

The Nerd and the Beauty Queen- A Case of Academic Dishonesty, Sexual Bullying and Cultural Priorities

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ABSTRACT

This case is based on an actual experience that occurred in a university classroom in Austria. International students from many countries were taking a Global Marketing class from an American instructor who taught in English. The case involves an incident of academic dishonesty by one student, and reluctant support from another. The cheater used her looks and charm to bully her fellow countryman into allowing her to access his answers on the final examination. The young man allowed this to happen only hesitantly, due to his shy nature and what he perceived as a responsibility to be loyal to his fellow countryman. The purpose of this case is to illustrate the difficulties that professors have in dealing with academic dishonesty, especially in a classroom of international students who have different perceptions about what actually constitutes dishonesty. Further, issues including ethics, discipline, sexual bullying and manipulation, training, and communication are also embedded in the case. The case can be used as a basis for class discussion in various business and communication courses, and in particular management courses, including human resource management, organizational behavior, principles of management, and international business. The names of individuals have been changed to preserve anonymity.

Keywords: Ethics, Dishonesty, Discipline, Communication, Misperception, Sexual Bullying

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OBJECTIVES

This case study describes an actual experience of an American professor who was teaching a class in Global Marketing to international students at a university in Austria. The main issue of the case is how two students from the same country were involved in a cheating incident, how one bullied the other using charm and sexual innuendo, and how the professor decided to discipline the two involved. The case can be used as an exercise in understanding the perceptual process in conveying to foreign students the expectations of the instructor, and how a student may be conflicted to help another from the same country in violation of the instructor's directions based on cultural norms and values. Further, the issue of sexual bullying is addressed, and the example in this case can be used to foster discussion on the prevalence and negative effects of sexual manipulation. Lastly, the case illustrates various alternatives about how to discipline students who violate instructor and/or university policies. At the end of the case, students are asked to role play, and put themselves in the position of the professor, responding to the situation with various alternative decisions and scenarios.

Learning Objectives:

The learning objectives for this case are for students to:

1. Learn the importance of effective communication by the instructor, and how to accurately convey expectations and consequences of goals and policies in the classroom.
2. Understand that differing cultural values and attitudes can cause misperceptions and adverse reactions to certain policies or expected behaviors of students, especially as it pertains to the issue of "academic dishonesty."
3. Decide what types of training and materials should be given on the first day to new students who have different cultures, backgrounds, languages and experience levels.
4. Understand the importance of flexibility and creativity when a professor must adapt to a situation which has unexpectedly occurred
5. Assess how to effectively deal with a student who cannot or will not work well with his/her fellow students and/or professors.
6. Consider various alternatives to handle incidents of academic dishonesty.
7. Understand that sexual bullying and manipulation can occur in academia as well as the private sector, and discuss how to deal with it both as a professor and as a student.

INTRODUCTION

My name is Dr. Alan Hamlin. I am a Professor of Management at Southern Utah University. I have taught courses in Ethics, Management and Marketing for over 30 years, both live and online. I have also taught dozens of courses at various international universities that have a sister-school relationship with Southern Utah. These international courses include Change Management, Organizational Behavior, Sales Management, Marketing Principles, Marketing Management, and Global Marketing.

Prior to my academic career, I worked in several sales and marketing positions (including Sales Manager) at various financial institutions in Southern California. It was there that I developed the skill set necessary to succeed in marketing, but I also found that I had an ability to communicate and relate to others that eventually helped me to become a university professor, an occupation that I still love due to my involvement and interaction with students.

Over a decade ago, while I was the MBA Director here at SUU, I was asked to teach a class at one of our sister schools in Europe. This began many years of wonderful experiences in dealing with young people from all over the world who were in various stages of completing their international studies. I particularly enjoyed teaching at European universities, where virtually all the students in the programs were from different countries and spoke different languages. I have always marveled at the cultural literacy and language skills of these students. It is inspirational to teach such a group, especially when the subject involves international business and ethics- the diversity of opinion, and the intensity of the debates, provides a classroom experience that is very desirable to academic professors.

