve as an advisor, that role is limited. The students have control over the language in the honor code, honor code violation investigations, and violation procedure. While students often seek advice from me, they make the ultimate honor code decisions. These students take their jobs seriously. They want safety measures in place for students while maintaining the academic integrity of the law school. It is interesting to see this balance in roles for students on the honor council. I feel that a student's viewpoint added a deeper understanding of academic dishonesty in law schools.

Because the study is both quantitative and qualitative, different safeguards were used to ensure that biases were eliminated. The quantitative portion of the study is the implementation of a survey to law students. Law students from five institutions, including my own, were invited to participate. No individual or student group was specially solicited so as to skew the results. All student contact was conducted in the same manner. Emails describing the study, requesting participation, and reminding those who have not participated to do so, were be sent at the beginning of the spring semester. A member of the honor council from one of the participating institutions was interviewed for the qualitative portion of the study. A pseudonym was used to protect the identity of the honor council member. Additionally, the student was able to review the interview transcript to ensure it accurately reflected what the student wanted to express.

Participants.

The quantitative section of the study engaged first, second, and third year law students from two southeastern law schools accredited by the American Bar Association (ABA). These schools were chosen to strengthen the results since they are somewhat similar, and to ensure that the proper sample number participated to achieve the necessary effect size. In 2011, these schools had the following statistics: the first institution had a median Law School Admissions

Test (LSAT) score of 157, a median grade point average (GPA) of 3.5 and 133 first-year students and the second institution had a median LSAT score of 155, a median GPA of 3.39 and 157 first-year students. Tuition at these two law schools is under $20,000 for full-time resident students (Law School Admissions Council, 2013). A sample size formula should be used to determine the appropriate number of participants for a given level of confidence (Creswell, 2009). A sample size of 42 is needed to achieve the requisite effect size for this study. This was obtained by using G*Power 3.1.3, using an effect size of .5 for a correlation at the 95% confidence level. The number of degrees of freedom is 40 with a critical t value of 2.0210754. The number of students providing usable data was 134.

Following the survey, I presented a case report of an individual member of the honor council at one of the participating institutions. This particular individual was interviewed because of the involvement in a unique opportunity of working with the various constituents of a law school while modifying many portions of the institution's honor code. Additionally, this member provided an additional perspective, such as what this individual believes students perceived to be dishonest academic behavior and whether students report dishonest academic behavior as required by the honor code.

There are currently 200 ABA accredited law schools and it is the intent for this study to generalize and transfer outcomes to those students attending law schools that have similar characteristics to the institutions being studied; however, results could certainly extend beyond students at similarly situated schools to any student in a law school career. Although more prestigious or less prestigious law schools than the ones researched in this study have students with varied backgrounds, studies of academic dishonesty have found that it exists at various colleges and across majors, making it a major issue in higher education (Lambert, Hogan, &

Barton, 2003). As previously stated, generalization of a case study is limited; however, the

extrapolations from the results of the case study provided relevant information to practitioners

when studying the dishonest academic behaviors of their students (Patton, 2002). Particular

instances included understanding the student's perspective when gathering information regarding

the honor code from faculty or comprehending the student's viewpoint when honor code

members engage in the investigative process of an academic dishonesty reporting. Having this

information in tandem with results from the academic integrity survey will benefit practitioners

working to promote academic integrity at their institutions.

        Instrumentation and procedure.

        Prior to any research involving human participants, approval from my dissertation

committee, the university Institutional Review Board (IRB), and other participating institutions'

IRBs was obtained. Once approval was granted, I proceeded with the mixed methods study.

First, for the quantitative portion of the study, law students were asked to complete a law school

academic integrity survey in the 2013 spring semester. The primary research hypothesis (null

and alternative) principal of the quantitative segment is:

        H_o: There is no significant relationship between reported academic dishonest behavior of

        law students and their corresponding schema(s) of moral development.

        H_a: There is a significant relationship between reported academic dishonest behavior of

        law students and their corresponding schema(s) of moral development.

The results from the survey indicated whether a relationship exists. The cross-sectional survey

captured the self-reported dishonest academic behaviors of law students and their moral

development, in the form of a P-score, as specified by James Rest's DIT-1. Questions

concerning behaviors which reflect academic dishonesty were adapted from Dr. Donald

McCabe's Academic Integrity Survey. Students answering these questions self-reported

dishonest academic behaviors anonymously. The moral dilemmas presented are those included

in Rest's Defining Issues Test where a dilemma is presented and students rank a series of

statements regarding the dilemma which will produce a score based upon how the statements

were ranked. That score is then used to determine in which moral development schema(s) the

individual falls (Rest, 1986). The scoring of the portion of the survey containing Rest's test was

completed by The University of Alabama's Office for the Study of Ethical Development, started

by James Rest, and tasked with research concerning the Defining Issues Test. To use the test, the

center asks that they score the tests for consistency. This has costs associated with it which I

bore. See Appendix A to view the entire survey.

The survey was hosted on SurveyMonkey.com and an introductory email was sent to

prospective participants a short time before the survey was emailed. The email assured the

students choosing to participate that answers to the survey were anonymous. The IP address

tracking function on SurveyMonkey.com was turned off so that I did not have access to the IP

addresses of participants. A follow-up email shortly following the initial contact was sent to

increase the response rate at all institutions. Again, anonymity was reassured. A final email was

sent to all law students at the participating institutions. Targeted emails to those who did not

respond were not possible since tracking features were not being used. This was reiterated in the

message. All emails were sent early in the spring semester for two reasons:

1) all students, including 1Ls had taken exams and written some type of assignment, and

2) students were not yet immersed in studying for second semester exams. To increase response

rate, when a participant completed the survey, he or she was entered to win a $100.00 gift card to

Amazon.com. I decided to implement a survey due to ease of distribution and immediate results from participants (Creswell, 2009).

The entire survey has been tested for reliability and validity. "'Reliability' refers to the consistency of measurement either across occasions or across items designed to measure the same construct" (Groves et al., 2004, p. 262). Typically, survey reliability can be tested by repeating it with the same participant or by measuring the same concept with varying questions. Validity is the extent to which the survey actually measures what is intended (Groves et al., 2004). The DIT-1 has been tested extensively for validity and reliability in numerous studies. James Rest and other researchers developed criteria for examining the validity and reliability of the DIT-1: 1) "differentiation of groups differing in expertise," 2) "longitudinal upward trends," 3) "sensitivity to moral educational interventions," 4) "developmental hierarchy," 5) "links to behavior," and 6) "links to political attitudes and political choice." Further, Crohbach's alpha has been tested repeatedly for 20 years and it has consistently remained in the "high .70s and low .80s" (Rest et al., 1999, pp. 59-96). Additionally, the dishonest academic behaviors developed by Dr. Donald McCabe are employed by Clemson University's International Center for Academic Integrity to measure academic integrity of colleges and universities seeking assistance in developing the academic integrity programs at their schools (The International Center for Academic Integrity, 2013). To further test reliability and validity, five law school professors were identified to complete the survey and give feedback regarding the content and design. All five completed the survey and responded to indicate that the dishonest academic behaviors are comprehensive and accurately covered in the survey. Further, the professors had no difficulty in the directions given for both portions of the survey.

Methodological triangulation enhances a study and reveals different information that might otherwise not materialize from a singular method (Patton, 2002). For this reason, following the survey, a case report consisting of data that is analyzed from an interview of an honor council member will be presented. The research questions guiding the qualitative portion of the study were:

1. How do students perceive academic dishonest behavior? Alternatively, are there behaviors that are clearly prohibited in the honor code that students do not identify as academic dishonest behavior?

2. How do students and faculty perceive the honor code? Is there an overall buy-in of the honor code by the law school community? What challenges are greatest when modifying an honor code?

The interview in this study was used to elaborate on student perceptions of academic dishonesty and honor codes in law school. Before engaging in any conversation, the participant completed a consent waiver, modified from the university IRB example. I explained that participation is voluntary, identity will not be revealed in the study, and data will be kept for a reasonable amount of time and then destroyed so that identity is protected and information is not misused. Interview questions flowing from the qualitative research questions are as follows:

1. How has being on the Honor Council affected your perception of students who engage in academic dishonesty?

2. What were the more challenging obstacles in modifying your institution's honor code? What did you learn in this process? What would you have done differently?

3. What behaviors are clearly prohibited in the honor code that students do not identify, or have difficulty identifying, as dishonest academic behavior?

4. What is your perception of students and faculty members' knowledge of your school's honor code? How might they understand it more clearly?

5. In your opinion, what measures can a law school take so decrease academic dishonesty?

6. In your opinion, why do students feel, or not feel, they have an obligation to report dishonest academic behaviors of fellow classmates?

A digital recording was made of the interview and transcribed by a reporter who provided a portable document format (pdf) transcription. It was downloaded in MAXqda, a qualitative text analysis program. I ensured accuracy by reviewing the transcript carefully and submitting an electronic copy for the participant for review. The participant was given the opportunity to add or modify the information provided in the interview.

Limitations and Delimitations.

The main delimitation, which is also a limitation, of the study was the generalizability and transferability of the results to all 200 law schools in the United States. This study was conducted at two public research institutions with many similar characteristics, such as tuition, LSAT scores, and GPA which bolstered the results and can be used by comparable schools. Therefore, many institutions, including private and smaller institutions, may reach different results if conducting a similar study. However, based upon studies conducted in undergraduate settings, students engaging in dishonest academic behaviors are not discriminatory and cover a wide range of institution types and fields of study (Lambert, Hogan, & Barton, 2003). This may likely be the case at law schools as well.

Another limitation was the use of the law school student academic integrity survey created for this study. Although it has been reviewed by law professors who have experience

with students who engage in academic dishonesty, the survey is still novel, unlike a more

seasoned survey, such as James Rest's DIT. Also, because there is a reliance on students' self-

reporting of dishonest academic behaviors, some of the data may contain inaccurate information.

Some students may not be inclined to admit to participating in behaviors such as plagiarism and

cheating for fear of being reprimanded, even though the survey was completely anonymous.

Additionally, the use of a single student for my case study limits generalization. However, this

student's experiences will provide practitioners with a greater grasp of academic dishonesty

through a student's experience.

Data Analysis Plan

      Quantitative.

      As mentioned, the quantitative portion of this mixed methods research study consists of a

cross-sectional survey used to capture self-reported behaviors of law students that constitute

academic dishonesty and moral development which exists in the form of a P-score. The results

from the survey provided: 1) demographic and participant information, 2) the number of times a

student has participated in academic dishonesty, and 3) the P-score of each participant based

upon his or her responses to moral dilemmas. The participant information included items such as

year in law school, whether the student has read his or her institution's honor code, and other

demographic information. Second, a list of behaviors constituting academic dishonesty, which

are adapted from McCabe's Academic Integrity Survey, was provided. If the student admitted to

the behavior, a box was available for the student to enter the number of times that he or she

participated in that type of behavior during his or her law school career. Third, there are five

moral dilemma situations where students ranked the responses in the order perceived to be

correct. The University of Alabama's Office for the Study of Ethical Development received the

responses to the dilemmas and produced a P-score for each student. This P-score determined the schema(s) of each student. Additionally, the schema(s) found most prevalent in this study was compared with Willging and Dunn's (1981) Kohlberg stages for attorneys, which were created with the assistance of James Rest, presented in Figure 1.

