

Notes Posted by Tables at Integrity Meeting April 7, 2003

Table 1

“Core values must be modeled, enforced, and clearly articulated by institutional leadership”.

Table 3

“Teaching and developing effective team collaboration based on integrity of individual contributors is essential for the future of our students”.

Table 4

“Institute *‘Ethics across the Curriculum’* so students in all subject areas can participate in conversations/discussions about right and wrong, PreK-16+”.

Table 5

“I. Each institution develop own integrity mission statement based on the culture of the institution.

A. Statement must include core value of respect.

B. Students must be involved in creating the statement.

C. Common training must occur for students, faculty, staff and administrators.

Student participation is the key!”

Table 6

Take time to invest in people and the discussion. Ethics are a lifestyle. Be consistent, clear, and fair about the benefits and consequences of ethical behavior”.

Table 7

“Great moments of truth show one’s true character.

Consequence is a must.

Students are inherently good – need mentoring”.

Table 8

Need concerted understanding and effort among all faculty to make known what the expectations are and apply the rules that guarantee them in a consistent fashion. In other words, we need complete faculty buy-in”.

Table 9

“Identify, recognize, and acknowledge core ‘community’ values and allow for different learning styles, cultures, and personal values to engage in the process of learning”.

Table 10

“We support structuring the environment so the originality of assignments is valued, rewarded, and increased with less reliance on objective testing/easy-to-grade assignments”.

Campus-Community Conversation on Integrity
Notes Transcription
UMBC
April 7, 2003

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

Student learning= core value of institution

Statement of institutional beliefs- i.e. institute is ultimately responsible for Student learning (2)

Students must take responsibility for their own learning

Establishment of a holistic environment that supports student learning;

Learning is valued

Learning for the sake of learning;

Kant's concept of duty- Students motivated by grades, not duty to do work

Dedication to student success- unselfishness of faculty

Respect (3)

Mutual respect (2)

Dignity

Trust (4)

Clear **consequences** of action make you think about core values (2)

Some consequences need to be short term

Encourage ethical behaviour

You want pay, do the work

If you **commit** to something, do it

If your word is good, builds personal integrity; can't let yourself chip away at the 100% integrity standard

Integrity

Academic integrity

Integrity as a life style

Honesty (2)

Community (2)

Civility (2)

Being accountable, personal **accountability**

Consistency among students and teacher policies/grading (2)

Diversity

Respect for diversity; respect for the individual; “minority opinion” is valued and given voice

Excellence

Public safety

Hard work

Achievement

Environment of “performance at worker’s convenience” created negative consequences for other team members-hurt team delivery- creates job protection

Service

Values taught depend on mission of institution

Don’t get into a compromising situation

Appropriate conduct

US Constitution

Care

Environmental stewardship

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

Dialogues- what are the expectations and how do we get there

Explain to students- focus on benefits and instant gratification.

People have to make choices and know what they’re doing

Students need to understand what they are losing out on when they cheat- what are the desired outcomes?

Ask what success really means

Ethics days (2)

Ethics class every year

Be consistent with rules and treat all students fairly (2)

Combining fairness with consistency – blanket invitations to all students

Teachers must communicate their genuine caring and commitment to meaningful learning

Deliberate communication- examine what we want our students to achieve and make sure what we communicate is in line with what we want (2)

Start early (2) (and with early childhood education)

Institute ethical teaching in all subject areas (Pre K- 16+) so students hear the discussion “ethics across the curriculum;”

Compressed timeline in K-16 US higher ed

Orientation programs

Student orientation programs

Help individuals discern personal values and community values/norms/expectations

Institutions need to clarify community values

Teachers model ethical behaviour (2)

Recruitment activities that project or articulate institutional values (2)

Focus on process of learning versus having the right answer (2)

Take time to get to know people to find out why they do things

Sell integrity to students

Encourage students

Stay positive

Expect that they can go above and beyond and be good and recognize success;

Ethics and morals as a lifestyle- taking time to fully consider things

Invest in people

Additional training for contract management

“life-mapping” process

Develop specific courses-case studies to examine ethical issues and cultural

What **role** does learning style play in contributing to misunderstanding in this area?