BACKGROUND

Let me explain how these classes are developed by faculty and approved by the Program Directors at the various international universities. Approximately 8 to 10 months before the instruction begins, the university Program Directors determine which classes to offer their students, and then go about finding a professor to teach them. So, for example, the Program Director for Accounting would estimate how many students would be enrolled for the upcoming academic year, and then figure out which courses to offer (Introduction to Accounting, Cost Accounting, Managerial Accounting, Forensic Accounting, etc.). They also need to plan out how many sections of each course would be needed, how many contact hours (usually 32 to 36) each course would have, and how the course would be formatted. Some classes are offered over a regular semester, others over a four week period, and still others over just two weeks. Obviously the shorter the time horizon, the longer the classes are each day in order to meet. For example, a standard class during a regular semester meets for about 3 hours per week over 12 to 15 weeks. For a two week class, the professor usually teaches 4 times per week, and each class can be 4 to 5 hours in length.

Once these questions about how many class sections, contact hours, and formatting are answered, then the Program Directors and their assistants try to find qualified instructors to teach them. Most international business programs worldwide prefer to have a diverse faculty from many backgrounds and disciplines to teach their students.

I was asked to teach various courses at different universities by Directors for Management, Marketing and MBA programs. Once they contacted me and I accepted, then I would put together a class proposal and syllabus using the university's policies and guidelines. Some universities require group presentations, others require specific types of final examinations, etc. The university controls course content, the book to be used, whether or not to require term papers, and how final grades are calculated. They keep tight control to make sure that different instructors who teach the same class use the same material and deliver the same product to all students.

When the class proposal and syllabus are finished, the paperwork is submitted to the Program Director for his or her approval. Once that is finalized (usually 3 to 6 months before the class begins) then all that is required afterwards is to travel to the campus, check in, get classroom keys or codes and a computer password, and teach the class.

During the summer of 2013, I once again travelled to two European universities, this time in France and Austria, to teach business courses to their international students. In one such class, I had 81 students from 19 countries. These were mostly 18 to 20 year old youth from countries as diverse as China, Columbia, the US, Mexico, Nigeria, Iran, Canada, Morocco, Germany, Italy and the Czech Republic (among many others)- all coming to a university in Austria, and taking a class taught in English by an American. It was while teaching this class that I had an interesting experience, which is the subject of this case.

This particular course was Global Marketing, and was in the two week format. The class met six days, with each class lasting for 6 hours- 9-12 am, and 1:30-4:30 pm. The syllabus and class description had the following grading format:

Attendance: 10% (taken both morning and afternoon)

Group Presentation: 30% (subjective)

Final Examination: 60% (objective- comprehensive, multiple choice)

Since the class only met 6 times over two weeks, the groups were created during the first class period and contact information exchanged at that point. The students usually worked on their group assignment over the weekend. Here are the details from the syllabus on the group assignments and final exams:

Group Report: Each student will be assigned to a group, to present chapter material and a chapter case before the class. The assigned topic will be given on the first day of class. Each case will consist of a 25 minute presentation, followed by a 5 minute Q&A. The intent is for the students to amplify on the course content by researching the topic and case, using handouts, PowerPoint, and/or other creative and entertaining delivery vehicles. Thoroughness, objectivity and articulation will be the basis for the grade given.

Final Exam: The Final Exam will have 100 multiple choice questions. The exam will be comprehensive, covering the entire course. Answers will be recorded on scantron sheets passed out by the instructor. Please use a #2 pencil for this test.

The final grades for the students were calculated based on their cumulative total scores from their attendance, group presentations and exams. The university policy was to use a 90-80-70 grading format. So no curve was allowed, and a low score on any of the three could severely jeopardize their class grade and also their standing with the university program.

THE CHALLENGE

As mentioned above, this class in Global Marketing had 81 students from 19 countries. Two of those were from the same small Eastern European country, one male and one female. The male student's name was Nikolas, and the female was Kaja. Nikolas was 19 years old, very bright, and he was a dedicated student who studied hard and learned the material without prodding from the instructor. He was also thin, wore thick glasses, was unattractively dressed and was quiet and reserved around his fellow students, and was painfully shy with girls. In short,

he was considered a “nerd” by his classmates.

Kaja, on the other hand, was the polar opposite. Though from the same country as Nicolas, she had a bubbly personality, and was very beautiful. She had been a beauty queen and part-time model in her native land. Administrators in the Marketing Program later informed me that she was accepted to the university mostly because of her influential and wealthy family, and not because of her academic ability. I also learned later that she had problems with other students because of her continually flaunting her looks and making sexual comments and rumors. For example, she posed in a bikini for her university photo. She was also habitually late to class, and often arrived wearing expensive and fashionable outfits that showcased her beauty, unlike most business students in the program. The university was aware of her situation and was watching.

