Academic Integrity Education Recommendations

I. General Recommendations

A. Education should be part of the policy

Included in this statement is the expectation that all faculty and staff are aware of, understand, and accept the responsibility for the policy.

Responsibilities and clear expectations of both faculty and students should be part of the education/website/training.

B. Dual approach to education - Values and Compliance

It is extremely important to focus on both the values approach and compliance approach and to call that out specifically - it is about being an ethical and responsible actor as well as following the rules. The ultimate goal is a responsible and ethical Rutgers University Community that respects individuals and the community and understands the importance of reputation and being responsible to oneself and others for their own actions.

C. Training Plans (online and in-person)

(a) Each campus/school/unit/special population program should create a training plan for its unit – for both faculty and students.

(b) In-person training is preferred, followed by instructor-led online, followed third by online tutorials with no instructor.

(c) Create a cohort of trainers and elicit schools, graduate programs, and divisions to help identify people who could then either train faculty and students or who could train others to train students and faculty.

(d) Use a Peer Training Model (train the trainer).

(e) Have academic administrators (deans, program directors, department chairs, etc.) help identify people; create some resources for this but also help to change the culture - if the upper administration says this is important and sets the tone, it helps to spread it throughout.

(f) Create online training that includes the ability to view one area/subject as needed (procedure, how to prevent, common Q&A, roles of advisors, AIF, etc.)

D. Website

There should be a central website that would provide university-wide policy and resources and links to campus/school sites with their own resources.

(a) Education and Responsibility should be a main part of the website – covering such items as the honor code, learning the responsible and ethical way to handle things, treating others responsibly.

(b) That website should have a workflow for the process for faculty and for students – that should be easy to understand and to follow.

(c) Sample letters and names of contacts could be in the school/campus sites,

(d) Responsibilities and clear expectations of both faculty and students should be part of the education/website/training.

E. Creed/honor code

Consider a more Rutgers-specific Creed/honor code to be incorporated into the education – and disseminate to faculty to put in syllabi.

F. Importance of Syllabi and LMS announcements

These items provide better dissemination and aggregate dissemination of policy, procedures, and even education/training.

G. Special needs of schools/programs/populations

These groups have special needs and considerations – training should be developed that applies to all – with additional modules for the nuances in the individual programs/schools/populations.

Such populations include international students, athletes, first-generation students, transfers – each may have different needs or have a different understanding of what are Academic Integrity violations and modules should be developed for those specific populations with relevant examples and consequences that would add meaning and understanding for that group.

H. Importance of reporting cases by both students and faculty – even if only warnings are issued

(a) Emphasize the importance of reporting even minor violations so that students can receive additional training and understand potential more severe sanctions.

(b) Try to move the needle on students reporting observed violations – especially with proof that can be corroborated.

I. Culture Change needed for faculty and students

(a) Academic Integrity is everyone's responsibility.

(b) Thinking about what is right – not why you should not violate academic integrity standards – is why you should honor the academic integrity policy.

J. Campaign/Communication/Marketing Plan

Each campus/unit/school should create an educational campaign plan for faculty and students that includes messaging, social media, meetings, and other marketing plans.

II. Details of How to Conduct Training for Faculty and Students

Contained below are details of recommendations about possible components to consider for faculty and student training, including methods of delivery, and suggestions for who should conduct the training and content.

A. Faculty

(a) Guiding Principles

- Faculty education is just as critical as student training – process and policy are only effective if both groups understand and use the policy.

  - It is critically important to get in front of faculty with the new policy and procedures to walk them through the procedures and demonstrate how they can handle it or what happens if they turn it over to an administrator (AIF).

  - It is important to address faculty concerns head-on.

- Focus on education and prevention, as well as procedures/policies/workflow.

  - Create a responsible culture.

  - Emphasize faculty responsibility to help train and disseminate to students.

  - Educating students and faculty is the most important thing.

  - Having students learn how to do things correctly is key.

- Address standards, knowing that there will be differences in interpretation.

  o Focusing on all sanctions being exactly the same will lead to details that cannot be resolved and will not help focus on the big picture.

  o Discuss how the code can be interpreted in different programs/disciplines due to different professional standards and different consequences for violations (e.g., faking data in a grant-funded project or with a patient clinical has much worse consequences than in a Bio 101 lab).

- Training to specific needs of departments/programs/disciplines.

(b) Delivery

- Go to the faculty directly (TT, NTT, PTL, faculty administrators, and deans) at various venues.

  o Faculty meetings that are already happening

  o Department meetings

  o Deans' councils, senates, gathering bodies, relevant faculty committees

  o Chairs meetings

  o Governing body meeting

- Some meetings could include 10 minutes to introduce the topic, online training, and in-person follow up sessions. Some meetings could involve a whole session to conduct training. Class time could be used if it is a class for graduate students about teaching undergraduates.

