

Sep 18th, 3:15 PM - 4:15 PM

Enhancing Academic Integrity and Facing Academic Dishonesty Afternoon Plenary Session & Wrap-Up

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Enhancing Academic Integrity and Facing Academic Dishonesty

Abbylynn Helgevold, Ph.D.

Jennifer Waldron, Ph.D.

Disa Lubker Cornish, Ph.D.

Brittany Flokstra, Ph.D.

Craig VanSandt, Ph.D.

Overview and Purpose

- An idea in the works: the shifting focus of today's panel
 - Supporting a culture of academic integrity
1. Brief remarks by panel
 2. Structured discussion

Jennifer J. Waldron, Ph.D.
School of HPELS

Context

- Teaching load
 - Upper-level, major courses
 - Graduate classes
- Academic Integrity is core value
 - Essential
 - Educate, investigate, take action

Yet, I struggle

- Don't they just know?
 - Assume best
- Haven't they learned this already?
 - Repeating vs. reinforcing
- Time to devote?

Cont.

- How?
 - Read & worksheet?
 - Discuss?
 - Boring....
- Violation
 - Educate?
 - Report?

Needed support

- Institutional
- Workshops
- Discussions with colleagues
- Effective resources/ strategies

Disa Lubker Cornish, Ph.D.
School of HPELS

What's a new faculty member to do?

- Little or no training
- Different priorities/backgrounds
- Overwhelmed?

Into the fire...

- First experience
- ...and second
- ...and third

- What??

Creating a conversation

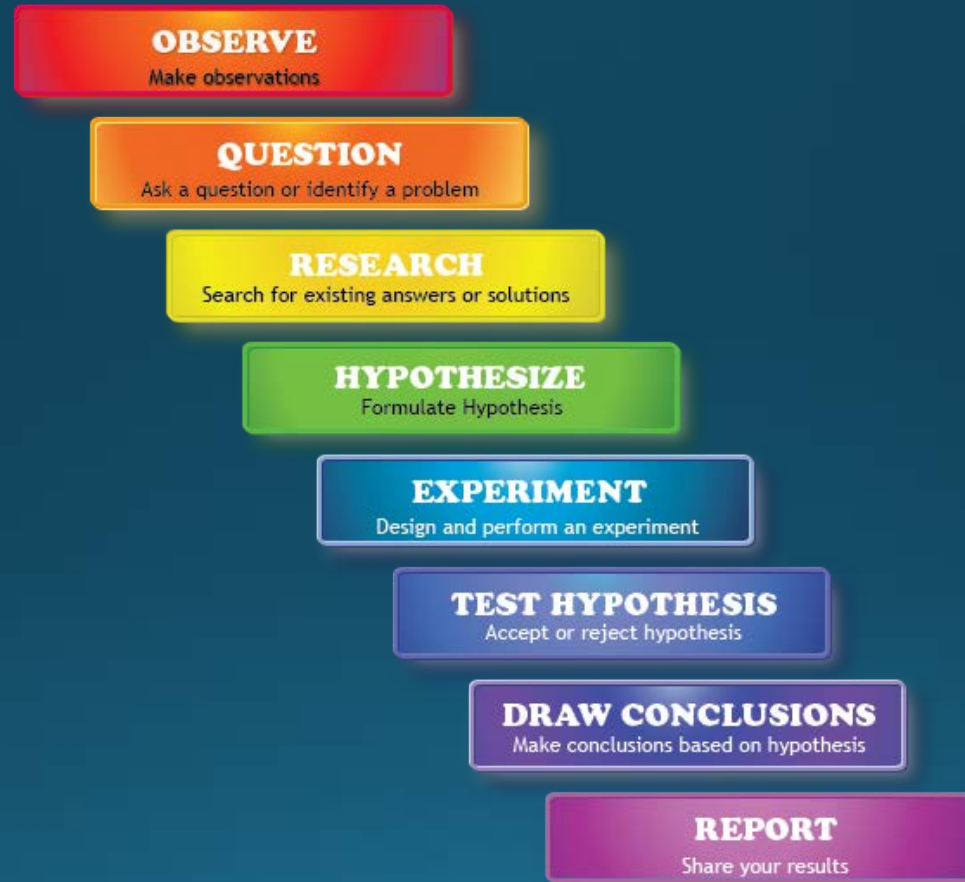
- This is OUR issue, as a class
- This is not about punishment, it's about learning respect
- We're working on it together, as a group, as a team
- We're asking questions, double-checking

Craig VanSandt, Ph.D.

David Wilson Chair in Business Ethics, College of Business Administration

Brittany Flokstra, Ph.D.
Chemistry

A Scientific Perspective



“It’s just a lab report”

Part 2	Metal A		Metal B		Metal C		Metal D	
	Mass (g)	Vol (mL)	Mass (g)	Vol (mL)	Mass (g)	Vol (mL)	Mass (g)	Vol (mL)
Trial 1	5.98	0.5	17.6	2.9	18.825	0.7	7.868	2.9
Trial 2	6.07	0.8	9.38	1.2	18.825	0.5	7.868	2.9
Trial 3	6.11	0.6	14.08	2.2	18.825	0.4	7.868	3.0
Trial 4	18.05	1.8	13.771	1.4	23.1	4.7	17.9	2.1
Trial 5	18.06	1.4	17.031	2.2	21.9	5.5	17.3	2.5
Trial 6	17.92	1.9	13.087	1.7	23.1	4.7	17.7	2.2
Trial 7	12.68	1.0	16.09	1.8	5.006	0.8	4.998	1.8
Trial 8	12.68	1.2	16.09	1.9	5.092	0.8	5.05	2.0
Trial 9	12.68	1.0	4.72	0.9	5.053	1	5.174	2.0
Trial 10	9.636	0.8	16.169	2 x	x	x	x	x
Trial 11	10.034	0.9	16.169	2 x	x	x	x	x
Trial 12	9.927	1.1	16.166	2 x	x	x	x	x

From Student to Doctor



Headlines

- **Researcher who spiked rabbit blood to fake HIV vaccine results slapped with rare prison sentence**
 - Washington Post, 2015
- **Chemist Admits to Mass Misconduct**
 - An analyst that worked for a state drug lab in Massachusetts has confessed to mishandling evidence in tens of thousands of drug cases.
 - The Scientist, 2012

Abbylynn Helgevold, Ph.D.

CHAS, Department of Philosophy and World Religions

Community, Trust, and Integrity

Bemoaning the loss of trust or insisting on the need for trust is one thing: resolving to create or maintain that trust is something quite different and much more important.
(Flores and Solomon, 1998)

- Trusting in the classroom and beyond
- Trusting, trustworthiness, and integrity

Structured Discussion

Questions

- What does academic integrity mean to you? What strategies do you use to maintain or enhance academic integrity, in the classroom, in your scholarship/creative works, or in your discipline?
- What are we, as a university, doing well in terms of creating a broader culture of academic integrity?
- Reflecting on your own experiences or those shared by the panel, where do you see opportunities to support or strengthen academic integrity?
- What kinds of things could the Center for Academic Ethics do or offer that would support a culture of integrity?

Wrap-up

- Panel
 - Challenging
 - Dialogue & support needed
 - Innovative, positive approaches
- Structured Discussion