When my class began in mid-May, Nikolas and Kaja sat in the back row together, in the center of the room. They had both been at the university for about a year and were both majoring in Marketing. On Day 1, the first thing I (and most teachers) do is to welcome them to class, introduce myself and give my background, and pass out a syllabus (or review it online) which explains the policies and requirements for the course. Part of this is to explain academic honesty and that students were to do their own work on exams and term papers (only in their group assignments could they work with others). Also, on the first day of class students were assigned to their groups.

The class progressed well through the first week, although Kaja was often late, and so her attendance score was affected. The first few days were mostly lecture covering the material in the book. The second week was mostly group presentations and the final exam, and discussing research on their term papers if one was required (there was no term paper required in this class).

Both Kaja and Nicolas did well on their group presentations, although Kaja loved to interrupt the others as they presented. She had the floor and she used it, which irritated the other members of her group. Still, she did a good job.

On Day 6, the last half of the last day of the course, came the final examination. This was a comprehensive, multiple choice test that covered 14 to 16 chapters in the book. By university policy, the test was worth 60 percent of their grade, so students were stressed about it. When the exam began, Kaja was nowhere to be found. About 40 minutes later, she entered the classroom, wearing a stylish low-cut blouse and a mini-skirt with high heels.

Kaja came to my desk and picked up an exam and a scantron sheet, then she walked up the steps to the back row and sat down in her usual seat next to Nikolas. She took out her pencil and began to take the test. She immediately began to copy the answers on Nikolas' scantron form. He initially resisted, using his hand to cover his answers but she overtly persisted. She purposely leaned over in a way that Nikolas could see down her blouse, in exchange for his answers. Both students knew that they were expected to do their own work, and that I was actively proctoring the test. Nikolas was sweating and uncomfortable, and almost got up to go to another seat. But Kaja put her hand on his arm and said something that calmed him down. He finally moved his hand from the scantron and continued taking the test, while Kaja copied his answers.

I watched this intently because, in all my years of teaching, I had never seen such open determination by a cheater to bully another student during class. Toward the end of the time

allotted, most students had finished the exam and turned in their answers. Once Nikolas finished his last answer, Kaja looked over, copied his answer onto her sheet, then abruptly gave her exam and answer sheet to Nikolas, picked up her Gucci purse, and walked out of the class. So Nikolas came up to my desk with two exams and two scantron sheets. He was embarrassed. I took him aside and told him that I saw everything. I also noted that both scantron sheets had exactly the same answers for all 100 questions, the odds of which happening by coincidence are in the billions to one. He apologized profusely, and told me that he was a good student and that Kaja had been doing this ever since they came to the university. When I asked him why he allowed this kind of bullying, his answer astounded me. Many young men in his situation would have just said that she was too beautiful to refuse, or that they enjoyed the attention. Others would have replied that they felt it was no big deal, or that everybody does it. Nikolas said “in my country, we do not let our countrymen fail.” To him, it was a cultural issue, and if a choice has to be made between the instructions of a professor, and the needs of a fellow citizen from your country, the latter prevails- even if the person has less than excellent character.

THE RESULT

So, I was faced with a dilemma. How should I handle this? I had one student who was a continuous and flagrant cheater, and another who was an accomplice. Both had been told in writing and in class about doing their own work. An additional consideration was that all the other students knew that Kaja was a cheat and a manipulator, and up to this point she had not been disciplined for her disobedience. I had several options:

- A) Do nothing. Apparently other professors in the past had chosen this route. Especially in these condensed classes, where classes only meet a few times over a few weeks, there is pressure on professors to deliver the content and get the grades in quickly. Why create more problems by trying to discipline cheaters?
- B) Discipline them for cheating by reducing their scores on the exam. This would allow them to pass the course but with a lower grade.
- C) Fail the students for the course.
- D) Report them to the university for disciplinary action.

After much thought, I decided to reduce Nikolas' grade by 20% on his final examination only. This allowed him to pass the class (in fact, he got the equivalent of a B grade) and yet pay a price for his decision to let Kaja use his answers. Kaja on the other hand, received a 0 score for her final exam. Since her attendance score was also near zero, her total points were so low that she received the Austrian equivalent of an F for her final grade.

