Paper details:

You will write an essay (3,000 words) on the basis of at least 3 interviews with your choice of university professors or administrative professionals (from your current or previous university where you have been employed or studied) on the topic of intellectual leadership in higher education. Your questions and major issues for discussion will be driven by the following paper:

Oleksiyenko, A., & Ruan, N. (2019). Intellectual leadership and academic communities: Issues for discussion and research. Higher Education Quarterly, 73(4), 406-418.

Cheating is a more or less prominent feature of all educational contexts, but few

studies have examined its association with aspects of school efectiveness theory.

With recently collected data from upper-secondary school students and their teachers, this study aims to examine whether three aspects of school efectiveness—

school leadership, teacher cooperation and consensus, and school ethos—are predictive of student’s self-reported cheating, while also taking student- and school-level

sociodemographic characteristics as well as student grades and moral standards into

consideration. The study is based on combined data from two surveys: one targeting

students and the other targeting teachers. The data cover upper secondary schools

in Stockholm and includes information from 4529 students and 1045 teachers in 46

schools. Due to the hierarchical data, multilevel modelling was applied, using twolevel binary logistic regression analyses. Results show signifcant negative associations between all three aspects of school efectiveness and student cheating, indicating that these conditions are important to consider in the pursuit of a more ethical,

legitimate and equitable education system. Our fndings also indicate that the relationship between school efectiveness and student cheating is partly mediated by student grades and moral standards.