All data from the surveys were received and the number of people who responded was reported. This assisted me in determining whether any response bias is contained in the results. There did not appear to be. Also, the responses received in the final days before the survey deadline were monitored to determine if answers vary greatly from those responding earlier (Creswell, 2009). None differed greatly.

The following hypotheses, both in null and alternative forms, were tested for the quantitative section of this study:

H_o: There is no significant relationship between reported dishonest academic behavior of law students and their corresponding schema(s) of moral development.

H_a: There is a significant relationship between reported dishonest academic behavior of law students and their corresponding schema(s) of moral development.

The mean, median, mode, standard deviation, and range were computed for each item of academic dishonest behavior and informational tables provided. This allowed for the information to be described quantitatively and there were no abnormalities in the results. In addition to descriptive statistics, a correlation statistical method was applied to measure whether a significant relationship exists when:

1. Dependent variable = moral development, which will be in the form of P-scores and ultimately schema(s), is continuous data.

2. Independent variable = academic dishonesty, which will be in the form of the

cumulative number of instances a student engaged in the behaviors, is continuous data.

The most common statistic used for this type of measurement is the Pearson's product-moment

correlation coefficient:

$$r_{XY} = \frac{\Sigma z_X \; z_Y}{n - 1}$$

This statistic was calculated and a scatterplot used to visually show the relationship or lack

thereof between instances of dishonest academic behavior and moral development P-score.

Qualitative.

Case studies allow one to learn about something in depth and to capture observations that

may be beneficial to practitioners and will expectantly create further inquiries for research

(Patton, 2002). Interviews in qualitative research can provide in-depth, historical information

from key informants that have extensive knowledge on a particular subject (Creswell, 2009).

Although quantitative data can indicate "how" something operates, qualitative data, in this study,

provided the "why," or least one's perception of "why." I interviewed an honor council member

from one of the participating institutions. This particular member was involved in the honor

council when it initiated extensive changes in the honor code and faced challenges relating to

individual students, student organizations, and faculty. The honor council member was able to

receive extensive and rich input from these varying constituents by email, telephone, and in

numerous face-to-face meetings. This information can provide students and practitioners with

valuable information when developing or improving their institution's honor code. Additionally,

the information that the honor council member was able to provide about the student perspective

of academic dishonesty, particularly the recurring behaviors and reasons given for engaging in

the behaviors, will create awareness and assist practitioners when facing a situation involving

academic dishonesty. Codes and themes were developed based upon the information received in the interview. Once codes were established, themes developed to better interpret the data in a meaningful way (Creswell & Clark, 2007). Proper definitions were assigned to each code so that the information being analyzed is accurate. MAXqda, a qualitative research coding software, allowed me to code parts of the transcript by color and then to use that data to further develop broader themes. It also allowed me to see charts and graphs based upon the coded data which enhanced my ability for accurate coding. Once the data was analyzed, I asked the interview participant to review the final report for accuracy. Further, a peer debriefer was identified and asked to review the qualitative process, report, and development of codes and themes to further confirm accuracy and clarity. These steps establish qualitative reliability and validity (Creswell, 2009). The information will be presented in a way that practitioners can use when addressing issues of academic dishonesty and/or developing their institution's honor code.

Conclusion

Exploring the relationship between academic dishonesty and moral development of law school students is best researched using a mixed methods study. For the quantitative portion of the study, a cross-sectional survey was implemented to gain information pertaining to law school students' engagement in dishonest academic behaviors and to determine their responses to moral dilemmas. I ran tests to determine whether a relationship exists between these behaviors and students' schemas of moral development. The qualitative portion of the study was the case study of an honor council member. The participant's experience of being part of an honor council enhanced the data gained from the survey to give the research deeper meaning and more insight to the issues being studied. These results will provide practitioners with information that can be beneficial when addressing a myriad of issues, such as cheating, plagiarism, honor codes, the

implementation of ethics courses, and many other ways a law school may want to implement ethics or moral development into their curriculum. The next chapter will discuss the results and findings in depth, first quantitatively, then qualitatively. A discussion on the relationship, or lack thereof, between dishonest academic behaviors and moral development of law students will be presented, along with tables and charts to provide a visual display of the data. Additionally, the codes and themes developed from the case study will be organized to present the qualitative data in a meaningful manner.

CHAPTER 4

QUANTITATIVE RESULTS

The purpose of this mixed-methods study was to explore the relationship between students' understanding and participation in dishonest academic behavior and their moral development. The primary research hypothesis (null and alternative) principal of the quantitative segment is:

H_o: There is no significant relationship between reported academic dishonest behavior of law students and their corresponding schema(s) of moral development.

H_a: There is a significant relationship between reported academic dishonest behavior of law students and their corresponding schema(s) of moral development.

Measure

The measure used in this study was the Law School Academic Integrity Survey, a two-part survey modified from Dr. Donald McCabe's Academic Integrity Survey and Dr. James Rest's Defining Issues Test 1 (DIT-1). The first portion of the survey was adapted from Dr. Donald McCabe's survey which is utilized by Clemson University's International Center for Academic Integrity to measure academic integrity of colleges and universities seeking assistance in developing the academic integrity programs at their schools (The International Center for Academic Integrity, 2012.). Twenty-three questions were asked to measure the number of times a law student engaged in a particular dishonest academic behavior relating to an exam, homework assignment, or paper.

James Rest's Defining Issues Test 1 (DIT-1) composed the second portion of the survey. James Rest derived his Defining Issues Test from Lawrence Kohlberg's Measurement of Moral Judgment which is used to measure moral aptitude. This portion of the survey encompasses five short stories, each containing a moral dilemma. A participant ranks a series of statements following each story in the order he or she feels is the best solution to the dilemma. This differs from Kohlberg's measurement where a participant has to provide a narrative in response to the dilemma. This is a disadvantage for individuals who are not able to adequately articulate their responses. The DIT-1 is an updated version of the original Defining Issues Test. It is shorter, has clearer instructions, and updated stories for participants to consider (Rest, Narvaez, Thoma & Bebeau, 1999). The responses from this portion of the survey were scored by The Office for the Study of Ethical Development at the University of Alabama. Researchers in this office request that survey responses be scored by them to ensure reliability and validity are maintained. The survey in its entirety can be viewed in Appendix A.

Participants

Law students from two ABA accredited public universities were surveyed for this study. The median LSAT score for these schools is 157 and 155. Tuition for both schools is less than $20,000.00 per year for residents (LSAC, 2013). Three additional law schools were solicited, but were not able to participate. Two law schools declined and one provided an initial affirmative response to an email requesting participation, but did not respond to requests thereafter. One school declining participation was initiating a search for their dean of students position. The other institution that declined did not want competing surveys disseminated to its student body; the Law School Survey of Student Engagement (LSSSE) was being emailed during the time of this study. The LSSSE is an important measure that many law schools use to

gage students' perception of their legal education (The Trustees of Indiana University, 2009).

The dean of the institution felt that his students might be fatigued if asked to take two, somewhat lengthy, surveys.

An administrator from each of the participating institutions sent three emails to his/her student body. In the initial email, I introduced myself and described the mixed-methods study that I wanted to pursue. I also indicated that another email would be sent in the following weeks containing a link to the Law School Academic Integrity Survey and encouraged participation by offering a $100.00 gift card to Amazon.com. The second email described the study again and provided the survey link. A third email was sent as a reminder, encouraged participation, and ensured those choosing to partake that their identity would be anonymous. These three solicitation emails can be viewed in Appendix B.

The law school administrators sent emails to a total of 956 students. Of the 956 students solicited, 213 responded, making the response rate 22.28%. The response rate may have been affected by other surveys being distributed during the same time, such as the LSSSE, mentioned above. Emails requesting participation were sent at the beginning of February which should not have conflicted with the preparation of law school exams. However, other large projects, such as writing assignments or oral arguments may have conflicted with the timing of this study's survey.

Of the 213 students who responded, 134 produced usable outcomes. This could be due to a variety of reasons. First, a student may not have completed the entire survey. As indicated previously, five law school faculty members reviewed the Law School Academic Integrity Survey. Most indicated that the survey took about 20-30 minutes to complete. While maintaining the busy schedule of law school, some law students may have become fatigued by

the length of survey. Another reason that some outcomes were not usable is because the responses were illogical to the scorers at The University of Alabama's Center for Ethical Development. For example, if a student simply seemed to enter a pattern for ranking the dilemma items such as 1, 2, 3, 4, 1, 2, 3, 4, and so on, then his or her survey was purged. Also, survey results were purged if a student left too many blank items.

Considerations for other researchers wishing to measure law school dishonest academic behaviors and moral development might be to use the short version of the Defining Issues Test. The shorter version includes only three stories for participants to review. However, researchers warn that reliability and validity may become weaker with the shorter version (Rest, Thoma, Narvaez & Bebeau, 1997). Another consideration may be collaboration with a law school professor for administration of the survey during a class period. Future researchers using this option will need to inform students of the survey prior to administration due to the highly sensitive subject matter involved.

Of the 134 students, 40 were first-year law students, 37 were second-year law students, and 54 were third-year law students. Three students chose not to indicate their year in law school. The mean age was 26.3, with the oldest participant at age 49 and youngest at age 21. Sixty-three percent of law students indicated that they have never engaged in dishonest academic behavior. The largest number of instances for a single individual was 31. Table 2 shows the frequency and percentage of total instances for all students participating in the study.

Table 2

Frequency and Percentage for Total Number of Dishonest Academic Behaviors of Law Students

Total number of instances	Frequency	Percentage	Cumulative Percentage
0	85	63.4	63.4
1	8	6.0	69.4
2	7	.2	74.6
3	5	3.7	78.4
4	7	5.2	83.6
5	1	.7	84.3
6	5	3.7	88.1
7	6	4.5	92.5
8	2	1.5	94.0
9	1	.7	94.8
12	2	1.5	96.3
14	1	.7	97.0
15	1	.7	97.8
16	1	.7	98.5
19	1	.7	99.3
31	1	.7	100.00

Of these instances, the most common dishonest academic behavior most common among law students is working on an assignment with others (via email, text, or instant messaging) when the instructor asked for individual work. This was followed by working on an assignment with others (in person) when the professor asked for individual work. Table 3 shows each instance surveyed and the cumulative number of times students participated in the behavior.