“Most strategies, I think, are aimed at students, not faculty or staff in a formal way”;

Develop guidelines for specific course about how we will operate the class;

Letter upon admission from provost; bookmark; mouse pads; faculty asked to discuss/implement in classroom; every course syllabus- statement and session; exam book; conflict of interests policy; web site;

Meetings with employers /P-12 teachers

Curriculum (especially hidden curriculum)

Faculty ownership of integrity- faculty must put this on the table; can no longer assume students understand.

Tell them and monitor. Need consistent energy from faculty

Students must play formal role in defining the institution’s ethical code

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

Codes of conduct

Laws

Policies at many levels

Student academic and judicial codes

Faculty and staff policies on conduct

Guidelines for usage of technology

Statement on syllabus

Policies must apply to all constituencies, students must play a role in determining the outcomes for inappropriate behaviour, need to create “buy in” from students

Policies and outcomes need to have an education component, not just punitive

Consequences are a must

Articulation of consequences

Infusion of beliefs about academic integrity with earliest grade levels
“Policies/Strategies we support structuring the environment so originality of assignments is valued and rewarded and increased with less reliance on objective testing/easy to grade assignments.”
Fair grading system- real work is rewarded and poor work is not
Teaching by example
Maturity

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

Create guidelines/policy related to behaviours
Codes of conduct
Guidelines related to copyright usage
Laws and policies

Peer review panel
Mediation process
Arbitration
ADR policies

Sanctions
Academic conduct hearing
Individual faculty/department level sanctions
Coercion
Imposition of authority
Managers
Ethical review process
Penalties

Association (peer pressure)
Peers

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

“Identify, acknowledge, recognize core “community” values and allow for different learning styles, cultures, personal values to engage in process of learning”

“Collaborative projects can promote peer to peer learning of ethical behavior. Peers will reinforce and teach good behavior”

Trust

“also have context/assignments in K-12, Assignments should be designed to be authentic so students produce assignments that are original/can’t cheat- find only one answer, shouldn’t be just one answer”

“modelling of teachers for integrity/scientific misconduct issues which is a mirror policy of academic integrity

Continue dialogue

Intentional discussion of shared vision of values

Understand the complexity and ambiguity of issue- recognize that “scheming” and “cheating” sometimes pays off

Focus on how success is defined

The attitude/value about learning is key

Work across institutions/organizations

At the childcare level, introduce concepts of integrity

Concerted understanding among all the faculty- make sure what the expectations are and apply the rules that guarantee it in a consistent fashion- full faculty buy-in; define an appropriate “standard” and expectations that can be utilized in many settings

6. Other

Connection between grade inflation and integrity?

There are structural incentives to cheat (2), i.e. SAT

Competitiveness increases cheating (2), especially when assessment policies are not solid

Great moment of truth shows one’s true character

When nobody’s looking...slipping, analogy of cheating on diet programs.

Silence is sometimes lack of integrity

Students are inherently good intended

Students are just “that student,” they need mentoring

“good and evil” are in every person

Is there a set of values that is universal?

Business community has strong interest in reinforcing higher students on and values on academic integrity

Needs to be more proactively involved with academics.

Historical separation of church and state limits our discussion of values

Blind to recognizing that our culture is value laden

Culture is powerful

There is much more emphasis on the outcomes of efforts rather than on the processes involved

By not cheating, what will students gain. Emphasize the positive. Students get negatives all the time (parents, teachers, bosses); what about teacher cheating?

What about differential expectations and inconsistent treatment of students?
(2)

Faculty who ignore what goes on during exams frustrates hard-working students (2)

Do integrity and political correctness conflict?

Did anyone learn about integrity before, was it discussed?

“how many students are moving out of 1st stages of development (Kohlberg)?”

More complex than right or wrong?

Integrity as a value that we should be considering throughout college career, life; “take time to invest in people and the discussion. Ethics are a life style.

Be consistent, clear, and fair about the benefits and consequences of ethical behavior (2)

Teachers can do more related to planning and the way in which they structure their course to minimize cheating, some teachers don't see that they are part of the issue

Need to communicate with each other to learn, across disciplines and institutions, about different experiences so we can learn what is working