

# Fostering a Climate of Academic Integrity

Elizabeth Crisp Crawford (Communication), Thomas DeSutter  
(Natural Resource Sciences), & Michael Robinson (Psychology).

# **Policy 352: Promotion, Tenure and Evaluation**

*The Service Side of Life*



## What is NDUS?

The North Dakota University System is a unified system of higher education governed by the State Board of Higher Education.

### State Board of Higher Education

Organized in 1990, the system includes two research universities, four regional universities and five community colleges.



# The structure of 352

- **Teaching**
  - **Delivery, improvement, advising/mentoring, awards, evaluation, publications**
- **Research**
  - **Discipline specific, papers/chapters/books, juried, patents, awards, grants**
- **Service**
  - **Dept/College/University, public, awards, leadership, editor, boards**
  - **“everything counts”**

**“The college and departmental statements, and any subsequent changes, shall be reviewed and approved by the Provost assure consistency with University and State Board of Higher Education (SBHE) policies.”**

**-NDSU Policy**

# How does service influence academic integrity?

- “academic integrity is the commitment to and demonstration of honest and moral behavior in an academic setting”
  - UNC Chapel Hill



<https://yellowstonesafari.com/winter-wildlife-in-yellowstone-national-park/>

## **Possible University Opportunities:**

## **Faculty Senate Standing Committees**

- Faculty Senate\***
- Academic Integrity**
- Assessment**
- Athletics**
- Budget Committee**
- Campus Space & Facilities**
- Council of College Faculties\***
- Curriculum**
- Equity, Diversity & Inclusion**
- Executive\***
- Faculty Affairs\***
- Faculty Rights\***
- General Education**
- Grade Appeals Board**
- Library**
- Program Review\***
- Research & Consulting**
- Technology and Instructional Services**

# Why volunteer?

**#10: It's good for you.**

**#9: It saves resources.**

**#8: Volunteers gain professional experience.**

**#7: It brings people together.**

**#6: It promotes personal growth and self-esteem.**

**#5: Volunteering strengthens your community.**

**#4: You learn a lot.**

**#3: You get a chance to give back.**

**#2: Volunteering encourages civic responsibility.**

**#1: You make a difference.**



<https://ronhengeler.com/Newsletters/2016/1.17/Newsletter.html>



# What is next?

- **Read:**
  - **University PTE (352)**
  - **College PTE**
  - **Department/Program PTE**
- **Job description**
  - **Get or update. This is your “contract.”**
- **Find/seek mentors**
- **If you don't know something, ask**
- **Policies**



# Academic Integrity in Research (Policy 326 and beyond)

- Policy 326 focuses on Academic Misconduct
  - Operates at faculty & grad level
    - Also adjunct faculty, postdocs, research professors
  - e.g.
    - data were stolen
    - research products were plagiarized
    - impropriety in annual reporting
  - These cases are not very common
    - but very stressful!



# Academic Integrity in Research (Policy 326 and beyond)

- **Policy 326 focuses on Academic Misconduct**
  - **Philosophy of 326**
    - NDSU committed to highest standards in research integrity (“intellectual honest”, “responsible conduct”)
    - Policy should discourage misconduct
  - **Academic (scientific) misconduct**
    - Intentional deception in research, reporting
    - Fabrication = making up results
    - Falsification = manipulating data, no longer accurate
    - Plagiarism = taking ideas, writing w/out acknowledging
    - Less defined
      - Misrepresentation of sources, fiscal impropriety, not complying with sponsor’s requirements



# Academic Integrity in Research (Policy 326 and beyond)

## ■ Process

- Complaint (by complainant) to immediate supervisor (e.g., Chair of Dept)
- Supervisor informs provost (Phase I: Receipt)
- Provost office may initiate Phase II: Inquiry
- Phase II might give rise to Phase III: Investigation
  - Academic Integrity Committee at Faculty Senate
- Allegations are dismissed or recommendation of sanctions is made
- Provost and President initiate sanctions



# Academic Integrity in Research (Policy 326 and beyond)

## ■ Process

- Complainant can appeal at inquiry level
- Respondent can appeal at investigation or sanction level
- If making malicious and false allegations, complainant can be investigated



# Academic Integrity in Research (Policy 326 and beyond)

## ■ Criteria

- Significant departure from accepted practice
- Done intentionally or recklessly
- Proven by preponderance (> 50%) of evidence
- Other considerations
  - Activities were illegal or harmful, federal grant money was involved

## ■ Sanctions

- Written reprimand, extra review of future research activities, termination of contract or student status