Table 3

Cumulative Number of Each Dishonest Academic Behavior Participated in by Law Students

Behavior	Cumulative instances
Fabricating or falsifying a bibliography	1
Working on an assignment with others (in person) when the instructor asked for individual work	62
Working on an assignment with others (via email, text, or Instant Messaging) when the instructor asked for individual work	64
Getting questions or answers from someone who has already taken a test	16
Helping someone else cheat on a test	6
Copying from another student during a test or examination with his or her knowledge	0
Copying from another student during a test or examination without his or her knowledge	3
Using digital technology (such as text messaging) to get unpermitted help from someone during a test or examination	1
Receiving unpermitted help on an assignment	30
Copying (by hand or in person) another student's homework/assignment	13
Copying (by using digital means such as Instant Messaging or email) another student's homework/assignment	14
Paraphrasing or copying a few sentences of material from a written source without footnoting or referencing it in a paper	28
Submitting a paper you purchased or obtained from a website and claiming it as your own work	0
Turning in a paper obtained in large part from a website	0
Paraphrasing or copying a few sentences of material from an electronic source- e.g. the internet- without footnoting it in a paper	42

Using unpermitted crib notes (or cheat sheets) during a test	4
Using electronic crib notes (stored in PDA, phone or calculator) to cheat on a test or exam	0
Using an electronic/digital device as an unauthorized aid during an exam	0
Copying material, almost word for word, from any written source and turning it in as your own work	0
Turning in a paper copied, at least in part, from another student's paper, whether or not that student is currently taking the same course	4
Using a false or forged excuse to obtain an extension on a due date or delay writing an exam	4
Turning in work done by someone else	0
Cheating on a test in any other way	1

The moral development measure was able to identify the P-score, the postconventional thinking score, and schema range of each participating student. This particular score indicates the proportion of answers that correspond to levels 5 and 6, the highest levels representing a heightened level of moral development, in the moral development stages. The mean P-score for the students in this study was 35.55 with the lowest score at 6.00 and the highest score at 72.00.

For each individual, a score is provided for: (a) schemas 2/3, (b) schema 4, and (c) schemas 5/6. For each of these, the number represents the proportion of answers that appeal to the various schemas. In this study, the Office for the Study of Ethical Development indicated that the mean score for schemas 2/3 was 22.45, schema 4 was 37.88, and schemas 5/6 was 35.27. There is a slight variation in my mean score and the office's mean p-score because some students' results were not used based upon their responses to the behavior portion of the survey. These scores indicate that the students participating in this study provided responses largely appealing to schemas 4, 5, and 6. Rest determined that this type of scoring was a better

representation of moral aptitude than strictly applying one stage to an individual (Rest, Narvaez, Bebeau, & Thoma, 1999).

In this study, I wanted to determine whether there was a relationship between dishonest academic behaviors and moral development of law students:

H_o: There is no significant relationship between reported academic dishonest behavior of law students and their corresponding schema(s) of moral development.

H_a: There is a significant relationship between reported academic dishonest behavior of law students and their corresponding schema(s) of moral development.

To determine whether a significant relationship existed, a Pearson's correlation statistic was calculated using the total number of instances of dishonest academic behavior and the P-score of each individual participating in the study. As mentioned previously, the mean P-score was 35.55 and the mean number of instances was 2.10. No significant relationship was found between reported academic dishonest behaviors of law students and their corresponding schema(s) of moral development. The Pearson's correlation, or "r," was .122, and the significance level, or "p," was .160. Here, p was not less than the alpha level, .05; therefore, the null hypothesis is not rejected.

To determine whether a certain category of behaviors might affect the significance between academic dishonesty and moral development, specific behaviors were grouped together depending on the grading mechanism involved. So, all instances involving: (a) assignments or homework, (b) exams, or (c) papers were categorized together:

Table 4

Categories of Dishonest Academic Behaviors

Category	Behavior
Assignment/ Homework	Working on an assignment with others (in person) when the instructor asked for individual work
183 instances	Working on an assignment with others (via email, text, or instant messaging) when the instructor asked for individual work
	Receiving unpermitted help on an assignment
	Copying (by hand or in person) another student's homework assignment
	Copying (by using digital means such as instant messaging or email) another student's homework/assignment
Papers	Fabricating or falsifying a bibliography
61 instances	Paraphrasing or copying a few sentences of material from a written source without footnoting or referencing it in a paper
	Submitting a paper you purchased or obtained from a website and claiming it as your own work
	Turning in a paper obtained in large part from a website
	Paraphrasing or copying a few sentences of material from an electronic source- e.g. the internet- without footnoting it in a paper
	Copying material, almost word for word, from any written source and turning it in as your own work
	Turning in a paper copied, at least in part, from another student's paper, whether or not that student is currently taking the same course
Exams	Getting questions or answers from someone who has already taken a test
31 instances	Helping someone else cheat on a test
	Copying from another student during a test or examination with his or her knowledge

Copying from another student during a test or examination without his or her knowledge

Using digital technology (such as text messaging) to get unpermitted help from someone during a test or examination

Using unpermitted crib notices (or cheat sheets) during a test

Using electronic crib notes (stored in PDA, phone, or calculator) to cheat on a test or exam

Using an electronic/digital device as an unauthorized aid during an exam

Cheating on a test in any other way

A regression analysis statistic was used to determine if any particular category bore significance in the relationship between dishonest academic behavior and moral development of law students. A one-way analysis of variance (ANOVA) statistic was used:

$$F = \frac{MS_B}{MS_W}$$

This translates to F equals the mean square between over the mean square within and degrees of freedom set at .05. Multiple independent t-tests were not used to reduce type I error. If variance between was significantly greater than variance within, then the null hypothesis could have been rejected. Such was not the case. The level at which the null hypothesis could be rejected, or "p," for the exams category was .529, papers category was .414, and assignments category was .621. All of these were greater than the alpha level, .05. Therefore, no further analysis was done to find predictors.

There was no significance found between any of the categories and/or specific behaviors within the categories and the P-scores of law students, confirming that the null hypothesis should not be rejected. However, based upon categories, students reported engaging in behavior affecting assignments and homework most often with 183 instances. This is followed by

behavior involving papers, 61, and finally exams with 31 instances. These results can help guide practitioners when addressing classroom assignments, papers, and exams.

Summary

In summary, 213 students completed the survey; however, only 134 of them produced usable results. Using Pearson's Correlation statistic, no significant relationship was found between the moral development, represented by a P-score, and dishonest academic behavior, represented by the number of instances of academic dishonesty self-reported by students. Additionally, no significant relationship was found between moral development and category of dishonest academic behavior. The categories of dishonest academic behavior were behaviors involving exams, papers, and assignments. The single largest dishonest behavior was working on an assignment with others (via email, text, or Instant Messaging) when the instructor asked for individual work. The most reported category of dishonest behaviors involved those relating to assignments and homework. To determine how to properly address these behaviors, a law school's honor code must be evaluated. Chapter 5 uses a case study to explore the experiences of an honor council chair to shed light on law school honor codes.

CHAPTER 5

QUALITATIVE FINDINGS

Methodological triangulation enhances a study and reveals different information that might not otherwise materialize from a singular method (Patton, 2002). For this reason, a case study consisting of data that was analyzed from an interview of an honor council member is used to augment the findings in this study.

The research questions guiding this qualitative portion of the study were:

1. How do students perceive academic dishonest behavior? Alternatively, are there behaviors that are clearly prohibited in the honor code that students do not identify as academic dishonest behavior?

2. How do students and faculty perceive the honor code? Is there an overall buy-in of the honor code by the law school community? What challenges are greatest when modifying an honor code?

Participant

The participant in this case study was an honor council chairperson at a public university. This particular individual was elected to the position by the law school student body and had served as an honor council member in previous years. I interviewed this individual using a digital recorder. The recording was transcribed by a court reporter. No portion of the interview is included in the appendix so as to maintain the anonymity of the interviewee and to protect the confidentiality of any instances mentioned in the interview. Any quote used in this document has been approved by the participant.

The document produced from the transcription was entered into MAXqda, a qualitative research software system that facilitates coding. Interview guide topics developed from the research questions were used to begin the coding system. They were: (a) obligation to report, (b) measures to decrease dishonest, (c) knowledge of the honor code, (d) difficult behaviors to identify, (e) obstacles in modifying an honor code, and (f) perception of students. The frequencies with which these topics were discussed are shown in Table 5:

Table 5

Qualitative Topic Frequencies

_____

Topic	Frequency	Percentage
Difficult behaviors to identify	11	18.03
Knowledge of the honor code	5	8.20
Obligation to report	6	9.84
Measures to decrease dishonesty	6	9.84
Obstacles in modifying honor code	27	44.26
Perception of students	6	9.84
Total	61	100.00

In addition to these topics, two more themes emerged. The first emerging theme was

identifying ways to modify or create an honor code more effectively. These were suggestions

that the participant made even if it was not included in his past experience. Additionally, a more

general theme of problems or issues relating to the honor council experience arose that were not

encompassed in any of the other topics. Two subtopics for obstacles in modifying the honor

code and perception of students became apparent: (a) student organization issues, and (b) faculty

issues.

Difficult Behaviors to Identify

Three main topics arose when the participant was asked to discuss which behaviors were

seemingly difficult to be identified as academic dishonesty by law students. A more obvious

behavior, plagiarism, was noted on four different occasions: "…technically, they didn't cite.

'Cause they didn't put quotations or anything around it," "I know that some people didn't have

the luxury of maybe going to grad school…or, maybe they did stuff in undergrad that never was

made a big deal of or…maybe they just didn't have a strong [writing background]," "…citing

[was the number one issue]," "[c]ause if you'd cite that much and you just put quotes around it – it's like tech[nically taking that piece]."

Another topic which commonly appeared in behaviors difficult to identify by students as academic dishonesty was the students' assumptions regarding class assignments, papers, or exams. The participant reiterated that students need to make a habit of asking their professors if clarification is needed. Many times assumptions were made which led to honor code violations: "[students] make assumptions, 'like oh well, it's the norm in a practice to copy paste and not really cite,'" "…I feel like maybe some people might have had the thought [to ask, but]… just assumed it was okay. Some people might have just not asked the question or proceed further into whether or not it was wrong because they didn't want to."

The honor council chair also stated that many times conduct issues were brought to them by students and faculty. Sometimes the area was gray as to whether a behavior was a conduct issue or academic dishonesty issue. Clarification was needed for faculty and students to identify which behaviors to properly file with the honor council.

Knowledge of the Honor Code

The participant indicated that many first-year law students were not familiar with the honor code. Oftentimes if a violation occurred, the student would report it to a faculty member who may or may not involve the honor council. The participant also indicated that faculty members were not as familiar with the honor code as they should be, especially where procedures were involved. Additionally, the honor council chairperson believed that a review of the honor code by students and faculty should take place annually to ensure proper filing and to remind students of their obligations as set forth in the honor code.

