



## **Honor Code and Academic Honesty Survey Development<sup>1</sup>**

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### **Introduction**

Academic honesty means behavior that does not copy work, not copy exercises, not copy exams, not cheat in the exam room, don't allow friends to copy work, not plagiarize academic work or do not create false information, etc. (<https://honesty.uga.edu/Academic-Honesty-Policy/Introduction/>).

In Thailand, when considering the work related to the establishment of academic integrity that universities, they are conducting the importance of student discipline operations and research ethics. In terms of student discipline, the objective is to impose regulations for students to practice. Those who disobey or violate the regulations will surely be punished as the specified disciplinary action related to the behavior of students. The regulation will cover fraud in studying and exams of students as well. (<https://student.psu.ac.th/discipline/>) While conducting research ethics, it will focus on training to educate students on research ethics and guidelines for researchers, monitoring, and advising researchers to prevent violations of the rules. Research ethical criteria efforts to prevent and eliminate situations of conflict of interest from being involved in research and punishment for offenders of research ethics are important. (Panja Kunpong, 2005)

In addition, universities in Thailand have another measure related to the prevention of violations of academic ethics, namely proving plagiarism. At present,

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computer programs are used, such as the Turnitin program, which is a program to detect academic plagiarism, which the source used to verify is from the internet journal articles from various publishers and from the works of students around the world that have been uploaded into the Turnitin archive. It is another important tool for checking student research ethics.

(<https://sites.google.com/a/bu.ac.th/research-help-desk/porkaerm-cadkar-brnmanukrm-reference-management-software-1>)

However, such operations still have a major weakness, namely, it is still a passive approach, which is a form of monitoring, solving problems, deterring, and convicting only when there is an offense. But there is still no way to prevent the problem from reoccurring. Such operations can only be detected and punished, that is an operation that affects the individual or case only. But it hardly has operations to guarantee that it can determine guidelines to prevent similar problems that may occur again in the future. As a result, it has not been able to produce much effect in terms of enhancing the academic integrity of the university (Jennifer L. Kisamore, Thomas H. Stone I. M. Jawahar, 2007).

When considering the operation of enhancing academic honesty, it can be seen that there are different objectives and goals in the operation. It is a process for creating new standards in universities. It is an honor code jointly announced by student organizations and universities. It creates a new cultural standard by having an announcement of intention and signing an agreement for students to study in that institution and reminding throughout the study of the new standard of academic integrity. It uses restorative justice in which perpetrators participate in finding acceptable settlements within the framework of the covenant. This is an operation that does not aim to suppress the dishonest acts of students. Rather, it emphasizes the participation of university administrators, professors, staff, and students of the university who will help in setting guidelines for joint operations and implementing them and jointly reviewing and evaluating the application results to create guidelines for preventing problems and enhancing academic integrity to better suit the situation (Orr, Jame .E., and Orr, Karita, 2021).

There will be differences in terms of concepts and practices. The normal operation of universities in Thailand will only be performed by the university's personnel and focus on the suppression of academic corruption once it has occurred. It is a defensive operation to solve the problem and use the punishment process as an important measure. While academic honesty's operations are information-seeking operations and facts from both the students and the university to be able to bring such information to use in determining preventive and problem-solving guidelines. It may be called a proactive operation that seeks ways to prevent problems from occurring. When there is a problem, it aims to use a dialogue process creatively along with punishment to solve the problem. It does not focus solely on punishment. It may be called a proactive approach. It seeks a way to prevent the problem of academic dishonesty that may arise from new

students, or the same problem likely to recur better than the existing model of operation (Donald L. McCabe & Gary Pavela, 2004).

This study proposes the implementation of an academic honesty survey which is a working mechanism that can be used to enhance the performance of academic honesty. It will complement the work process to perform the duties more completely. The result of the academic honesty survey can be used as a guideline for preventing and solving problems. This will help the university to have a more sustainable preventive and problem-solving process. The survey aims to study ways to improve and develop operations to promote the academic honesty of university students. The results obtained from the survey will help universities to know what is the current situation of academic dishonesty in universities and can use such information to develop policies processes and activities suitable for creating an atmosphere that will help encourage students to learn how to behave that academic dishonesty and able to conduct themselves that can be avoided or not involved in such behavior. It will be the work that helps complete the process of preventing proactive problems and solving problems based on the principle of participation which can increase the student's self-awareness of the consequences of their actions. This will effectively prevent repeat offenders from occurring and can lead to reduced offenses and contribute to the long-term academic integrity of universities (Donald McCabe & Gary Pavela, 2000).