Before returning to the U.S., I met with the Program Director and explained what had happened. I also presented her with a written summary of what occurred, and why I dealt with it as I had, along with her scores. The Director was very pleased that I had done this, because she was aware of the problems with this student. In a nutshell, after I returned to the U.S., the university administration decided to expel Kaja because of her repeated violations of policy, disruptions in the classroom, and now academic dishonesty. Interestingly, there were no further incidents of cheating of any kind in future classes I taught at this university.

TEACHING NOTES

General Discussion

This case deals with two international students who cheated while taking a class from an American professor at a university in Austria. The issues include perceptual differences, ethics, cultural issues, sexual bullying, disciplinary actions and communication successes and failures. The incident gives instructors the opportunity to consider various communication, discipline and motivational approaches that may influence the behavior of students. It also affords an opportunity to discuss the different priorities and values of different cultures, which should be considered by any professor who teaches international students.

No prior assignments are necessary. The incident is short and can be reproduced and distributed in class as a basis for discussion. It is primarily intended for use in undergraduate or graduate courses in ethics, management, human resource management and/or organizational behavior, preferably following students' exposure to issues of communication, motivation, discipline, human resource management, and leadership. Hence, it is a good incident to use toward the end of a course dealing with these issues.

The case can also be used as the basis for role playing, where students take on the role of the both professor and students, and attempt to participate in various settings, including the first day of class (communicating and discussing appropriate behavior); the last day of class (whether to confront the students, how to handle the culture issue, etc.); and meeting with the Program Director to explain what happened. The groups should be about 6 people in size, with one playing the professor, 2 or 3 playing the students or administrators, and 2 others acting as observers to provide feedback to the role players at the end of the role play. The role playing exercise should last about 10 to 15 minutes. Each group then reports to the entire class about the approach taken, decisions reached, the resulting satisfaction level of the participants, and the commitment of the students to any course of action agreed upon. They can also discuss what aspects of the roles they found most easy and difficult to play, as well as creative and unusual methods they used to deal with the issues.

If desired, observers can be provided with Observer Feedback Forms prepared by the instructor based on the basic attributes of supportive management styles that have been covered in the course (or based on models of influence, motivation, or conflict management, depending on what learning the instructor wishes to emphasize in the role play exercise).

Discussion Questions

Note: It is recommended that, before answering the questions below, the instructor ask the students to **READ THE CASE ONLY UP TO THE END OF THE CHALLENGE SECTION**. The students can then form an opinion about what they would have done at the moment of the cheating incident based only on the information that was available to the professor at that point. This will stimulate participation as they try to assess the questions later.

After this initial discussion, have the students read The Result section, and then begin to answer the questions below.

1. What is the best way for a professor to communicate to students his or her expectations

- regarding academic honesty and doing one's own work? Does it even have to be discussed, since most societies value honesty and integrity? If it does, should it be on the syllabus, on a website, discussed in class, or perhaps all three?
2. How can perceptions and attitudes differ among students with different backgrounds and cultures? Why is this important in a classroom setting? What can professors do to minimize misperceptions and miscommunication?
 3. Should the university have a campus-wide policy on academic dishonesty to make sure that future incidents are handled with consistency and fairness? Why or why not? Should professors be required to intervene and take action if a student cheats? Some universities have student enforcement of cheating policies, including disciplinary councils run by fellow students. Is this a good idea?
 4. Should students who know of cheating, or allow it to happen, be reprimanded along with the cheater? In the case of Nikolas, should he have been penalized for allowing Kaja to access his answers? What about his comment of "not letting his countryman fail?" Is he responsible even though he was being sexually bullied into submission?
 5. In this case, did the professor handle the incident fairly, in your opinion? Should he have given the same penalty to both students? Was the 20% penalty to Nikolas' final exam score appropriate? Was an F grade for the course for Kaja fair and appropriate? Why or why not?
 6. Should the professor have reported the incident to the Program Director, who eventually expelled Kaja from the university? How could this have been handled differently? What specifically could have been done to achieve a better outcome, if anything?

Answers to Discussion Questions

1. What is the best way for a professor to communicate to students his or her expectations regarding academic honesty and doing one's own work? Does it even have to be discussed, since most societies value honesty and integrity? If it does, should it be on the syllabus, on a website, discussed in class, or perhaps all three?