Obligation to Report.

The information in this case study revealed two main themes regarding obligation to report a violation by a law student. First, students did not like reporting fellow classmates because they felt that their identity would not remain anonymous: "nobody wanted to report because of the possibility of it getting out. And I think when there [were]…clear lines as to, 'you're going to stay, you know, anonymous in here [the students felt more comfortable]." Second, as mentioned previously, students sometimes reported academic dishonesty instances to a faculty member instead of meeting with an honor council member. The participant indicated that the proper process to file was not clear, or familiar, to students.

Another main theme discussed that seemed to be a reporting issue, was student abuse of the honor council process to file a claim maliciously against another student. The participant spoke of a particular instance where a student created a false claim against a fellow classmate. This created unneeded work for the students, faculty members, and honor council members. Additionally, there were no repercussions set forth in the honor code to address these types of instances which made it frustrating for all involved.

Measures to Decrease Dishonest Academic Behaviors.

Informing students to ask their professors if clarification was needed and reminding students to do so each semester were the main points emphasized by the honor council chairperson in this case study. "[I]f it doesn't feel right, ask. If you feel uncomfortable, ask." The participant felt that numerous violations could have been avoided if a student had just asked for clarification instead of making assumptions. Additionally, the participant indicated that when they, the honor council members, provided examples of proper usage of quotations, citations, and paraphrasing for papers and assignments seemed to make a difference in the number of

annual violations filed. The honor council chairperson felt that students were more inclined to read a hard-copy of the honor code if provided to them in a group setting.

Obstacles in Modifying or Creating an Honor Code

There were many obstacles to overcome for the participant's honor council when modifying his institution's honor code. Two main subtopics emerged in this interview: obstacles involving faculty and obstacles regarding students or student organizations.

Faculty.

The honor council members knew that they would have to involve faculty members in the honor code process if they wanted support from the law school community. The honor council faced a myriad of issues regarding faculty participation. To what extent should faculty members be involved? What faculty members should be included? How much input should faculty members have? These were all questions that the honor council faced.

Ultimately, this honor council voted to create a faculty consulting committee made up of three faculty members. "[W]e had to limit the certain amount of teachers we would have…that's why we voted. But that's what worked so well." "[W]e didn't want to have too many cooks in the kitchen." The honor council chose faculty members that they felt would represent diverse perspectives in the modification process. Once the process began, the chosen faculty presented some challenges to the way in which the students wanted to make modifications. First, some professors wanted to remove large portions on the honor code and/or begin again. Another professor took a different approach and asked the honor council what it wanted to achieve and gave direction based upon that information. One professor made a large number of grammatical edits. All of the professors wanted to include language that would encompass improper conduct issues.

The participant also reiterated a power struggle between the faculty members and the students, "[some of the changes were] basically trying to take a lot of the power away from the students, instead of having balance[d] power," "I remember…Professor [X] and [Y] wanted us to adopt…their version." The participant expressed concern that it felt like particular members of the faculty wanted to micromanage the honor code process and shift power elsewhere, either to administration or faculty, rather than letting the decision-making remain with the law students.

Another obstacle arose when faculty members had conversations with students outside of the honor council members. The participant noted that the honor council was trying to craft language that would be for all students; this involved many hours of negotiation between concerned students and the honor council. When a faculty member had communications with these concerned students regarding the honor code, the honor council felt that incorrect information was being disseminated and discussed which made the honor council appear disorganized. It created tension between the honor council and various students and student groups.

Student groups.

Law students partake in various legal organizations during their time in school. Many of these organizations require numerous hours of work to accomplish goals, such as hosting competitions, inviting the law community to symposia, or producing law journals. They create smaller microcosms of law communities with their own schedules, procedures, and goals.

The honor council chair in this case study indicated that student organizations were very protective and deferential to their own internal procedures which created conflict with requirements set forth by the honor code. During the beginning of the modification process, public student forums did not occur. Instead, the honor council modified the language

themselves without student or student organization input. They wanted to present this version for a vote by the students. When it became apparent that the modifications presented an issue, various forums and meetings took place to ensure that the language included in the honor code met the needs of the students groups as well as individual students.

Perception of Students

I asked the participant to give me her perception of students brought before the honor council because of a reported academic violation. The participant indicated that each individual situation was different, that his perception changed on a case-by-case basis. "You know, some students, I felt like - genuine mistakes. Other ones, I felt like – they technically didn't cheat, but they did the equivalent of cheating. Kind of in a way…[where] the teacher said don't cross this line, and they went as much as they could [without crossing] that line."

The honor council chair also noted that it was very difficult being in his position. "[T]he hardest thing is judging peers. A lot of [students] usually…didn't know [that they violated the honor code]. But at the same time, I felt like…other situations were – deep down [they] did know." Additionally, the participant indicated that many times whether a situation was turned over to the honor council depended upon the perception by faculty about a student. The participant believed that students having more positive interactions with faculty members outside of class were treated more favorably than those who did not interact with faculty members. Overall, the interviewee in this case study believed that most students who appeared before the honor council for an academic violation made a good faith mistake. "Technically, if I had to pick, I'd say good faith mistake."

Problems with the Honor Code Process in General

After coding the participant's interview transcription, a separate topic emerged encompassing various problems with honor codes and the honor code process in general. Problems relating to procedure, other policies, and conduct issues materialized. First, the participant stated that some faculty members often dealt with dishonest academic violations by themselves. "…I…felt like a lot of stuff was handled just by the professor and the professors a lot of times didn't go to us [honor council] because they didn't want us to blow it out of proportion." The participant believed that more trust in the honor council by faculty members is needed so that the process will work. "I think…there needs to be some kind – there has to be some kind of…trust."

Another issue was the lack of knowledge by students about the honor code procedure. Students were unfamiliar with the process and reported violations to various individuals not specified in the code. This increases the likelihood of leaking confidential information. There was also internal lack of knowledge of the proper procedure set forth in the honor code and at the institution in general. Faculty and administration already had set policies regarding conduct, but many members expressed interest in including the language in the honor code. Additionally, the appeal process for an honor code decision was made to a faculty committee. The honor council and the student body were unfamiliar with this process. Sometimes a complaint was filed with the honor council and it was not dealt with in a timely manner. Scheduling time slots amenable to numerous law students was challenging. These procedural issues presented a challenge to the honor council.

Ways to Modify or Create an Honor Code More Effectively

Based upon the interviewee's experience, she was able to offer various ways in which one might approach the honor code/honor council process. Knowledge of the honor code by the entire law school community was most important. Students needed to know who to report a violation to and the process that will follow as a result of that filing. The honor code and honor council should be placed on the institution's website; "[o]f course, you know, awareness – putting on the website – providing it." More broadly, the interviewee felt that respect of the honor code and what it is trying to accomplish would make the students more aware of their actions and obligations. In her experience, he believed that he saw a shift in mindset. "People, I think, were taking it more seriously and not [feeling] fear…[T]hey wanted to do the right thing. So that was a positive thing."

The participant indicated that a strong relationship with faculty members would allow the honor council to work with confidence. Knowing that faculty members support the honor code and the honor council allows for a more valuable system to effectuate the ultimate goal-preventing academic dishonesty in law school. The honor council chair indicated that faculty could exhibit support by speaking about the honor code to students or suggesting to students to reread the honor code. " I mean I know [the faculty members] put it all on their syllab[i], but it's like look at the honor code…there are certain provisions that [professors] want to enhance I think. They need to copy and paste…and put it in the [syllabus]." The interviewee also felt that meeting with faculty members on a continuous basis might enhance the relationship. "[M]aybe the faculty meets with the honor council once a month. But the thing is you [have] to keep it confidential."

Internal honor council conditions play a vast role in the way the system operates. The participant indicated that members need to be a part of honor council if they are committed and willing to do hard work. If law students feel like honor council representatives are trying to enhance their resumes, then the honor council reputation is harmed. The interviewee also expressed the importance of working together. [T]hat's – what worked so well was just like – I felt like – as a leader – I just had us vote on everything."

Summary

In summary, the honor council chair was able to provide a rich description of her experiences serving as chair and modifying her institution's honor code. Knowing the obstacles that might arise with faculty and student organizations will assist others when planning to begin or modify an honor code. It was clear from her experience that an open dialogue is needed with all those involved to ensure correct information is communicated to the law school community. Also, collecting student and student organizations' expectations before approaching the modification is necessary so that all interests are presented and discussed. Additionally, honor code procedure must be clear and consistent for the process to work properly. Chapter 6 will discuss both the quantitative and qualitative findings of this study and how they can assist in decision-making and planning by law school practitioners.

CHAPTER 6

DISCUSSION

The purpose of this mixed methods study was to explore whether a relationship exists between the dishonest academic behaviors of law students and their moral development stages. The exploratory nature of this study allowed me to research the climate of academic dishonesty in law schools and gain a better understanding of what measures need to be implemented to ensure optimal ethical education of future lawyers.

This study consisted of quantitative and qualitative aspects that permitted me to see what behaviors are problematic in law schools, whether students' moral development bore any relation to academic dishonesty, and to understand a student's perception of academic dishonesty and the honor code process based on his unique experience. A two-part survey consisting of a series of dishonest academic behaviors adapted from Dr. Donald McCabe's Academic Integrity Survey and five short stories presenting ethical dilemmas by Dr. James Rest was used to gain information needed for the quantitative portion of this study. A case study of an honor council member with a unique set of experiences provided rich information for the qualitative aspect of my research. Together, the results give practitioners a look into students' views of academic dishonesty and the honor code process.

Quantitative

No significant correlation was found between the moral development and dishonest academic behavior of law students, when either looking at dishonest academic behaviors as a

whole or when broken down into categories. This is not entirely surprising. Kohlberg and Rest

both have noted that finding direct relationship between moral reasoning/development and

behavior is difficult and studies have not been consistent (Lanza-Kaduce & Klug, 1986).