- Peer delivered training can be used with the trainer model – involving academic administrators to help create the peer pool would be extremely important.

- Online tutorials following in-person delivery will be critical and can include

- Parts that can be referred back to as needed so a faculty would not have to go through the whole tutorial every time

- Break-out into segments

- Video vignettes

- How-to and cases

- Present material in faculty orientations or training programs.

- FAQ could be a part of the delivery method.

(c) Content

- Procedure – work through actual cases.

  - Show example letters, emails

  - Discuss content or checklist for meeting with the student

  - Timeline for typical and atypical cases

  - Faculty time needed if they handle or refer

- Policy

  - Clear and concise and simple language

- Sanctions – Educational and Punitive

  - Sanctions can be educational and punitive

  - Provide a list of sanctions and educational resources that can be part of sanctions

    - Where students can go to get help doing research

- Where they can go for study assistance

- Workshops and program calendars that they can use

  o Many levels of sanctions and choices within them

- Values and Compliance balance for faculty training

  o Emphasis on education – learning how to do things right and well

  o Faculty set the context for students

  o Important for faculty to understand and be able to discuss the importance of the responsibility of ethics and personal responsibility with colleagues, graduate students and students, in particular with a context to their discipline

  o Importance of teaching students the importance of doing things well and correctly and ethically responsible

- Importance of <u>reporting</u>

  o Students can learn the correct way early on

  o Students get the benefit of helping students learn how much they can expand their knowledge if doing it well

  o Students who need help can get assistance

  o Warnings and sanctions can help prevent future infractions

  o Improve the value of the degree for all students

- Train the Trainer in the training

- Include modules (in-person delivery, faculty lead online and online) that can be incorporated into meetings, classes, training that are already being conducted

- Ask all those being trained if they would like to be an advisor, AIF, trainer within their units

- Violations - include examples of how students cheat from simple to complex

  - online exam banks

  - technology

  - take home/online exams

  - copying

- Case study work through a case for faculty to understand

  - a case a faculty member handles

  - a case referred to AIF

  - a case appealed up to chief academic integrity officer

  - ideally with little video vignettes to focus on different areas

    - plagiarism

    - cheating

    - copying

    - purchasing tests, papers

    - getting answers to tests online

- The online delivery tool should allow faculty to focus on one part as they need it

- procedure

- sample letters, emails, meeting checklists

- types of violations

- How to <u>prevent cheating</u> would be critical as well

  - focus on areas and how to develop tools to prevent in that area

  - faculty could help create the modules/tools/resources

  - create a set of resources for faculty who want to prevent violations by type of assignments

  - how to randomize questions, incorporate something that could be copied and a way to identify it, not using textbook or publisher-provided exams

- Sample Syllabus section with an Academic Integrity part in it –

  - Policy link

  - Creed/attestation

  - Resource link (including workshops and training)

- Incorporate cases relevant to the audience

  - could have many cases available in training toolbox and use those for the audience

  - research for research faculty

  - clinical example for faculty with students doing clinical

  - test issues for those who give tests

  - research papers for those who have papers assigned

- Guidelines could be department specific and used with faculty

- Consultation has to be part of the content

    o How and where to receive assistance as needed

(d) Trainers

- People from student conduct/community standards offices

    o Not enough capacity in the office to train students and faculty and handle cases

    o Need to build-out capacity

- Train the trainer model

    o A pool of trainers and consultants needed

        ▪ need to develop a cohort of individuals who faculty can consult with on the process

        ▪ can include student conduct/community standards

        ▪ can include advisors and Academic Integrity Facilitators who would be faculty also

        ▪ can include other folks trained in unit – designated trainer

    o Provide an opportunity for a cohort of trainers to prepare program that includes periodic meetings to discuss results, successes, and failures and to recommend changes in the training

    o A clinical director may be interested in being trained to then deliver training specific to those in clinicals

- o Research director for a grant may want to train faculty who are training students for the grant – to keep the integrity of the grant

- o Find mutually beneficial individuals/cohorts and seek them out for the training to create a win-win situation

- o Faculty who report many cases or have created effective preventative sanctions, rules, could be recruited to be trainers for others

B. Students

(a) Delivery

Can be in multiple formats and multiple venues

- In-person at orientations or program overview sessions

- Online – through required online training that may already exist for some new students

  - o add an additional module

  - o Incorporate into other online modules already required

  - o Deliver through course LMS systems as one of the assignments to be completed

  - o NOTE – online is much more effective when instructor or peer-led – maybe use peer leaders to help bring home the message

- In their home country – discussed home country orientations that exist for some programs

