

# Foreword

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THE ACADEMIC INTEGRITY movement began in earnest in the early 1990s when Professor Donald McCabe of Rutgers University and a few like-minded individuals from across the country started a series of annual conferences that led to the formation of the Center for Academic Integrity. Professor McCabe had been doing massive surveys of the incidence of student cheating in American higher education.

Various student affairs administrators also were interested in diffusion of best practices in managing what was rightly perceived to be the growing problem of student academic dishonesty in the academy. The fortuitous combination of Professor McCabe's research and efforts to spread best practices led to a national, and now international, effort to promote student academic honesty and engage a wide public discourse about how to manage the issues associated with student academic dishonesty.

This discourse has increased its profile over the last 20 years, and many of the best colleges and universities in the country have become willing to address the issues instead of sweeping them under the rug.

This takes courage. It also takes coordination.

But why pay attention to student academic dishonesty when there are so many pressing concerns and distractions on our campuses? The answer comes in advancing the essential missions of teaching and research by increasing the radius of trust in our academic communities, both in the classroom and beyond. Effective and responsive teaching lowers the incidence of cheating and increases our confidence when determining merit. Even in research universities, faculty overwhelmingly report that teaching gives them most of their career satisfaction. But faculty cannot promote academic honesty—or reduce academic dishonesty—if they act like Robinson Crusoes on the desert islands of the classroom. We

need to learn from each other, support each other, and know that our institutions value these efforts. The editors and authors should be commended for the exercise of diligence and clarity of thought exhibited in this volume. It is another important step in a more robust definition of professionalism for all of us as teachers. It shows that we not only know we can do better, but are prepared to do so; this a very good sign.