Although moral reasoning does not necessarily *result* in moral behavior, the two can be related

(Mischel & Mischel, 1976). This study did not show a significant relationship. This could have

resulted for a number of reasons. First, it is possible that students are not cognizant that their

actions actually constitute academic dishonesty. Given the variability of the definition of

plagiarism within the legal community, it is likely that an unseasoned first year law student may

be confused when embarking on the first writing assignment of the semester. Bast and Samuels

(2008) created a table identifying the elements of plagiarism in 4 varying definitions. The

elements extrapolated were 1) taking, 2) literary property, 3) without attribution, 4) benefit, 5)

copying, 6) fraud/intent, 7) nonconsensual, 8) without adding value, 9) words, information,

ideas, 10) lying, cheating, stealing. There are no definitions that contain all of the elements and

only two elements that were mentioned three times. It is quite likely that a law student's

undergraduate institution's definition of plagiarism differs from that of his or her law school. A

student's varying understanding might not ever be rectified unless faced with a plagiarism issue

in law school. In this study, 28 instances of paraphrasing or copying a few sentences of material

from a written source without footnoting or referencing it in a paper were reported. Also,

students reported 42 instances of paraphrasing or copying a few sentences of material from an

electronic source without footnoting it in a paper. In retrospect, asking those who responded

whether they understood their actions constituted plagiarism should have been included. This

would have allowed practitioners to understand how to begin their discussion with students

regarding plagiarism when turning in papers or assignments for class. The results are still

helpful in understanding that conversations are needed throughout a student's tenure in law school. As the honor council chair stated in his interview, "[students] make assumptions, 'like oh well, it's the norm in a practice to copy paste and not really cite'" "…I feel like maybe some people might have had the thought [to ask, but]…just assumed it was okay. Some people might have just not asked the question or proceed further into whether or not it was wrong because they didn't want to." The "norm" can and should be changed. Those teaching law students should require students to sign a statement obligating the student to read the school's plagiarism definition. The Legal Writing Institute has created a document that can be used in any class where written attribution is required. The document, *Law School Plagiarism v. Attribution*, is a short document that explains plagiarism and gives examples of correct and incorrect attribution. Also, it has a statement that expresses the student understands the content therein and he or she must sign and date the document (2003). This document could be modified to fit the expectations of the professor for his or her class. If law schools would allow a brief moment to read over the honor code in class each semester, this would promote academic honesty and possibly facilitate a dialogue between students and faculty regarding any questions about misunderstandings. If it is not possible to require this during class, having students read the honor code online and electronically acknowledging it might be a viable alternative.

Other behaviors that seem to be the norm among law students are working on an assignment with others (in person) when the instructor asked for individual work, receiving unpermitted help on an assignment, and working on an assignment with others (via email, text, or Instant Messaging) when the instructor asked for individual work. A total of 156 instances of these behaviors were reported in this study. As was discussed in the literature, these behaviors establish passive dishonesty (Anistal, Anistal, and Elmore, 2009). The failure to recognize that it

is dishonest academically, the greater the likelihood of actual cheating increases. The 2009 study showed a greater misunderstanding among students in what constituted passive academic dishonesty. The researchers stated, "'teaming up on a take-home exam' appears to be considered 'postmodern learning,' not necessarily a passive academic dishonesty situation" (Anistal et al., 2009, p. 24). Creating a knowledge base of passive academic dishonesty creates more of a challenge for faculty, administrators, and the institution's honor council. Discussions about passive academic dishonesty should be addressed by an institution's faculty, administration, and honor council. Helping students identify these behaviors is the beginning of understanding the importance of original work. It also sets a foundation for students entering the law profession. As in any profession, the importance and significance of self-regulation needs to be stressed and explained to students. This dialogue should occur on day one in law school.

P-Scores.

A postconventional score, or P-score, is basically the amount of importance that participants place upon moral considerations related to stages or schemas 5 and 6 (Rest, Thoma, Narvaez & Bebeau, 1997). Typically, the P-scores of graduate students is somewhere in the 60s (on a scale that ranges from the 0 to 95) with Ph.D. candidates in moral philosophy and seminarians scoring the highest (Willging & Dunn, 1981). In 1977, Willging and Dunn's study found that first year law school students had an average P-score of 52.2. In 2002, Landsman and McNeal found that first year law students' P-score mean was 49.61. In this study, the mean P-score of the participants was 35.5, which is much lower than either the 1977 or 2002 study. Although the numbers from the 1977 and 2002 studies are those from first year law students and this study presents a mixture, one might expect that this study's mean P-score would be higher, not lower.

There is a strong positive correlation between educational attainment and stage of moral development (Kohlberg & Candee, 1984), but, as time has progressed, studies suggest a possible downward movement in overall moral development level of achievement (Traiser & Eighmy, 2011). Although it is difficult to speculate the reasoning for this study's seemingly low mean P-score, it is consistent with the downward trend of moral development.

Examining the law students' represented schemas, as developed by Rest, will assist practitioners to better understand student moral development. For each individual, a score is provided for: (a) schemas 2 and 3, (b) schema 4, and (c) schemas 5 and 6. For each of these, the number represents the proportion of answers that appeal to the various schemas. In this study, the mean for schemas 2 and 3 was 11.27, for schema 4 it was 18.78, and for schemas 5 and 6, it was 17.78. Again, Rest determined that revealing the proportion of answers that fall within the various schemas was a better representation of moral aptitude than confining an individual to one stage (Rest, Narvaez, Bebeau, & Thoma, 1999). Willging and Dunn (1981) hypothesized that individuals in Stage 4 might be drawn to study the law to learn legal rules and "clarify the parameters of their own behavior and as an opportunity to develop a social role congruent with their personal behavior." This study indicates that participating students provided responses largely associated with schemas 4, 5, and 6, with the highest mean score within schema 4.

Rest's Attorney Characterizations

Although there are some differences, Rest's schema characterizations are derived from the stages developed by Kohlberg (Rest, Davison, Robbins, 1978). Cross referencing the attorney characterizations provided by Rest, in Figure 1, to researchers Willging and Dunn will further our understanding of law students' moral reasoning. According to the results of this study, the most number of students fell within schema 4. According to Rest, the characterization

of the average law student would include using the Code of Professional Responsibility as a guide when faced with legal moral dilemmas. Close behind schema 4 in this study was the mean score of schemas 5 and 6. Law students with moral development closely associated with these schemas could recognize the "values and rights prior to social attachments and contracts" (Willging & Dunn, 1981, pp. 314-315). Additionally, students would feel that their own personally developed morals which place emphasis on individual human rights should supplant contracts and laws when faced with conflict. Law students in schema 6 would value social justice and might likely be drawn to clinical programs focusing on human rights and public interest. Further studies on students categorized by curriculum emphasis, such as clinical and human rights law, could solidify these characterizations described by James Rest. If law school administrators and faculty reflected upon their institution's mission and determined that bolstering law students' moral development is a beneficial goal that serves the mission, then taking actions such as requiring clinic training and participation, especially those clinics emphasizing human rights, could possibly increase the mean P-score, and thus moral development, of law students. This would differ from the normal Socratic-type ethics courses by requiring active participation and having direct contact with clients who may not be able to receive legal assistance otherwise. This is consistent with Hartwell's study (1990) in the implementation of clinical education in law school which showed to increase students' mean P-score from 45.3 to 56.9.

What does this mean for practitioners? In summary, the P-score of law students seem to be decreasing, consistent with studies of other disciplines (Traiser & Eighmy, 2011). Typically, the P-scores of graduate students is somewhere in the 60s (on a scale that ranges from the 0 to 95) with Ph.D. candidates in moral philosophy and seminarians scoring the highest (Willging &

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Dunn, 1981). This study revealed a P-score of 35.5. Studying the characterizations of schemas where law students seem to base their moral comprehension creates a better understanding and foundation for faculty and administrators, especially in identifying how students might relate to clients in clinical situations, and later, in practice (Hartwell, 1990).

Qualitative

This case study, in tandem with the quantitative results, provides a framework for understanding the moral development and dishonest academic behaviors of law students. This interview highlighted the continuous problem of plagiarism and law students' understanding, or lack thereof, of proper citation. It is consistent with the survey results which showed a large number of instances reported by students indicating that they paraphrased or copied a few sentences of material from an electronic or written/paper source without footnoting it in a paper. Honor councils and faculty members should place emphasis on citations even where very little seems to be paraphrased. Although the fear of being caught should not be a motivating factor to cite properly, students should be aware of the ease with which a professor can find sources on the internet to detect plagiarism. Plagiarism detection software can assist faculty members and speed the process with which they can scan documents for violations.

Faculty members and administrators also can encourage dialogue when students are unclear about proper citations. The honor council member in this case study noted that students are not accustomed to approaching professors for assistance when a plagiarism question arises. This could be the result of a variety of reasons, including being embarrassed about a question he or she wants to ask the professor or, alternatively, the student may not know that he or she needs to ask a question, not recognizing when proper citation should take place. The honor council member stated, "a lot of [students] usually didn't know [that they violated the honor code]" and

the instances of academic dishonesty were "good faith mistakes." This places the burden on faculty, administration, and an institution's honor council to be proactive and provide guidance, examples, and dialogue so that students do not find themselves in violation of a school policy. Despite whether practitioners agree whether students should already have a higher level of knowledge regarding dishonest academic behavior before attending law school, the results reflect that they do not. This is a challenge for practitioners.

Modifying Honor Codes.

A large portion of the case study concerned the obstacles faced when modifying an honor code. One of the challenges involved a delicate balance between student and faculty involvement. When students and faculty are not in agreement regarding their role in dishonest academic issues, messages can be confused. For example, how much information regarding honor code changes should be disseminated throughout the process should be discussed during the initial phase of the process. Open communication between these two constituencies could provide a better system for academic and conduct code issues. Meetings should be scheduled to keep the dialogue going between students, honor council members, faculty, and administration throughout the year. The honor council members can provide insightful information about confusions that may arise among the student population. Various faculty members may have differing views on plagiarism, or any conduct for that matter, and the recommendations for remediation by the honor council when a violation occurs. A continuous discussion on the ease of the process, suggested actions for violations, and public relations within the law school community should take place throughout the academic year to rectify confusion.

Implications for Law Schools

There are a number of implications for law schools based upon the results of this study. First, law schools should develop proactive practices that assist students' recognition of dishonest academic behavior. For example, an open door policy with faculty and administrators regarding these issues should be in place. This allows students to communicate with any member of faculty or administration regarding critical issues in academic dishonesty. Before a policy like this is implemented, a discussion regarding the institution's collective view on academic dishonesty and the resources available to assist students with more in-depth academic questions should take place to ensure that the entire law school is somewhat consistent in their approach to assisting students. Additionally, law students should be introduced to the honor code during orientation. If possible, specific examples of dishonest academic behaviors that are common in law school should be introduced and discussed. This will place students on notice and give rise to students asking for assistance in times of uncertainty.

A more obvious implication of this study is the institutions' appreciation to create a clear, concise honor code. Reassessment of the student population should take place often. What seems clear to a particular generation of students may seem outdated and vague to others. Particularly, students' increasing usage of technology should be addressed so that it is reflected in the language of the honor code. It is important that students perceive the honor code as current and central to the law school community. This will facilitate dialogue regarding academic dishonesty that hopefully leads to discussions of professionalism in law practice.