- Part of a required course –

  - o Module or assignment in a course that is required for most students

- First-year English composition

- Intro course for a major/program

- First-year seminar course

- If the course is required of all juniors, or all first-years or all graduate students – the scope and focus of the module or assignment could change

    - First years could focus on plagiarism and copying

    - Upper division classes could focus on research and data collection and when/how to collaborate

- Perhaps deliver through student cohorts that already exist and could assist with completion rates

    - Honors college

    - International student groups

    - Athletics

    - Residence life

- Online tutorial prior to submitting a paper in their LMS and using Turnitin

    - Short video clips embedded where appropriate in LMS, syllabus, courses

- Other student programs or cohort-based onboarding programs

- Have students sign an honor code/attestation every time they take an exam, submit a paper

    - Reinforces previous delivery methods

    - Can include available resources

- o Could be a short video followed by an attestation

- On syllabus – have students acknowledged reading the syllabus?

- Messaging campaigns

  - o Posters

  - o Lawn signs

  - o Screens of computer labs

  - o Interesting quotes with a link to something about the policy

- When emailing students about deadlines or important dates

  - o Time to register for next semester – by the way here is Academic Integrity policy and workshops on how to write a research paper

  - o Quick facts in other announcements

- Constant reminders in different places, delivered in different ways

  - o On lab computers

(b) Trainers

- Many trainers would be required

- Could have office of student conduct/community standards create the training for students

  - o Could create academic modules to be incorporated into courses

  - o Could create tools, videos reading lists to be used

  - o Could create PowerPoint and training manual

- o   Could create an online course for trainers

- Perhaps use honor council or peer mentors to deliver training

  - o   Create honor councils by unit/program/school/cohort

  - o   Students train students –

    - ▪   Talk in their language

    - ▪   More direct and real

- Train the trainer model – Student conduct trains others to do the training for their students

  - o   Academic Integrity Facilitators and Coordinators could be trained and then conduct training in their units (visit classes, attend programs, talk to faculty and students)

  - o   Could develop training specific to school/unit/discipline/profession

  - o   Hearing officers, advisors, judicial officers could also be trainers and get the word out

  - o   This could include faculty or staff from many areas – examples below:

    - ▪   Athletics

    - ▪   Honors colleges

    - ▪   EOF, trio/SSS, bridge programs

    - ▪   Specialty academic programs (e.g., women in STEM)

    - ▪   Student organizations and fraternities and sororities

    - ▪   Residence life

- - Seminar professors

- Faculty – if incorporated into a first-year or major seminar course

(c) Content

- Academic creed/honor code could be incorporated into it

- Why academic integrity is important and what it means

  - University philosophy and principles

- Incorporate program/school/cohort-specific pieces

  - Specific programs/resources at that school/unit/program

  - Specific nuances of Academic Integrity for their discipline/profession

  - Tie it to professional standards and ethics for their programs

- Use direct, clear language – simplify

- Procedures - Explanation and charting of the procedures as well as appeal steps

- Responsibilities of students and faculty with AI

  - Responsible for understanding Academic Integrity, whether you read the policy or not

- Overview of website

- Adding the purpose of each assignment – why you should care about the assignment and why it is connected to your goals – what you will learn if you do it.

- Examples of Academic Integrity violations and explanation of why they would be violations

- o Perhaps have specific examples tied to a student population/program

- o Simple examples and more complicated ones

- o Cheating, plagiarism

- o Collaborating on a project (when collaborating on homework is allowed)

- Scenarios and outcomes of real situations

  - o Use how would you handle this scenario – with answers and then explanations

  - o Discussion topics for lab or seminar sections of lectures

- Consequences and Sanctions if found responsible of an Academic Integrity violation

  - o Trying to bring home the fact that the consequences are much worse than spending the time to do it right

- How to plan not to violate Academic Integrity policy

  - o Time management – where to get help in learning this

  - o Study skills

  - o How to do effective research and timeline to write an original research paper

  - o Where to get resources and assistance and attend workshops in all of these areas

  - o Talking to professors when instructions are not clear – asking for clarification or additional resources to get a better understanding of the subject

- Incentivizing honesty and responsibility

  o Value of degree and of learning the material

  o Positive role models and how that can lead to additional success

    ▪ Understand how to do their own work – learn more and have more opportunities to advance knowledge

- Part of the training will be linking to the website with the simple and easy to understand process

- Understand that programs/cohorts/departments/schools may have different standards – but use the education part to explain why their program has the standard that it does and why that is important

- How to encourage students that are honest and highlight and honor them in training

  o Not focus on the bad but on the good and the positives that come from that

  o Tremendous advantage to know how to work without cheating and do own work, study effectively, manage time, learn more and then work on the higher-level projects