

1) Impact of Ghostwriting on Academic Authenticity.

Ghostwriting in academic and research settings involves one person writing content that is officially attributed to someone else often for ethical or business purposes. This practice can compromise the integrity of research by misrepresenting the source of the work and clouding the contributions of the actual authors. Our textbook author Brian Payne (2022) refers to “honorary authors” as scientists that appears alongside the actual author even though they did not contribute to the article. These actions raise concerns, about the accuracy of research outcomes as well as erode trust in publications by not accurately reflecting the knowledge and input of listed authors.

2) Factors Contributing to Academic Dishonesty.

2a) When students lack self-control, it can lead to academic dishonesty. This means they struggle to resist the urge to cheat even when they know it's not right. It covers situations where students might give in to impulses choosing short term gains over maintaining honesty in the long run.

2b) Alienation refers to the sense of disconnection or not fitting in that students may feel within an academic setting. When students feel alienated, they may hold no value towards integrity of the school and are more inclined to justify their dishonest actions as a way of reacting to feeling unappreciated or ignored.

2c) Situational factors involve the conditions or pressures that could push a student towards cheating. This includes factors like how severe the consequences for academic dishonesty, the likelihood of getting caught or the pressures related to achieving success.

2d) The perception that cheating is justified is closely tied to an individual's ethical beliefs on academic dishonesty. This view-point connects with a student's ideal where they find ways to rationalize cheating as acceptable under circumstances or when they believe there are valid reasons for committing these acts.

3) Enforcement Measures for Upholding Academic Integrity.

Appropriate consequences for academic dishonesty can vary based on the seriousness and type of misconduct. Consequences could include:

3a) Giving a warning to discourage dishonest behavior and make the student understand the gravity of their actions.

3b) Asking the student to redo the assignment or take an exam to ensure they complete the work honestly and grasp the material.

3c) Lowering the grade for the assignment or course as a penalty for actions. To reflect compromised academic integrity in their record.

3d) Temporarily suspending the student from the institution as a severe consequence for significant or repeated offenses.

3e) Expelling the student from the institution in cases of repeated acts of dishonesty completely removing them from the academic community.

3f) Including a note on their transcript about instances of dishonesty which can inform future educational or professional opportunities about past misconduct.

It's important any and all penalties are applied consistently and in proportion to the level of misconduct while ensuring that students understand the repercussions of dishonesty. These measures serve not only as punishment but should aim to be an educational tool to emphasize the importance of maintaining academic integrity.

4) Categories of Sexual Harassment in Academia.

4a) Sexualized comments are suggestive/inappropriate remarks made by professors that have a sexual undertone and are directed at a student(s). These remarks are considered harassment because they involve unwelcome hints or mentions which can create a hostile and intimidating learning atmosphere.

4b) Actions of a sexual nature by professors extend beyond verbal remarks and include physical contact or gestures. This could include unwanted touching, hugging, groping or any form of contact that could be interpreted as sexual. These behaviors can significantly impact student's comfort and safety potentially affecting their progress and well-being.

4c) Trading grades for sexual favors is a scenario where professors offer better grades in return for sexual acts from students. This misuse of authority undermines the fairness and credibility of the academic assessment process as well as result in emotional and psychological harm to the students involved.

References:

Payne, B. K. (2022). *White-Collar Crime: A System Approach* (3rd ed.). SAGE Publications.
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