It is the responsibility of the professor, in conjunction with the university, to organize and prepare the course in terms of the textbook, course content and class policies. These should all be covered in depth on the course syllabus, and verbally during the first week of class. Many universities require the syllabus to contain specific items such as office hours, a calendar of assignments, and policies regarding students with special needs, due process in cases of alleged dishonesty and academic advising. Many professors do not hand out hard copies of the syllabus, instead favoring a digital syllabus available on the class website. However, in the case of teaching international students, it is best to provide both hard copies and digital versions, since not all students have access to laptops or electronic devices.

Also, the instructor should spend at least 20 minutes reviewing the syllabus and answering questions. He or she should also cover class and university policies during the first day of class. This includes expectations for student behavior regarding examinations, written reports and group presentations (the use of peer evaluations might be of help here). The author has found it helpful to quickly review the syllabus again on Day 2, after the students have had time to review the material, and ask for questions. Invariably, there are inquiries on how the class will be conducted, excused absences, grading policies and other items.

Professors should NOT assume that students from different countries will have the same attitudes and perceptions about what is on the syllabus, or what the policies mean, even though they are thoroughly explained on the syllabus and/or in their handbooks. If a professor requires group work and collaboration, then that needs to be explained, along with how grades will be assigned to the individuals in those groups. If a professor wants students to do their own work and not share or collaborate, this should be explained in clear language to the class, and why this is important. Many countries have a more collective culture where students work in groups all through their educational experience before college, so individual work will be new to them. Students from other countries will have no problem with this. If someone is teaching a mix of students from many different cultures, they need to be aware of these perceptual differences and communicate their wishes effectively.

In summary, to effectively communicate the class requirements to a mixed audience, it is best to use the “richest medium possible”- i.e. hard copies, digital versions, a website with tutorials and other helps, and verbal discussion in class (Kreitner and Cassidy, 2013). During the discussion of this question, students may have other suggestions that might be valid.

2. How can perceptions and attitudes differ among students with different backgrounds and cultures? Why is this important in a classroom setting? What can professors do to minimize misperceptions and miscommunication?

Many factors affect one’s perception of their environment, whether in a community or a classroom. Physical attributes, heredity, upbringing, education and past experiences are just a few. Communication, both verbal and non-verbal also affect our understanding and perceptions. Importantly, with respect to the classroom, the perception of trust and credibility towards the professor are affected by student impressions of three determinants: knowledge and expertise; openness and honesty; and concern and care (Peters, 1996). Perceptions are often “implicit,” meaning we are unaware of them, but they affect our attitudes about a person or a group of people based on stereotypes. This is called implicit bias (Perception Institute, 2018). Tolba and Mourad (2016) believe that one’s culture has a great effect on how a person perceives change and innovation, and that the values a person holds largely influence whether or not that change is accepted.

Even in an audience or group of relatively homogeneous individuals, there is an opportunity for miscommunication and misperception. In a class of international students from around the world, who come from different cultures and speak different languages, the likelihood of misunderstanding is much higher. Thus, it is imperative that professors explain as clearly as possible their desires in the classroom in the very early stages of the course, and allow for feedback and questions if needed. Having multiple sources of information, a “rich” medium, and using repetition, can reduce the chances of problems in this area.

One possible exercise for a classroom to engage in is to discuss a specific type of dishonesty (say, handing in another’s work) and ask whether students think this is indeed dishonest. In some collective cultures, where students have been in groups their entire academic life, this is not necessarily considered dishonest (Hamlin, 2013).

3. Should universities have a campus-wide policy on academic dishonesty to make sure that incidents are reported, and handled with consistency and fairness? Why or why not? Should professors be required to intervene and take action if a student cheats? Some universities have

student enforcement of cheating policies, including disciplinary councils run by fellow students. Is this a good idea?

Many universities have written policies about academic dishonesty. For example, at the University of Maryland, Policy 150.25 articulates exactly how they define academic dishonesty and plagiarism, specifies the responsibilities of the faculty member and/or students who discovered the infraction, the due process rights of the accused, and appropriate disciplinary actions (University of Maryland, 2018). Like most universities, Maryland allows the decisions to be made from the bottom up (i.e. faculty member, then department or unit director, then Dean, then Provost).

So it is accurate to describe American university efforts to curb dishonest behavior as varied and heterogeneous (Hamlin, 2013). It is also accurate to state that efforts to deal with plagiarism and other forms of cheating are even more disparate in other countries. Perhaps this is because of cultural differences, legal issues or simply the fact that most faculty members do not wish to deal with such things. In universities with a heavy dose of international students, the problem is amplified because of stark differences in perceptions about what constitutes dishonesty, and what the proper discipline should be (Hamlin, 2016).