### **Objective**

To present the significance of the honor code for the academic honesty survey development of Thailand.

### **Concept/theory**

Academic honesty is the conduct of academic work of all kinds without cheating, lying, stealing, or accepting help from other people. or no use of any data source without consent or proper reference. Academic honesty is a very important principle and content that will foster good governance and morality in the university. All students must be prepared to implement an appropriate and complete academic integrity policy (Tippitt, Michelle Pixley, Ard, Nell, Kline, Juanita Reese, Tilghman, Joan, Chamberlain Barbara and Meagher, Gail P., 2009. ). It consists of dignified behavior that stands on integrity. There is a code of honest behavior where all members of the university community are responsible for establishing and maintaining the integrity of the university and all of them work together to attest to the success of such policies and honor (Tricia Bertram Gallant, 2008). Whenever there is a suspected violation of the policy of academic honesty, the optimal processes that have been modeled to protect the process and academic governance will jointly insist on maintaining justice in a system of academic integrity. It is an academic process that has laid the foundation for the opportunities

of using education. This is not a judicial process that tends to focus on judgment and punishment in a judicial process. The criminal process is often in the form of retributive justice or justice that defeats an emphasis on punishment. As for the process of academic integrity, it is a process in the form of restorative justice (Farzana Kara & David MacAlister, 2010).

The aim of the academic integrity policy is to 1) Foster a culture of academic integrity in the university; 2) maintain good governance and the university's reputation; 3) Implement a fair and consistent guided process with academic dishonesty (<https://honesty.uga.edu/Academic-Honesty-Policy/Introduction/>). It is the responsibility of every member of the university community. They must be communicated to be aware and are jointly engaged in this academic integrity policy. It is an academic process that has laid the foundation for the opportunities of using education. (Lana A. McDowell, Michael C. Braswell, John T. Whitehead, (2014); Lana A. McDowell, Michael C. Braswell, John T. Whitehead, 2017).

### **Methodology**

This study was participatory action research (PAR) involving seven universities in Thailand. The data collection method consists of the following steps:

**Phase 1:** The research team will proceed to create awareness about creating academic integrity. It will transfer knowledge, experience, and lessons learned from the implementation of academic honesty with experts from the University of Georgia, USA.

**Phase 2:** Focus group discussion with representatives of administrators, faculty members, and students of each university participating in the research project. The acquired knowledge will be analyzed utilizing interpretation to address the factors that can apply in universities in Thailand.

**Phase 3:** Synthesis of data from focus group discussions to demonstrate appropriate approaches for establishing and strengthening the academic honesty of universities in Thailand.

**Phase 4:** Focus group discussions with experts at the University of Georgia to determine the key issues to be used in developing a model for building academic honesty in Thailand.

**Phase 5:** Focus group discussion with representatives of administrators, faculty members, and students of each university to jointly certify the credibility of the academic integrity-building model.

### **Results**

1. A Model of honor code and the academic honesty survey development.

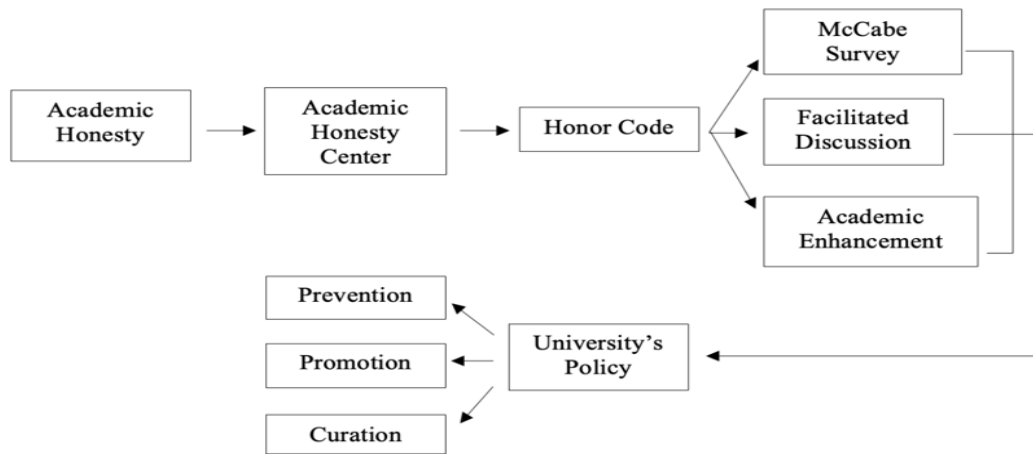


Figure 1 presents a model for the development of academic integrity promotion in Thailand.

