

Campus-Community Conversation on Integrity: Shared Values, Shared Concerns
UMBC
April 7, 2003

*Themes and Emerging Questions:
A Summary of Notes from the Table Discussions
(Arranged by Session Questions)*

1. What are the core values that form the ethical grounding at your institution or work place?

Themes

- Respect, integrity, trust, honesty, civility were repeatedly cited as the core values that form the ethical foundation at participants' institutions and work places.
- A focus was also placed on the roles of learning and teaching in relation to these values; attendees agreed that these values are learned throughout life and need to be taught and reinforced in family, school, and work settings.
- The valuation of individuality, respect for the minority voice, and concern for a diversity of viewpoints was stressed.
- Core values need to be clearly articulated by the community and modeled by all members.

Emerging Questions

- Given the value placed on individuality and diversity, how do we craft a common set of core values when, by definition, individual persons and cultures may differ in these definitions?
- If there are differences in values across boundaries between institutions (e.g., between high school and the university, or the university and the business world), how do we prepare our students for a seamless and successful transition across these boundaries?

2. What strategies do you use to orient persons to this ethical code?

Themes

- Many of the organizations develop, articulate, communicate and enforce policies related to ethical behavior.
- Both faculty and learners focus on the process of learning rather than on just having the right answer.
- Teach, share, publish, and communicate institutional values at every opportunity.
- Consistently and fairly apply all rules related to integrity issues.
- "Sell" integrity and its rewards to all students.
- Teach decision-making within an ethical background.
- Offer activities such as "Ethics Days" to focus attention on the issue.
- Maintain a constant presence for academic integrity with bookmarks, policies printed on every examination booklet and syllabus, website links, recruitment activities that underscore institutional values, student orientation programs, and special events centered on integrity, etc.

Emerging Questions

- As we can no longer assume that students or new employees understand institutional values of integrity, how do we best support faculty or supervisors in their transition to teaching this comprehension and practice?
- What support and approaches exist to develop a true K-16 “Integrity Across the Curriculum” vehicle for the instruction of these values?
- How can we develop a case study model for teaching ethical decision-making? What support materials should we consider (e.g., videos, role-playing, guest speakers, articles).
- Seeing that knowledge of ethical decision-making cannot start too early, how best do we develop instructional and curricular models for the earlier years?

3. What policies are in place to help persons live by those values?

Themes

- Codes of conduct, guidelines for uses of technology, policies, judicial codes and protocols already exist at some institutions.
- In some institutions, there is a movement toward an instructional environment where student learning and originality are valued and rewarded, testing and assessments are developed that elicit authentic learning, and instruction in ethical decision-making is provided.

Emerging Questions

- What supports can we provide faculty in changing their instructional methodologies to elicit a sharper focus on student learning and an abandonment of assessments that frequently elicit cheating or plagiarism?

4. How are persons held accountable for their conduct when their behavior is in opposition to the governing policies?

Themes

- Consequences are clearly outlined in policies, include due process, arbitration, mediation, and various sanctions, and are consistently applied.
- Peer pressure and intervention (Honor Code, student judicial panels, collegial relationships) support academic conduct accountability.

Emerging Questions

- How can we develop new approaches to accountability with a larger educational value?
- How should governing bodies be held accountable for their management of ethics issues and policies?

5. **What are some ways we can share approaches or resources and work together across disciplines/groups?**

Themes

- Develop collaborative projects and settings where peer-to-peer learning of ethical behavior is promoted.
- Recognize core values that are different between institutions (e.g., between a feeder middle school and the high school, or between a college and the business that hires graduates) and prepare your students for this transition.
- Faculty, administrators, scientists and managers must model the highest ethical behavior for students, colleagues and staff.
- Develop an inter-institutional dialogue, as with the Academic Integrity Education Advisory Board.

Emerging Questions

- UMBC President Hrabowski's call to action prompted individuals at some other institutions to ponder how they might elicit the support and/or leadership at their institutions to proceed with an academic integrity agenda. How might we support each other in these initiatives?
- Are there some fruitful ways in which normally independent groups (e.g., churches and schools, community organizations and businesses) might collaborate in ethics education?
- The competitiveness of our culture has been blamed for increasing cheating and unethical behavior. In what ways can we develop organizational approaches that support and reward teamwork and ethical behavior?
- What does developmental psychology say about best times and settings to instruct learners in ethical behavior?
- How can we develop support for ethics education in governing bodies (e.g., MHEC, MSDE)?
- The question: "By not cheating, what will I gain?" is a form of "What's in this for me?" How do we answer the question? How do we get the audience to ask other questions?
- How do we define success?