Recommendations

This study highlighted some significant phenomena within law schools. First, the moral aptitude of law students is steadily declining. In this study, the mean P-score of law school

participants was 35.5 which is much lower than their counterparts in the 1960s, 70s, and 80s. If a law school decides to focus some of its resources to increase student moral development because of its consistency with the institution's mission and goals, there are a few ways in which is can be achieved. It may want to establish a small skill course with focus largely based upon the importance of individual work (on assignments and to prevent plagiarism). For example, Maclagan (1998) researched and voiced the importance of morality within management in business. He addressed the relevance of ethical courses and mentioned that it is not meant to imply that the course or program would make students "more moral," but, rather, equip them with the tools needed to approach moral dilemmas that arise in the workplace. A course can identify particular dilemmas that arise and then provide students with the cognitive abilities to approach these situations. The American Bar Association requires law schools to teach these ethics courses to all law students (American Bar Association, 2013). How this present class might be expanded is by coupling it with two additional components. First, educating law students on how they might create dialogue within their legal communities, instilling the beginnings or continuation of ethical communities as explained by Maclagan. Second, requiring some type of clinical participation could increase not only P-scores, but expand the perspective of law students. Studies show that participation in clinical or pro bono work increases the moral development of law students, but it is also beneficial for students to gain a better understanding of various viewpoints, like understanding diverse socioeconomic backgrounds, ethnicities, and cultures, regardless of the area of practice in which they are interested in pursuing a career (Hartwell, 1990; Hartwell, 1995; Quigley, 1996).

Another recommendation based upon the results of this study is making the institution's honor code a focal point of the community. Placing honor code procedure online or using the

institution's social media outlets will provide easier access for students and faculty. It is imperative that a law school keep current with student technology so that the messages being placed by the schools will be in relevant sources. For example, it might be beneficial for law schools to create an application, or "app" for androids or iPhones. This will place a foundation where students will easily recognize how to approach the honor council should a violation arise.

Providing a clear, consistent honor code pledge for all faculty members to use on syllabi and exams will create a clear, consistent message among the student body. This type of practice requires faculty consensus on definitions included in the pledge and the honor code. Faculty and administration should engage in dialogue with students when developing these definitions so that all interests are expressed. As was suggested by the honor council chair, "maybe the faculty meets with the honor council once a month. But the thing is you [have] to keep it confidential."

An additional recommendation based upon the case study is an annual review of the honor code. An annual review will ensure that the best practices are kept and regulations current. A number of factors should be considered when reviewing the honor code. First, those involved should consult technology advances to make sure the honor code captures all dishonest behaviors. Second, review of the previous years' allegations/instances should be reviewed to see if any portion of the process was confusing or burdensome on all parties involved. Third, solicit suggestions from the law school community, including student organizations, faculty, and administration, to consider when making modifications.

Implications for Law School Education Research

This study raises a host of issues that could be explored more thoroughly through quantitative, qualitative, or mixed methods studies. First, studies have been conducted to measure the effects of clinical practice on law student moral development could be researched

quantitatively by issuing Rest's Defining Issues Test to clinical students. For example, Hartwell's (1990) study measured moral development before and after students completed clinical experiences. However, capturing interviews of students before and after their clinic participation and comparing dialogues also may shed light on any changing in moral aptitude post. Instead of just identifying an increase in P-score, a deeper understanding could be had if the change was articulated in the students' own words. Questions would have to be crafted carefully to capture this information.

Another implication for educational research is comparing law school honor codes and the implementation of their honor codes to the number of instances of reported cheating. This could shed light on best practices in implementing academic dishonesty policies. Using the survey developed in this study could assist researchers in identifying the number of instances students engage in dishonest academic behaviors. Comparing the instances reported to the various ways they are discussed in their corresponding honor codes might allow law schools to identify the most effective language to use.

Third, identify schools that are modifying honor codes and performing case studies at these institutions could be used to study and compare their policies and implementation processes. The comparisons also may identify best practices for developing, modifying, and maintaining honor codes.

Summary

This mixed methods study sought to explore the relationship between academic dishonesty and moral development of law students. Although no relationship was shown to exist, a number of important results surfaced. First, the mean P-score of the participating law students was 35.55. This is much lower than their counterparts in previous generations. This

reiterates the suggestion of a possible downward movement in overall moral development level of achievement in students (Traiser & Eighmy, 2011). If a law school decides to focus some of its resources to increase student moral development because of its consistency with the institution's mission and goals, emphasis should be placed on clinical or experiential requirement. Although the honor council member largely discussed plagiarism as the most common dishonest academic behavior, the survey administered in this study presented otherwise. Students reported engaging in behavior affecting assignments and homework most often with 183 instances. Faculty should be aware of these findings so that they can address them more effectively in the classroom. Finally, to emphasize the importance of professionalism in the legal community, the honor code should be a focal point for law schools. Once students understand what is expected of them and what is not tolerated, they will be better prepared to enter the workforce.

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APPENDIX

APPENDIX A: LAW SCHOOL ACADEMIC INTEGRITY SURVEY

Law School Academic Integrity Survey

1. Informed Consent

The purpose of this survey is to research the academic integrity of law school students. Your response is important in helping law school administrators and faculty understand the behaviors used by law school students when taking examinations and completing assignments and papers.

This survey is completely voluntary. Although a completed survey is preferred, you are able to quit the survey at anytime. All efforts will be taken to keep this survey completely anonymous. Your name will not be associated with any answer that you provide.

This survey takes approximately 40 minutes to complete. Please follow the directions carefully and answer all questions to the best of your ability.

If you have any questions regarding this survey and/or research, please feel free to contact Macey Edmondson at maceye@olemiss.edu or 662-915-6819.

Thank you for your participation. We appreciate your assistance.

Sincerely,

Macey Edmondson
Doctoral Candidate

Law School Academic Integrity Survey

2. Law School Academic Integrity Survey

Thank you for participating! Once you have completed this survey, you will be entered to win a Kindle Fire if you so choose. Directions on how to enter will be given once you complete the survey.

This survey has two sections. Please answer all questions as accurately and honestly as possible. All precautions will be taken so that your identity remains anonymous.

Law School Academic Integrity Survey

3. Specific Behaviors

The specific behaviors listed below are adapted from the McCabe Academic Integrity Survey with express consent from Dr. Donald McCabe.

Please read each specific behavior. In the box provided, indicate the number of times you engaged in the this behavior during your law school career. If you have never engaged in a specific behavior, please enter the number "0".

1. Fabricating or falsifying a bibliography
Number of instances

2. Working on an assignment with others (in person) when the instructor asked for individual work
Number of instances

3. Working on an assignment with others (via email, text, or Instant Messaging) when the instructor asked for individual work
Number of instances

4. Getting questions or answers from someone who has already taken a test
Number of instances

5. Helping someone else cheat on a test
Number of instances

6. Copying from another student during a test or examination with his or her knowledge
Number of instances

7. Copying from another student during a test or examination without his or her knowledge
Number of instances

8. Using digital technology (such as text messaging) to get unpermitted help from someone during a test or examination
Number of instances

9. Receiving unpermitted help on an assignment
Number of instances

10. Copying (by hand or in person) another student's homework/assignment
Number of instances

11. Copying (by using digital means such as Instant Messaging or email) another student's homework/assignment
Number of instances

12. Paraphrasing or copying a few sentences of material from a written source without footnoting or referencing it in a paper

Number of Instances

13. Submitting a paper you purchased or obtained from a website and claiming it as your own work

Number of instances

14. Turning in a paper obtained in large part from website

Number of instances

15. Paraphrasing or copying a few sentences of material from an electronic source- e.g., the internet - without footnoting it in a paper

Number of instances

16. Using unpermitted crib notes (or cheat sheets) during a test

Number of instances

17. Using electronic crib notes (stored in PDA, phone, or calculator) to cheat on a test or exam

Number of instances

18. Using an electronic/digital device as an unauthorized aid during an exam

Number of instances

19. Copying material, almost word for word, from any written source and turning it in as your own work

Number of instances

20. Turning in a paper copied, at least in part, from another student's paper, whether or not that student is currently taking the same course

Number of instances

21. Using a false or forged excuse to obtain an extension on a due date or delay writing an exam

Number of instances

22. Turning in work done by someone else

Number of instances

23. Cheating on a test in any other way

Number of instances

4. Defining Issues Test-2

This portion of the survey is concerned with how you define the issues in a social problem. Several stories about social problems will be described. After each story, there will be a list of questions. The questions that follow each story represent different issues that might be raised by the problem. In other words, the questions/issues raise different ways of judging what is important in making a decision about the social problem. You will be asked to rate and rank the questions in terms of how important each one seems to you.

PLEASE TRY TO FINISH THIS PORTION OF THE SURVEY IN ONE SITTING.

5. EXAMPLE

This is an example problem:

Imagine you are about to vote for a candidate for the Presidency of the United States. Before you vote, you are asked to rate the importance of five issues you could consider in deciding who to vote for. Rate the importance of each item (issue) by checking the appropriate box.

1. Rate the following issues in terms of importance.

	Great	Much	Some	Little	No
1. Financially are you personally better off now than you were four years ago?	☐	☐	☐	☐	☐
2. Does one candidate have a superior moral character?	☐	☐	☐	☐	☐
3. Which candidate stands the tallest?	☐	☐	☐	☐	☐
4. Which candidate would make the best world leader?	☐	☐	☐	☐	☐
5. Which candidate has the best ideas for our country's internal problems, like crime and health care.	☐	☐	☐	☐	☐

Note. Some items may seem irrelevant or not make sense (as in item #3). In that case, rate the item as "NO".

After you rate all of the items you will be asked to RANK the top four items in terms of importance. Note that it makes sense that the items you RATE as most important should be RANKED as well. So if you only rated item 1 as having great importance you should rank it as most important.

2. Consider the 5 issues above and rank which issues are the most important.

	1	2	3	4	5
Most important item	☐	☐	☐	☐	☐
Second most important	☐	☐	☐	☐	☐
Third most important	☐	☐	☐	☐	☐
Fourth most important	☐	☐	☐	☐	☐

Again, remember to consider all of the items before you rank the four most important items and be sure that you only rank items that you found important.

Note also that before you begin to rate and rank items you will be asked to state your preference for what action to take in story.

Thank you and you may begin the questionnaire!

6. Story 1

Famine

The small village in northern India has experienced shortages of food before, but this year's famine is worse than ever. Some families are even trying to feed themselves by making soup from tree bark. Mustaq Singh's family is near starvation. He has heard that a rich man in his village has supplies of food stored away and is hoarding food while its price goes higher so that he can sell the food later at a huge profit. Mustaq is desperate and thinks about stealing some food from the rich man's warehouse. The small amount of food that he needs for his family probably wouldn't even be missed.