The development model for promoting the academic honesty survey shows that to promote the academic honesty survey, the universities in Thailand need to be established a center for the academic honesty promotion office. It is used as a working area in this field. It should have tasks that are separate from the general student development work of the university. Since operating under the concept of academic honesty will be different. It is a concept to strengthen academic qualifications that are suitable for students. In addition, the operation of the center will focus on “preventing” problems from occurring. It is not to “punish” students when they have problems. It operates independently from the university's system of student development and discipline.

To ensure that the center is effective. There must have some personnel with good knowledge and understanding of the concept of academic honesty to be a responsible person for running the operations. Such personnel must undergo training to provide knowledge and understanding of the necessary skills for the operation of the center, such as mediator skills, management skills, academic integrity surveys, skills in creating media for both general and online publishing and personnel development skills, etc., The skills must be based on key areas of the center’s responsibility. They focus on processes to create opportunities for all parties to have opportunities and participate in operations to create a conducive university environment for students to develop their academic integrity as much as possible.

The main duties of the center are the honor code establishment and implementation. The honor code means the criteria announced to all students who come to study at the university to accept that each person will study with academic honesty. It is not plagiarizing work or not doing anything that may cause pointing to academic dishonesty. It will be prepared annually to be adjusted to suit the context of each academic year. It will cooperate with various agencies inside the university and announce to the new and current students to acknowledge and accept that it is part of their education.

The study found that after the criteria of the honor code have been established and announced, the center is responsible for implementing the honor code to create the success factors to promote the survey to be effective.

It operates through three important tools:

1. The honor code will be implemented by the center as the guideline for establishing the academic honesty survey. It can make a framework for the survey's objective to study ways to improve and develop operations to promote the academic honesty of students as specified in the university's honor code. The results obtained from the survey will help to know the situation in which academic dishonesty arises. What is it like at university today? The university can use such information to develop honor criteria, policies, work processes, and activities suitable for creating an atmosphere that will help encourage students to learn how to behave that is academic honesty and be able to conduct themselves to avoid or not be involved in such behaviors.

It works in the form of collecting data from undergraduate students. which is information about the opinions, beliefs, and behaviors of students regarding academic dishonesty including information about the university's atmosphere of academic integrity. This will be beneficial to the university in studying policies and activities. It can better respond to the needs of students in this field including being able to use the information obtained to review the preparation of the honor criteria each year to better correspond with the realities of students. This will result in the university being able to build immunity for students to avoid behaviors that are dishonest in academics more effectively.

2. Another important tool that will help to put the criteria of honor into practice is creating the facilitated discussion forum to solve problems arising from academic dishonesty behavior. If students are found that violates the honor code. The forum will provide opportunities for students who may be dishonest unintentionally, known as familiarity or without the idea of dishonesty, but were pressured by certain circumstances which may cause those students to commit academic dishonesty. The facilitated discussion forum will use restorative justice to solve these problems. The honor code will be used as a framework for conducting the forum to help those students have a feeling of remorse and will not repeat the offense. This process will allow offenders to take part in finding a joint settlement that is acceptable to both faculty members, and students within the framework of the rules that inform all parties who will attend the forum to acknowledge before proceeding. There will be staff of the center acting as a mediator to help conduct dialogue following the conceptual framework of restorative justice. This will create a new culture from within (inside out). In addition to the use of detection and punishment alone, it hopes to reduce students' recidivism and feelings of remorse which can change the culture of discrimination. Academic integrity according to the criteria of honor can be determined

sustainably.

The results of the process will be taken to improve the data analysis of a survey that can make understanding of the causes of the problem of academic dishonesty better. Because it can present the causes or needs of the student that make them behave dishonestly. The survey can use these findings to make a report to the university annually. The report can describe the situations of academic honesty well and have benefits to the university to apply regarding their desire. Besides, the survey can take some key factors that have significance to the behavior or opinion of the student to improve itself in the next year.

