

RESOLUTIONS

**ENDORSED BY
THE EXECUTIVE COMMITTEE OF THE ARTS & SCIENCES COUNCIL
AND
THE ENGINEERING FACULTY COUNCIL
APRIL 12, 2001**

Whereas academic integrity is a university-wide concern and whereas faculty leadership is critical to promoting a culture of academic integrity, be it resolved that the Arts & Sciences Council and the Engineering Faculty Council support:

- 1) the creation of an Academic Integrity Council;
- 2) mobilization of faculty and student commitment and leadership in promoting academic integrity;
- 3) a review and clarification of academic integrity policies and statements in university publications and documents as they relate to the faculty's role and expectations;
- 4) publication of a faculty brochure (to be distributed to all faculty and made available on-line) that outlines Duke's academic integrity policies and procedures and provides information about ways of promoting academic integrity.

COMMENTS:

1) The creation of an Academic Integrity Council

The promotion of academic integrity is a multidimensional challenge that requires collaboration among numerous groups in the university community. The Arts & Sciences Council and the Engineering Faculty Council [hereafter referred to as The Councils] recommend the creation of an Academic Integrity Council which comprises representatives from Arts & Sciences and Engineering faculty, the student body, academic administration, and student judicial affairs. In the future, representatives from Duke's graduate and professional schools could also be invited to join the council, making it a truly university-wide body.

The role of the Council would be to:

- Coordinate development of educational programs and materials about the Honor Code, applicable judicial policies and procedures, and ways to promote academic integrity among students, faculty and staff;
- Coordinate an expanded network of training and consulting services for those who play a key role in preventing or addressing academic integrity problems, including faculty, teaching assistants, and resident advisors;

- Facilitate information sharing among key groups, including the Undergraduate Judicial Board, the Honor Council, the Arts & Sciences Council, the Engineering Faculty Council, and senior administration;
- Coordinate regular assessment of Duke's efforts, including surveys and focus groups;
- Examine the increasing role of technology in creating opportunities for academic dishonesty (internet-related plagiarism, wireless networks, information beaming by hand-held devices, on-line testing and evaluations, etc.) and develop recommendations for ways to address these challenges;
- Recommend policy changes to appropriate governing bodies;
- Make annual presentations on Duke's progress in promoting academic integrity.

2) Mobilization of faculty and student commitment and leadership in promoting academic integrity

Leadership by both faculty and students is critical to promoting a culture of academic integrity. The Honor Council provides significant student leadership by, for example, organizing the Honor Code signing ceremony during first-year orientation and developing educational programs and training sessions for student groups. The Councils commit to mobilizing faculty leadership by:

- Encouraging faculty to clearly communicate a concern for academic honesty to their students and to educate their students about what constitute breaches of academic integrity in their discipline. Individual approaches will vary. Appropriate actions might include:
 - discussing the importance of academic integrity
 - including a statement about the Honor Code on course syllabi
 - asking students to write out and sign an honor pledge on assignments
 - being a role model by citing sources in lectures
 - explaining what counts as plagiarism and how to avoid it
 - providing clear guidelines about standards and expectations regarding collaboration, citation, use of notes during exams, etc.
 - assigning narrow and specific research topics, collecting drafts, requiring oral presentation of student work
 - changing exams and problem sets annually
 - reducing the temptation to cheat by, for example, having students sit at a distance from each other or producing alternate versions of an exam
- Encouraging faculty to support consistent handling of academic integrity cases by reporting suspected instances of cheating or plagiarism to the Associate Dean for Judicial Affairs;
- Providing ongoing forums for faculty discussion of Honor Code and academic integrity issues;
- Including information about academic integrity in the Provost's orientation for new faculty as well as in departmental orientations and TA orientation;
- Appointing faculty representatives to the newly formed Academic Integrity Council.

