January 24, 2011

Working Group 3 Outline

Chapter 6: Standard 6: Integrity

Part 1 — Introduction
I. Précis: The NJIT Model of Integrity
II. An Overview of Group 3’s Standard 6 Charge and Questions Addressed

Part 2 — Self Study Inquiry and Outcomes
I. NJIT Core Values: Excellence, Integrity, Student-Centeredness, Civility, and Diversity
   A. Integrity as a Core Value across the Spectrum
      1. Strategic Plan Core Value
      2. President’s Commencement Remarks
      3. Career Development Services
      4. NJ Uniform Code of Ethics
      5. University Code on Academic Integrity
      6. Library Code of Conduct
      7. Guidelines for Responsible Use of Computer Resources
   B. Strategies
      1. Ethics Liaison
         a) Provides training
         b) Requires employees to submit forms
      2. Written policies
      3. Faculty and Staff orientation
      4. Student orientation
      5. Student Senate advocacy
      6. Use of Turn-it-in.com to guard against plagiarism
II. Benchmarking the NJIT Model of Integrity
   A. IRB Policy
      1. Requires that welfare of participants is put ahead of institutional or researcher interests.
      2. Requires that financial interests are disclosed
      3. Puts in place a review process for determining conflicts of interest
   B. Sponsored Programs, Contracts and Grants, Accounts Payable
      1. Scrutinizes research expenditures, travel expenditures
      2. Checks for other appearance of conflict of interest
   C. Human Resources
      1. Ethics Liaison
         a) Provides reminders of ethical conduct/training
b) Requires forms for disclosure of activities
2. Scrutinizes hiring practices
3. Maintains integrity in the workplace
   a) New employee training
   b) Policies on sexual harassment
D. Dean of Students
   1. Provides University Code on Academic Integrity
   2. Provides mechanism for policing student integrity

III. Role of the Ethics Liaison Officer
A. New Hire Orientation
B. Mandatory Ethics Training
   1. Faculty specific
   2. Adjunct specific
   3. Staff specific
   4. BoT specific
C. Constant monitoring through reporting requirements
   1. Personal and business disclosure
   2. Reporting attendance at events
   3. Scholarly capacity disclosure
   4. Financial disclosure statement
   5. BoT conflict of interest disclosure
D. Ethics Newsletter
E. Human Resources Newsletter
F. Awareness Campaign
G. Ethics Reporting Mechanism
H. Recusal Process

IV. Fostering, Assessing, and Sustaining the Core Values
A. New Hire Orientation
   1. Faculty Specific Program
   2. Administrative Specific Program
B. Mandatory Ethics Education
   1. Faculty Specific Module
   2. Adjunct Specific Module
   3. Administrative Specific Module
   4. Board of Trustee Specific Module
C. Sexual Harassment Training
D. Dissemination of Information
   1. CEPA (Conscientious Employee Protection Act) yearly to all employees
   2. Dissemination of the State Uniform Ethics Code (receipt req’d)
   3. Dissemination of the New Jersey Supplemental Ethics Code (receipt req’d)
E. Disclosures
1. Outside Activity Disclosure Form listing outside activities or certifying that the employee has none
2. Personal and Business Disclosure for any employee who has involvement in the procurement process
3. Scholarly Capacity Disclosure for faculty of any benefit they received during the calendar year for conducting scholarly capacity activities, i.e. honorarium
4. Financial Disclosure Statements (President, BOT)
5. Attendance at Events Form for events outside of the workplace and identifying purpose, who is sponsoring, etc.

F. Newsletters (Ethics, Human Resources)

V. Fostering Diversity
A. Sexual Harrassment
   1. Written policy, accessible on web site and publicized in every training seminar
   2. Zero-tolerance
   3. Statistics of discrimination and sexual assault crimes published yearly
B. Fostering Climate of Acceptance
   1. Availability of social events for women, minorities, culturally diverse population
   2. Student satisfaction survey (for past 3 years) includes questions about
      a) Feeling of community on campus
      b) Availability of cultural and social events
      c) Fairness of rules concerning student conduct
   3. Committee on Women’s Issues

C. Tactics for Strategic Plan
   1. Actively recruit women and minority faculty
      a) Establish faculty diversity committee (similar to committee on women’s issues)
      b) Identify specific obstacles in recruitment, interview, hiring process
   2. Improve enrollment mix, retention and graduation

VI. Integrity and the Faculty Review Process
A. Search procedure in the Faculty Handbook
   1. The current handbook has no procedure for faculty search.
   2. New handbook language mentions faculty search, but gives no guidance.
B. Promotion & Tenure
   1. Third-year Review
   2. Role of Department P&T Committee
   3. Role of Institute P&T Committee
4. Role of Administration
C. Retention and Mentoring
   1. No uniform policy exists
   2. Some departments (e.g. Physics, Math) have a uniform mentoring policy, with each new hire assigned to a Full Professor for guiding through the tenure process, teaching and research issues.
   3. Third-year Review can be used as a mid-course correction, if necessary
D. Compensation (Merit)
   1. Merit criteria have been the purview of individual departments.
   2. The PSA agreement provides rules for a grievance process
   3. A new merit process is being established for the 2009/2010 academic year, that is more uniform across departments
   4. A portion of merit is available for distribution by the Deans, without written criteria for applying it.

VII. Integrity and Campus Culture
A. University Code of Academic Integrity
   1. Created 2008/2009 by honor code task force
   2. Lead by students, for students
   3. Creates a clear and effective consequence of code violations, through creation of the XF grade
   4. Responsibilities of faculty
      a) Communicate integrity policy and expectations
      b) Assist in training new faculty/instructors in policy
      c) Provide an environment that contributes to ethical behavior
      d) Report violations to Dean of Students
   5. Dean of Students Role
      a) Reporting of violations by students is kept anonymous
      b) Coordinate gathering of information
      c) Bring reports of violations to Committee on Professional Conduct
B. Honor Commission
   1. Members are students, faculty and administrators
   2. Create programs and publicity to promote principles of academic integrity
   3. Assist in seminar on academic integrity
   4. Keep issues of academic integrity in the forefront of faculty and student organizations
C. NCAA Emphasis on Integrity
   1. Academic Integrity is one of the operating principles of the NCAA Certification Self-Study
   2. Organization of the NJIT Athletics department was built around ensuring high academic standards for its student-athletes

VIII. Integrity and the Graduated Student
A. National Organizations
   1. Center for Academic Integrity (www.academicintegrity.org)
      provides survey and assessment materials for conducting an
      assessment of integrity on your campus. NJIT is not a member.
   2. Association for Student Judicial Affairs/Association for Student
      Conduct Administration (www.theasca.org), is an organization for
      administrators engaged in judiciating integrity violations.

B. Virtual Academic Integrity Lab (University of Maryland)
   1. Online resources for both students and educators to combat
      plagiarism and other academic misconduct
   2. Could be used as a training exercise.

C. Compared to other technology schools (Stevens, RIT, MIT, Caltech,
   Georgia Tech), NJIT’s “University Code on Academic Integrity” sets forth
   a clear and concise code of conduct, and easily understood and enforced
   consequences.

Part 3—Critical Analysis and Conclusions

Part 4—Collaboration with other Working Groups

Part 5—Recommendations for Improvement