3. The last tool is the division of the academic enhancement office. It is responsible for bringing the honor code to define as a framework for working in responding to student needs through various activities such as special lectures on various topics related to the subjects that students need help in both group and individual forms, short-term training courses according to the content that students need. opening individual consulting channels both online and offline, etc. The management style of the office will be not a fixed management style. Rather, it will be a service offered by students. The office will open communication channels for students to report their needs, then work with students to design activities to meet their needs as much as possible. The operation of the office gives students a wide range of options to develop their academic skills and provides students with increased access to university academic support. Ultimately, universities will be able to push for more effective use of the honor code to promote the academic honesty of university students.

The result of this tool will be helpful for the academic honesty survey about the information on the atmosphere of the university that can support student work honestly. The report of this division can be used to explain and make some examples that can make the university acknowledge and understand the needs of the student for supporting their academic work. The information of the division will be analyzed together with some criteria and indicators of the survey and reported in the annual academic honesty surveys submitted to the university. It can make the report of the survey have more benefits because it can help the university to evaluate their activities related to the field of academic honesty promotion.

### **Discussion**

The benefits that can be gained from applying the model include that the university can use the results obtained from the preparation of the honor code and put it into practice to promote academic honesty survey in the three important ways mentioned above. It will help the university to strengthen the survey as it is a working mechanism that can be used to enhance the working efficiency of the existing working system without the need to modify the workflow of the existing system in any way. It will be used in conjunction with the existing working system of the university. This will complement the work process to perform more complete

functions, that can use the operation of the model as a guideline for preventing and resolving the problem of academic dishonesty among students before moving on to the normal punishment system. This will help the university to have a more sustainable preventive and problem-solving process. It will be the work that helps complete the process of preventing proactive problems and solving problems based on the principle of participation and students' awareness of the consequences of committing fraud (Jason M. Stephens, 2016), which will effectively help prevent recidivism. This will lead to a reduction in offenses and contribute to the long-term academic integrity of the university.

The universities in Thailand have guidelines for use in formulating learning development policies to promote desirable graduate characteristics in terms of morality and ethics. Taking a model of honor code and the academic honesty survey development, it is used as a framework for curriculum development and activities to promote student behavior based on integrity in learning and everyday life. It is used to formulate policies and projects that encourage students with knowledge, attitudes, behaviors, practices, and beliefs in the academic integrity of students to change for the better compared to before the model was introduced (Frank J. Cavico and Bahaudin G. Mujtaba Making. 2009).

A model will provide a way to promote the characteristics of students who are honest and can be used in the work after graduation as well. Because the university can support students to develop their learning process through participation in various activities. It will make suggestions to the university to be used for improving and developing teaching and learning activities and student development that truly meets the needs of students (Bernard E. Whitley Jr. & Patricia Keith-Spiegel, 2001). It will allow students to learn by themselves until they realize the importance of behavior oneself with honesty through systematic and continuous learning of honest academic conduct throughout the study (Sally Cole, Donald L. McCabe (1996).

## **SUMMARY**

Applying the model for creating academic honesty in Thailand is an important tool that can be used in the preparation of the honor code as well. It can be used as a support mechanism for university policymakers. It will be a tool that will generate big data for universities to use this information to make policy decisions. How to drive academic integrity? especially how to create a database that will be useful for such applications. (Patricia McGee, 2022). It will enable universities to collect, analyze and synthesize data that can be used to make decisions on honor codes. Because it is a tool that has a systematic database preparation process. This will allow each university to have a management process that can be used to make policy decisions better than in the past.

Applying this method will help the university to have only one set of information that can be used together. It is central information that each faculty and university can use together without needing to use another set of data. This



will allow the university to make decisions on the preparation of the honor co. and policies efficiently because it will reduce the difference and duplicate information used. This will reduce conflicts that may arise from having different information that can make decisions more effectively. But if all parties take the information obtained from the survey to work, it will help reduce such problems. and could achieve the criteria of honor and policies that are acceptable to each party. This allows for a higher possibility of deployment in the same direction across the university. This will help to further increase the success of applications.

However, the model is a new tool in Thailand, so many sectors need to understand it and must try to point out how can it be more efficient to drive academic honesty. It is a support tool. It can be used to strengthen other operational processes such as meetings, seminars, etc. as well.

Because conducting a model of honor code and the academic honesty survey development is new, it involves a variety of factors that are complex and involve many people at the university. Therefore, this study suggests that it should start with a school that is intended to drive academic integrity first. By designating a committee pilot for each university before. Each university may have a different number of faculties, for example, it may start with the faculty of nursing, for example (Jacqueline G. Bloomfield, Tonia Crawford, and Murray Fisher, 2021).

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