The various inquiries in Question 3 above will generate much discussion and differing opinions. Students will have various attitudes about whether a professor should intervene to discipline someone who cheats. If the instructor does intervene, should he or she take the Stanford approach or the Maryland approach? Should a committee of faculty, administration or students make the final decision? Strong debate will occur on these general questions.

4. Should students who know of cheating, or allow it to happen, be reprimanded along with the cheater? In the case of Nikolas, should he have been penalized for allowing Kaja to access his answers? What about his comment of “not letting his countryman fail?” Is Nicolas responsible even though he was being sexually bullied into submission?

Many colleges and universities have adopted honor codes for their students, which go beyond refraining from cheating. For example, Southern Utah University Business students are expected to adhere to its honor code, which states: As a member of the School of Business community, I pledge, on my honor, that I will not lie, steal, cheat, or tolerate those who do (Southern Utah University, 2018). This adds another layer of responsibility on the students—they not only pledge to behave themselves, but to report others who misbehave. Stanford University also has an honor code, and a specific policy for enforcing it (Stanford, 2018). Their approach is somewhat different, in that they expect students to honor their commitment to honesty, and self-enforce by reporting students who cheat. Faculty are expressly instructed to “refrain from proctoring examinations and from taking unusual and unreasonable precautions to prevent the forms of dishonesty mentioned above. The faculty will also avoid, as far as practicable, academic procedures that create temptations to violate the Honor Code.”

With regard to the specific case details, what should have been done with Nikolas and Kaja? There are many possibilities here, and all are defensible. Should the professor have just ignored the infraction? Should they both have been given the same penalty? Should the culture of “not letting my countryman fail” have played a role in determining what discipline to hand out? What if any impact on the final decision should the use of sexual bullying have made? Each of these questions will generate much discussion and debate.

5. In this case, did the professor handle the incident fairly, in your opinion? Should he have given the same penalty to both students? Was the 20% penalty to Nikolas' final exam score appropriate? Was an F grade for the course for Kaja fair and appropriate? Why or why not?

Most university policies allow some latitude to the professor to determine what an appropriate penalty should be in cases of dishonest behavior by students. As long as the professor has documentation, witnesses and/or other supporting items, and the student has been afforded due process rights, the instructor can apply penalties that are rather 'light' (e.g. warnings, a reduced grade for the paper or exam, etc.) to moderate (a zero for the assignment, or reduced overall final class grade) to severe (a failing grade for the class, recommending expulsion from the program, reporting the student to the Administration for further action, etc.). So there are a lot of options, and the precise course of action an instructor takes will depend on the professor's sense of the severity of the infraction, whether or not the student has cheated before, and hopefully what will be in the student's best long-term interest. The author's decision to give Nikolas a 20% reduction in grade, and Kaja a failing grade, will be debated and many valid points of view will emerge from the class. Some students will probably say that nothing should have been done. Others will say they both should have been removed from the program. Interestingly, when the author has discussed this case in his own classes over the years, female students tend to be much harder on Kaja than the male students.

6. Should the professor have reported the incident to the Program Director, who eventually expelled Kaja from the university? How could this have been handled differently? What specifically could have been done to achieve a better outcome, if anything?

Most universities have a list of possible penalties that can be assessed to a student who disobeys policies and rules. The list for academic infractions at West Virginia University for such behavior as plagiarism, cheating, dishonest practices and/or forgery or fraud, includes the following: A lower final grade; exclusion of a student from the class; required repetition of the assignment or course; academic probation; dismissal from a program, college or the university (West Virginia, 2018).

With respect to Kaja, her expulsion from the university was not simply because of her bullying and cheating in my class. As mentioned earlier, she had been in trouble for violating other policies, and had received many complaints from other students about her behavior outside class, although I personally did not know of these things until afterward. Nevertheless, it can be debated as to whether or not my reporting her incident to the administration was the correct thing to do.

Finally, the summary question of "How could this have been handled differently? What specifically could have been done to achieve a better outcome, if anything?" is a good way to summarize the case and allow the students to use their own experiences and imagination to try to find a better way to deal with the problem. Even though each university will have its own policies and best practices, there is plenty of room for discussion about how to handle the specifics of this case differently. The instructor can use his or her own beliefs and experiences to guide the discussion toward a more ideal, yet realistic, solution.

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