## ■ Further Info

- Google NDSU Policy 326, which is downloadable



# Academic Integrity in Research (Policy 326 and beyond)

- Why do these complaints happen?
  - Typically, differences of opinion (one person thinks it is OK, the other person does not)
- How to avoid these things
  - (again, not very common)
  - Follow research norms
  - Communicate with collaborators
    - Talk about the research and goals
  - Have good relationships with collaborators
    - Be friendly, work with friendly others



# Academic Integrity in Research (Policy 326 and beyond)

- Larger picture
  - Most research involves collaboration
  - We are better when we collaborate
  - Having colleagues adds meaning to the process
  - You + collaborators = a larger entity (“self-expansion”), not competing interests
  - Problems often occur with small minds/local interests



# Fostering a Climate of Academic Integrity: Academic Integrity in Teaching (Policy 335)

Dr. Elizabeth Crisp Crawford

Part III

# Responsibilities of Instructional Staff Members

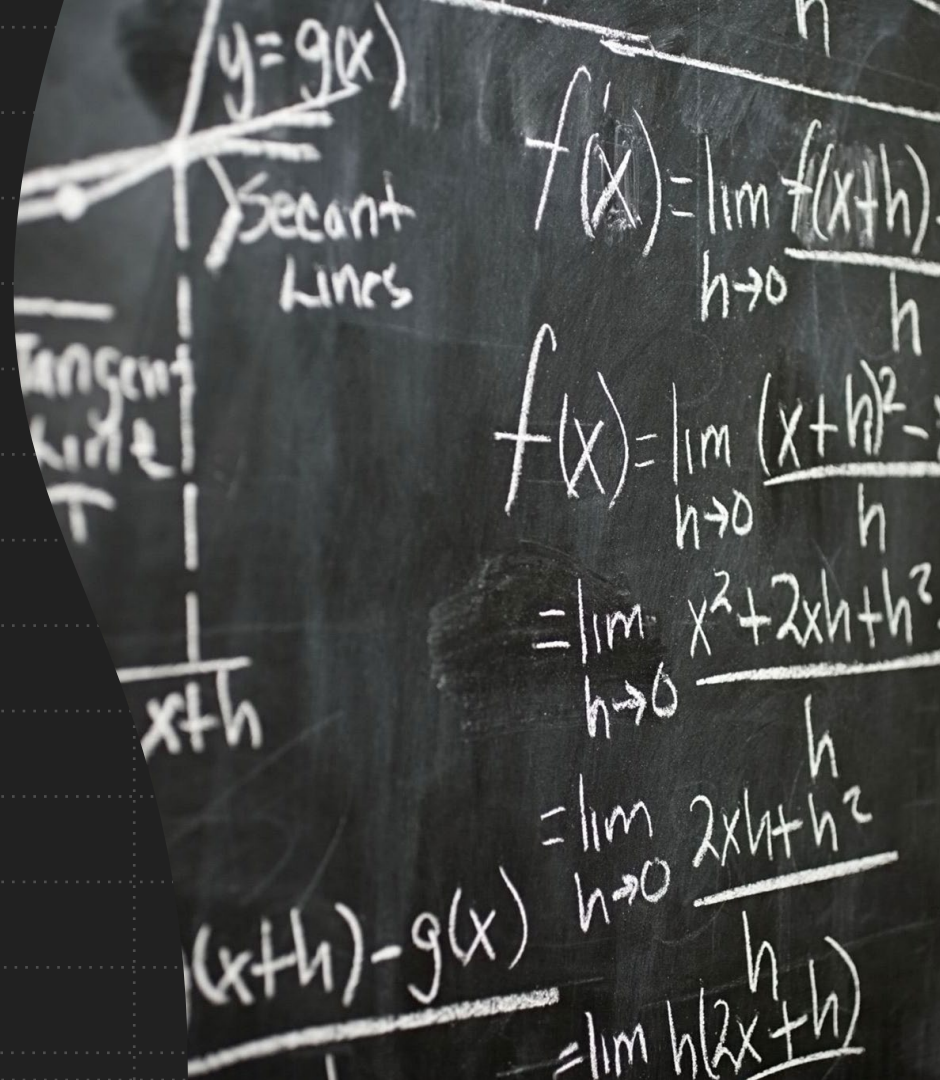
- Instructional staff members are responsible for providing guidelines concerning academic misconduct at the beginning of each course, and should use precautionary measures and security to discourage academic misconduct. It is required that such guidelines be contained in each class syllabus. For internships, practicums, experiential learning sites, or other courses that may not have a class syllabus, it is recommended that instructional staff members communicate these guidelines at the start of the practicum or experiential learning.