1. What should Mustaq Singh do? Do you favor the action of taking food?

☐ Should take the food ☐ Can't decide ☐ Should not take the food

2. Rate the following issues in terms of importance.

	Great	Much	Some	Little	No
1. Is Mustaq Singh courageous enough to risk getting caught for stealing?	☐	☐	☐	☐	☐
2. Isn't it only natural for a loving father to care so much for his family that he would steal?	☐	☐	☐	☐	☐
3. Shouldn't the community's laws be upheld?	☐	☐	☐	☐	☐
4. Does Mustaq Singh know a good recipe for preparing soup from tree bark?	☐	☐	☐	☐	☐
5. Does the rich man have any legal right to store food when other people are starving?	☐	☐	☐	☐	☐
6. Is the motive of Mustaq Singh to steal for himself or to steal for his family?	☐	☐	☐	☐	☐
7. What values are going to be the basis for social cooperation?	☐	☐	☐	☐	☐
8. Is the epitome of eating reconcilable with the culpability of stealing?	☐	☐	☐	☐	☐
9. Does the rich man deserve to be robbed for being so greedy?	☐	☐	☐	☐	☐
10. Isn't private property an institution to enable the rich to exploit the poor?	☐	☐	☐	☐	☐
11. Would stealing bring about more total good for everybody concerned or wouldn't it?	☐	☐	☐	☐	☐
12. Are laws getting in the way of the most basic claim of any member of a society?	☐	☐	☐	☐	☐

3. Consider the 12 issues above and rank which issues are the most important.

	1	2	3	4	5	6	7	8	9	10	11	12
Most important item	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Second most important	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Third most important	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Fourth most important	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

7. Story 2

Reporter

Molly Dayton has been a news reporter for the *Gazette* newspaper for over a decade. Almost by accident, she learned that one of the candidates for Lieutenant Governor for her state, Grover Thompson, had been arrested for shop-lifting 20 years earlier. Reporter Dayton found out that early in his life, Candidate Thompson had undergone a confused period and done things he later regretted, actions which would be very out-of-character now. His shoplifting had been a minor offense and charges had been dropped by the department store. Thompson has not only straightened himself out since then, but built a distinguished record in helping many people and in leading constructive community projects. Now, Reporter Dayton regards Thompson as the best candidate in the field and likely to go on to important leadership positions in the state. Reporter Dayton wonders whether or not she should write the story about Thompson's earlier troubles because in the upcoming close and heated election, she fears that such a news story could wreck Thompson's chance to win.

1. Do you favor the action of reporting the story?

- Should report the story
- Can't decide
- Should not report the story

2. Rate the following issues in terms of importance.

	Great	Much	Some	Little	No
1. Doesn't the public have a right to know all the facts about all the candidates for office?					
2. Would publishing the story help Reporter Dayton's reputation for investigative reporting?					
3. If Dayton doesn't publish the story wouldn't another reporter get the story anyway and get the credit for investigative reporting?					
4. Since voting is such a joke anyway, does it make any difference what reporter Dayton does?					
5. Hasn't Thompson shown in the past 20 years that he is a better person than his earlier days as a shop-lifter?					
6. What would best service society?					
7. If the story is true, how can it be wrong to report it?					
8. How could reporter Dayton be so cruel and heartless as to report the damaging story about candidate Thompson?					
9. Does the right of "habeas corpus" apply in this case?					
10. Would the election process be more fair with or without reporting the story?					
11. Should reporter Dayton treat all candidates for office in the same way by reporting everything she learns about them, good and bad?					
12. Isn't it a reporter's duty to report all the news regardless of the circumstances?					

3. Consider the 12 issues you rated above and rank which issues are the most important.

	1	2	3	4	5	6	7	8	9	10	11	12
Most important item												
Second most important												
Third most important												
Fourth most important												

111

8. Story 3

School Board

Mr. Grant has been elected to the School Board District 190 and was chosen to be Chairman. The district is bitterly divided over the closing of one of the high schools. One of the high schools has to be closed for financial reasons, but there is no agreement over which school to close. During his election to the School Board, Mr. Grant had proposed a series of "Open Meetings" in which members of the community could voice their opinions. He hoped that dialogue would make the community realize the necessity of closing one high school. Also he hoped that through open discussions, the difficulty of the decision would be appreciated, and that the community would ultimately support the school board decision. The first Open Meeting was a disaster. Passionate speeches dominated the microphones and threatened violence. The meeting barely closed without fist-fights. Later in the week, school board members received threatening phone calls. Mr. Grant wonders if he ought to call off the next Open Meeting.

1. Do you favor calling off the next Open Meeting

☐ Should call off the next open meeting   ☐ Can't decide   ☐ Should have the next open meeting

2. Rate the following issues in terms of importance.

	Great	Much	Some	Little	No
1. Is Mr. Grant required by law to have Open Meetings on major school board decisions?	☐	☐	☐	☐	☐
2. Would Mr. Grant be breaking his election campaign promises to the community by discontinuing the Open Meetings?	☐	☐	☐	☐	☐
3. Would the community be even angrier with Mr. Grant if he stopped the Open Meetings?	☐	☐	☐	☐	☐
4. Would the change in plans prevent scientific assessment?	☐	☐	☐	☐	☐
5. If the school board is threatened, does the chairman have the legal authority to protect the Board by making decisions in closed meetings?	☐	☐	☐	☐	☐
6. Would the community regard Mr. Grant as a coward if he stopped the open meetings?	☐	☐	☐	☐	☐
7. Does Mr. Grant have another procedure in mind for ensuring that divergent views are heard?	☐	☐	☐	☐	☐
8. Does Mr. Grant have the authority to expel troublemakers from the meetings or prevent them from making long speeches?	☐	☐	☐	☐	☐
9. Are some people deliberately undermining the school board process by playing some sort of power game?	☐	☐	☐	☐	☐
10. What effect would stopping the discussion have on the community's ability to handle controversial issues in the future?	☐	☐	☐	☐	☐
11. Is the trouble coming from only a few hotheads, and is the community in general really fair-minded and democratic?	☐	☐	☐	☐	☐
12. What is the liklihood that a good decision could be made without open discussion from the community?	☐	☐	☐	☐	☐

3. Consider the 12 issues you rated above and rank which issues are the most important.

	1	2	3	4	5	6	7	8	9	10	11	12
Most important item	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Second most important	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Third most important	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Fourth most important	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

9. Story 4

Cancer

Mrs. Bennett is 62 years old, and in the last phases of colon cancer. She is in terrible pain and asks the doctor to give her more pain-killer medicine. The doctor has given her the maximum safe dose already and is reluctant to increase the dosage because it would probably hasten her death. In a clear and rational mental state, Mrs. Bennett says that she realizes this; but she wants to end her suffering even if it means ending her life. Should the doctor giver her an increased dosage?

1. Do you favor the action of giving more medicine?

- Should give Mrs. Bennett an increased dosage to make her die.
- Can't decide
- Should not give her an increased dosage

2. Rate the following issues in terms of importance.

	Great	Much	Some	Little	No
1. Isn't the doctor obligated by the same laws as everybody else if giving an overdose would be the same as killing her?	☐	☐	☐	☐	☐
2. Wouldn't society be better off without so many laws about what doctors can and cannot do?	☐	☐	☐	☐	☐
3. If Mrs. Bennett dies, would the doctor be legally responsible for malpractice?	☐	☐	☐	☐	☐
4. Does the family of Mrs. Bennett agree that she should get more painkiller medicine?	☐	☐	☐	☐	☐
5. Is the painkiller medicine an active heliotropic drug?	☐	☐	☐	☐	☐
6. Does the state have the right to force continued existence of those who don't want to live?	☐	☐	☐	☐	☐
7. Is helping to end another's life ever a responsible act of cooperation?	☐	☐	☐	☐	☐
8. Would the doctor show more sympathy for Mrs. Bennett by giving the medicine or not?	☐	☐	☐	☐	☐
9. Wouldn't the doctor feel guilty from giving Mrs. Bennett so much of the drug that she died?	☐	☐	☐	☐	☐
10. Should only God decide when a person's life should end?	☐	☐	☐	☐	☐
11. Shouldn't society protect everyone against being killed?	☐	☐	☐	☐	☐
12. Where should society draw the line between protecting life and allowing someone to die if the person wants to?	☐	☐	☐	☐	☐

3. Consider the 12 issues you rated above and rank which issues are the most important.

	1	2	3	4	5	6	7	8	9	10	11	12
Most important item	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Second most important	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Third most important	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Fourth most important	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

10. Story 5

Demonstration

Political and economic instability in a South American country prompted the President of the United States to send troops to "police" the area. Students at many campuses in the U.S.A. have protested that the United States is using its military might for economic advantage. There is widespread suspicion that big oil multinational companies are pressuring the President to safeguard a cheap oil supply even if it means loss of life. Students at one campus took to the streets in demonstrations, tying up traffic and stopping regular business in the town. The president of the university demanded that the students stop their illegal demonstrations. Students then took over the college's administration building, completely paralyzing the college. Are the students right to demonstrate in these ways?

1. Do you favor the action of demonstrating in this way?

☐ Should continue demonstrating in these ways   ☐ Can't decide   ☐ Should not continue demonstrating in these ways

2. Rate the following issues in terms of importance.

	Great	Much	Some	Little	No
1. Do the students have any right to take over property that doesn't belong to them?	☐	☐	☐	☐	☐
2. Do the students realize that they might be arrested and fined, and even expelled from school?	☐	☐	☐	☐	☐
3. Are the students serious about their cause or are they doing it just for fun?	☐	☐	☐	☐	☐
4. If the university president is soft on students this time, will it lead to more disorder?	☐	☐	☐	☐	☐
5. Will the public blame all students for the actions of a few student demonstrators?	☐	☐	☐	☐	☐
6. Are the authorities to blame by giving in to the greed of the multinational oil companies?	☐	☐	☐	☐	☐
7. Why should a few people like Presidents and business leaders have more power than ordinary people?	☐	☐	☐	☐	☐
8. Does this student demonstration bring about more or less good in the long run to all people?	☐	☐	☐	☐	☐
9. Can the students justify their civil disobedience?	☐	☐	☐	☐	☐
10. Shouldn't the authorities be respected by students?	☐	☐	☐	☐	☐
11. Is taking over a building consistent with principles of justice?	☐	☐	☐	☐	☐
12. Isn't it everyone's duty to obey the law, whether one likes it or not?	☐	☐	☐	☐	☐

3. Consider the 12 issues you rated above and rank which issues are the most important.

	1	2	3	4	5	6	7	8	9	10	11	12
Most important item	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Second most important	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Third most important	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Fourth most important	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

Law School Academic Integrity Survey

11. Demographics

1. Are you currently a:

- 1L
- 2L
- 3L

2. Have you ever read your law school's honor code in its entirety?

- Yes
- No

3. What is your level of education? Please mark the highest leve of formal education you are currently enrolled in or have completed:

- Currently enrolled in a J.D. program
- Professional Degree beyond the bachelor's degree (M.D., M.B.A., D.D.S., J.D., Nursing)
- Professional degree in Divinity
- Master's in teaching or Master's in Education
- Master's degree in graduate school
- Doctoral degree Ed.D.
- Doctoral degree Ph.D.
- Other

4. Which best describes your race/ethnicity? [Check all that apply]

- African American or Black
- Asian or Pacific Islander
- Hispanic
- American Indian/ Other Native American
- Caucasian (other than Hispanic)
- Other (please specify)

5. What is your gender?

- Male
- Female

6. How many brothers and sisters do you have? Put 0 if you don't have any.

The number of brothers:

The number of sisters:

7. What is your age?

Enter your age in years:

8. In terms of your political views, how would you characterize yourself?

- Very Liberal
- Somewhat Liberal
- Neither Liberal nor Conservative
- Somewhat Conservative
- Very Conservative

9. Are you a citizen of the U.S.A?

- YES
- NO

10. Is English your primary language?

- YES
- NO

APPENDIX B: EMAIL SOLICITATIONS

Email Solicitation 1

Dear Law Student,

I am a doctoral candidate in Higher Education at The University of Mississippi. I am studying academic integrity in law schools, particularly whether dishonest academic behaviors are related to the moral development of law students. Studies have shown law students to have greater moral development and I am studying whether this bears any impact on the number of instances a law student engages in dishonest academic behaviors.