3) Review and clarification of academic integrity policies and statements in university publications and documents as they relate to the faculty's role and expectations

Information about Duke's policies on academic integrity is currently scattered through different university documents. These documents are sometimes inconsistent in describing the faculty's role and responsibilities. For instance, the Faculty Handbook states in section 6-2 that faculty are "expected" to report academic integrity violations to the Judicial Board, whereas in the appendix, section X-4, it states that they are "required" to do so.

Some information may also be out-of-date. For instance, the Faculty Handbook, in language drafted before implementation of the Duke Undergraduate Honor Code in 1993, states that faculty are required to proctor examinations, a policy which is not widely known among faculty and which some faculty members believe is inconsistent with having an Honor Code.

It is of further concern that these policies are silent on several issues of concern to faculty, such as recommended procedures for assigning grades to students who have been found either guilty or not guilty of academic dishonesty by the Judicial Board or the role of intent in adjudicating plagiarism.

For these reasons the Councils recommend that there be a review of academic integrity policies pertaining to the faculty, including those policies spelling out faculty responsibilities for reporting suspected academic integrity violations, proctoring, and assignment of grades to students found guilty or not guilty by the Undergraduate Judicial Board. Recommended clarifications and modifications should be presented to the Arts & Sciences Council and Engineering Faculty Council for discussion and adoption.

4) Publication of a faculty brochure (to be distributed to all faculty and made available on-line) that outlines Duke's academic integrity policies and procedures and provides information about ways of promoting academic integrity

There is currently no single, easily accessible, user-friendly document that provides information about Duke's academic integrity policies and the faculty's responsibilities for, and role in, upholding academic integrity.* The Councils therefore recommend that a faculty brochure be published which outlines academic integrity policies and procedures and provides information to faculty about ways of promoting academic integrity. This brochure should be distributed to all faculty and made available on-line.

* A draft brochure has been prepared by the Academic Integrity Assessment Committee and distributed to members of the Councils.

A Suggested Model for the Academic Integrity Council (revised on April 12, 2001)

A thirteen-member Council might consist of:

Faculty

- Seven faculty representatives to be selected by the Arts & Sciences and Engineering Faculty Councils, with five from Arts and Sciences and two from Engineering;

Administrators

- The Vice Provost for Academic and Administrative Services, who would serve as Council Chair;
- The Vice President for Student Affairs;
- The Associate Dean of Student Judicial Affairs;

Students

- The Chair of the Honor Council or another representative from the Honor Council;
- The Vice President of Student Government for Academic Affairs or another representative from Student Government;
- A graduate student TA

The Executive Director of the Center for Academic Integrity would provide administrative support for the running of the Council.

We anticipate that the Academic Integrity Council would be officially appointed by, and report to, the Provost.

Growing network of students, faculty and staff committed to these issues

Programmatic Issues and Ideas

Duke University Undergraduate Honor Code (scanned in from convocation program)

Picture of signing ceremony

The Duke University Honor Council <http://www.duke.edu/web/HonorCouncil/> is charged with informing the Duke community about the meaning of the Duke Honor Code and promoting honor, integrity, and ethical behavior in university life.

Ethics & Integrity Series - Each year, the Honor Council brings in distinguished speakers and scholars to discuss issues of professional ethics, philosophy, or academic integrity during the Ethics & Integrity Series. This year's Ethics and Integrity Series (April 9-14) consisted of three main events.

- an essay contest on the topic "Dean's Excuses and the Honor Code: Contradiction or Necessary Coexistence?"

- Speaker- Carl Brashear, the first African-American Navy deep-sea diver and inspiration for the movie "Men of Honor"
- Movie- a free showing of the movie "Men of Honor" prior to Mr. Brashear's speech

Plans for the future- The Honor Council will follow up on this year's successful Honor Code Signing Ceremony by holding an information session on academic integrity at Duke during the first few days of freshman orientation. The session will cover the honor code, the judicial code, and other aspects of academic integrity at Duke for the entire freshman class. The Council will then organize "breakout sessions" for small-group discussion. This initiative is still in the planning stages. It will complement a bigger signing ceremony and the traditional speech from the Chair of the Honor Council during freshman orientation.

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