# Penalties

- Instructional staff members have the prerogative of determining the penalty for academic misconduct in their classes and other instructional contexts.
- Penalties may be varied with the gravity of the offense and the circumstances of the particular case. Penalties may include, but are not limited to, failure for a particular assignment, test, or course.
- If an instructional staff member imposes a penalty, the student may not drop the course in question without the permission of the instructional staff member.

# Causes of Academic Dishonesty in Classes:

1. Poor Study Habits
2. Ineffective Time Management Skills or Work Overload
3. Lack of Knowledge about Intellectual Property and Plagiarism
4. Nature of the Assignment
5. Graduate Students: Lack of connection with their advisor or supervisor.



# Problem: Poor Study Habits

- Academic misconduct is often caused by lack of studying or poor study habits.
- How can instructors design a syllabus or curriculum that encourages better study habits?

# Possible Solutions: Poor Study Habits

- Address reading and study strategies during class.
- Several weeks before exams, alert students to the problems associated with last-minute cramming and sleep loss. Remind students about upcoming exams.
- When a student comes to your office hours saying he or she is having trouble with the material,
  - Ask how much time they spend studying and how much time they think students should spend studying.
  - Ask how the student goes about learning the material in his or her study time.
  - Explore individual ways to improve study or homework strategies for your course.

# Problem: Ineffective Time Management Skills or Work Overload

- Work overload is a contributing factor that can lead to academic misconduct (courses combined with extra curricular activities, jobs and internships, family issues, and health concerns).
- How can instructors build a syllabus or curriculum that encourages better time management and study habits?

# Possible Solutions: Work overload and poor time management

- Create flexible deadlines
- Keep assignment and test workload manageable
- Formative assessment (incremental feedback)
- Allow time in class to complete some work
- Discuss workload with advisees during advising meetings to create a better plan to address these issues. (Planning for capstones etc.)



# Problem: Lack of Knowledge about Intellectual Property and Plagiarism

- Many students do not know about the finer points of plagiarism (citations, paraphrasing effectively, quotations, self-plagiarism, etc.).
- How can we teach in a way that students can learn about ethical practices and academic integrity in your field?

# Possible Solutions: Lack of Knowledge

- Include instructions about expectations regarding academic integrity in assignments and exams.
- Provide the Policy 335: NDSU Code of Academic Responsibility and Conduct statement in your syllabus and provide links for additional resources. Remember to mention these issues when you introduce the syllabus. Also be sure to discuss how they apply in your class.
  - *The academic community is operated on the basis of honesty, integrity, and fair play. NDSU Policy 335: Code of Academic Responsibility and Conduct applies to cases in which cheating, plagiarism, or other academic misconduct have occurred in an instructional context. Students found guilty of academic misconduct are subject to penalties, up to and possibly including suspension and/or expulsion. Student academic misconduct records are maintained by the Office of Registration and Records. Informational resources about academic honesty for students and instructional staff members can be found at [www.ndsu.edu/academichonesty](http://www.ndsu.edu/academichonesty).*
- Have a small assignment or quiz about how academic integrity applies to your course.

# Problem: Nature of the Assignment

- Some tests and assignments are easier to cheat on than others.
- What can you do to make it more difficult to cheat?

# Possible Solutions: Nature of the Assignment

- Vary questions and copies/versions of tests and quizzes. Give students exams with different questions or questions that appear in a different order.
- Don't give the exact same tests and/or assignments every year.
- Give assignments that are specific and unique (How are the COVID and Monkey Pox pandemics discussed on Twitter?, How do vaccine hesitant parents communicate about vaccines on SNS?, What kinds of images do social media influencers use to advertise engagement rings? How do people use images to promote fishing and hunting on Facebook?)

# Problem: Academic Misconduct in Graduate Research

- Graduate students work independently. When working independently, graduate students can have misconceptions about authorship and intellectual property.
- Advisors often assume that graduate students understand plagiarism and other intellectual property issues.
- This problem can become more complicated when graduate projects involve co-authorship.

# Possible Solutions: Form trusting relationships with your graduate students

- Create a syllabus for a variety of student experiences - including independent learning. Be clear about research expectations/timeline.
- Discuss authorship and use of research materials with your students. Put this information in writing (e-mail works!).
- Have regular meetings with your graduate students.
- Give future focused feedback that shows concern for their development as scholars. Avoid harsh criticism.

## Additional Resources:

<https://academictech.uchicago.edu/2022/02/16/combating-academic-dishonesty-part-1-understanding-the-problem/>

<https://www.niu.edu/academic-integrity/faculty/types/index.shtml>

<https://www.luther.edu/academic-integrity/about/>