To measure this, the Law School Academic Integrity Survey has been created and I respectfully request your participation. Please understand that this is an anonymous survey. The survey is hosted on SurveyMonkey.com and any tracking features have been turned off. Please do not supply your name anywhere in the survey response boxes. Additionally, students from two other institutions are participating so that students from any one school cannot be identified.

I will e-mail you a link to the survey in one week. It should take about 15-20 minutes of your time to complete. Once you complete the survey, you will be entered to win a $100.00 gift card from Amazon.com chosen at random by SurveyMonkey.com. The results from the survey will be analyzed and presented in a doctoral dissertation. The information will assist law school administrators who are working to enhance the academic integrity of law schools.

This study has been reviewed by The University of Mississippi's Institutional Review Board (IRB). The IRB has determined that this study fulfills the human research subject protections obligations required by state and federal law and University policies. If you have any questions, concerns, or reports regarding your rights as a participant of research, please contact the IRB at (662) 915-7482.

Thank you for your time and best of luck to you in your law school endeavors.

Best,
Macey Edmondson
Doctoral Candidate

Email Solicitation 2

Dear Law Student,

I am a doctoral candidate in Higher Education at The University of Mississippi. I sent an email last week asking you to participate in a Law School Academic Integrity Survey.

I am studying academic integrity in law schools, particularly whether dishonest academic behaviors are related to the moral development of law students. Studies have shown law students to have a greater moral development and I am studying whether this bears any impact on the number of instances a law student engages in dishonest academic behaviors.

Please understand that this is an anonymous survey. The survey is hosted on SurveyMonkey.com and any tracking features have been turned off. Please do not supply your name anywhere in the survey response boxes. Additionally, students from other institutions are participating so that students at any one school cannot be identified.

The survey should take about 15-20 minutes of your time. Please use the following link to participate:

https://www.surveymonkey.com/s/lawsurvey2013

Once you complete the survey, you will be entered to win a $100.00 gift card from Amazon.com chosen at random by SurveyMonkey.com. The results from the survey will be analyzed and presented in a doctoral dissertation and will assist law school administrators to better understand the law student experience.

This study has been reviewed by The University of Mississippi's Institutional Review Board (IRB). The IRB has determined that this study fulfills the human research subject protections obligations required by state and federal law and University policies. If you have any questions, concerns, or reports regarding your rights as a participant of research, please contact the IRB at (662) 915-7482.

I realize the time constraints placed upon law students and am grateful for your time should you choose to participate.

Best,
Macey Edmondson
Doctoral Candidate

Email Solicitation 3

Dear Law Student,

I am a doctoral candidate in Higher Education at The University of Mississippi. Over the past couple of weeks, I have asked you to participate in a Law School Academic Integrity Survey. Due to confidentiality measures in place, I am unable to determine if you have taken the survey. If you have, I appreciate your time and effort! If you have not, I encourage you to participate in this survey. It will only take 15-20 minutes of your time. Additionally, you will be entered to win a $100 gift card from Amazon.com.

Please use the following link to participate:
https://www.surveymonkey.com/s/lawsurvey2013

I am studying academic integrity in law schools, particularly whether dishonest academic behaviors are related to the moral development of law students. Studies have shown law students to have a greater moral development and I am studying whether this bears any impact on the number of instances a law student engages in dishonest academic behaviors.

Please understand that this is an anonymous survey. The survey is hosted on SurveyMonkey.com and any tracking features have been turned off. Please do not supply your name anywhere in the survey response boxes. Additionally, students from two other institutions are participating so that students at any one school cannot be identified.

This study has been reviewed by The University of Mississippi's Institutional Review Board (IRB). The IRB has determined that this study fulfills the human research subject protections obligations required by state and federal law and University policies. If you have any questions, concerns, or reports regarding your rights as a participant of research, please contact the IRB at (662) 915-7482.

Thank you for your time and effort!

Best,
Macey Edmondson
Doctoral Candidate

VITA

MACEY LYND EDMONDSON

EDUCATION
Macey Edmondson is the Assistant Dean for Student Affairs at The University of Mississippi School of Law. She received her bachelor's degree in Banking and Finance from the University of Southern Mississippi. While there, she received the Finance Faculty Award for Outstanding Academic Achievement, Paul McMullan Scholarship, John& Elizabeth Bluer Scholarship, and Amoco Scholarship recipient. She was a member of Gamma Beta Phi Honor Society, the Financial Management Association, Golden Key Honor Society, and Delta Delta Delta Sorority.

Following her undergraduate career, she attended The University of Mississippi School of Law and graduated in 2001. In law school, Dean Edmondson received the Outstanding Student in Commercial Paper Law Award, was the research assistant for Professor Ari Afilalo in European Community Law and attended the University of Cambridge Summer Program, England, where she met her husband. She was also the Gorove International Law Society Vice President, Delta Theta Phi Honor Society President, and a member of the Mississippi Trial Lawyers Association.

Later, in 2008, she received her master's degree in Higher Education, also from The University of Mississippi. She received the Frank E. Moak Memorial Award (for academic achievement) and was a member of Phi Kappa Phi and the Student Personnel Association. Also during this time, Dean Edmondson participated in a practicum in fundraising and development with an emphasis in stewardship. She assisted the law school development team with a multi-million dollar campaign and the dedication of the Robert C. Khayat Law Center. The practicum allowed Dean Edmondson to gain valuable skills, especially as it pertains to higher education administrations. She met frequently with the university chancellor, vice-chancellors, provost, and development staff to ensure a successful campaign. She assisted in cultivating relationships with law school alumni at law school lunches, receptions, sporting events, and conferences. Dean Edmondson assisted with planning and implementing the Robert C. Khayat Law Center dedication, a 1600 person event with multiple receptions and programs. She accompanied various development staff on alumni visits to either cultivate the relationship or ask for funding and created the Law School Stewardship Guide which was used campus wide as a template for other development and stewardship materials. Dean Edmondson also consulted other universities planning for capital campaigns.

EMPLOYMENT
Currently, Macey Edmondson is the Assistant Dean for Student Affairs at The University of Mississippi School of Law. In this position, she is able to utilize many of the skills at which she excels. She plans and implements law school orientation for approximately 150 students,

graduation for approximately 150 students and 1600 attendees, and scholarship banquets for donors and recipients. She assists students with disabilities by working with the Student Disabilities Services department and providing adequate support and accommodations for law school students. She is the advisor for the Law School Student Body Honor Council and oversees student organizations by providing coordination of activities and communications. She assists and counsels students with confidential matters and, when needed, directs them to other departments on campus that can assist with their issues. Dean Edmondson reviews and implements law school policies in a wide array of areas, including disciplinary actions, academic actions, budgeting, and record-keeping. During her first year as dean of students, she was chosen by the student body as the recipient of the Joan K. Murphy Outstanding Law School Staff Member Memorial Award. She also served as co-director for the Council for Legal Education Opportunity (CLEO) two years in a row. Additionally, she was chosen to serve on the Executive Board for the Student Services Committee of the Association for American Law Schools.

Before working as the Assistant Dean for Student Affairs, Dean Edmondson was a Public Services Law Librarian and Instructor of Legal Research. She instructed first year law students in Legal Research which included preparing the curriculum, syllabus, exams and writing assignments, in-class exercises, and lesson plans. She also planned and implemented programs to assist students with learning research methods and understanding the research needs of practicing attorneys. As a law librarian, Dean Edmondson assisted patrons, including students, faculty, practicing attorneys, pro-se litigants, and prisoners with research needs. She also supervised and coordinated student reference desk employees, acted as a liaison with Lexis-Nexis and Westlaw representatives, and served on the law school New Building Committee. Dean Edmondson developed the "Lawyer in the Library" program which is a series of speakers invited to speak to first year law students about different career paths and helpful resources to use in practice. She was also able to secure funding to ensure its continuation.

Prior to working at The University of Mississippi School of Law, Dean Edmondson was an associate attorney at Dunbar, Davis & Associates in Oxford, Mississippi. As an attorney, she prepared legal memoranda, briefs, pleadings, and jury instructions and conducted research primarily in medical malpractice and Title VII issues. She interviewed and deposed both lay and expert witnesses, attended hearings, and assisted at trial.

PROFESSIONAL
Dean Edmondson is a member of the American Bar Association, Mississippi Bar Association, and Lafayette County Bar Association. She is a member of the Women in Higher Education-Mississippi Network and National Association of Student Personnel Administrators, Administrators in Graduate and Professional Student Services Section. She is a member of the American Association of Law Schools (AALS) and currently serves on its Student Services Section Executive Committee. She will be presenting at the 2014 AALS annual meeting on the implications of student conduct issues in law schools.

SERVICE
Dean Edmondson served on the Executive Board of Directors for the Lafayette County Literacy Council for six years. She assisted with developing and implementing literacy programs for the Lafayette County community, including the Dolly Parton Imagination Library program, Oxford

Conference for the Book youth author program, and the Boys & Girls Club after school literacy program. Also, she successfully planned and implemented the Literacy Council's fundraising events, including the annual Mardi Gras Bash which raised over $17,000 annually. Dean Edmondson participated in the Leadership Lafayette Program in Oxford, Mississippi. After Hurricane Katrina devastated the Gulf Coast, Dean Edmondson coordinated the Race to Rebuild, a10K running race, in Biloxi, Mississippi. She obtained sponsorships, wrote press releases, appeared on local news stations, and organized race day activities, including volunteers, catering, and entertainment. Proceeds were donated to the Rebuild the Gulf Coast organization. Dean Edmondson has also served as The University of Mississippi Catholic Campus Ministry Advisor.

Macey Edmondson lives in Oxford, Mississippi and is married to S. Gray Edmondson, a tax attorney. They have two boys, Charles Luke and Mason Gray. They enjoy being outdoors, attending the Ole Miss Rebel football games, watching the New Orleans Saints, and spending time with family and friends.