EPL Evaluation results from the November 2005 Forum

Academic Integrity & the U-M Undergrad Experience: Are We Doing What We Should Be?

Ethics in Public Life Forum
November 9, 2005

[The original question from the survey form is followed by consolidated replies we received.] Thank you for attending today's program. Please take a minute to complete the following questions. These will help us evaluate today's forum and plan for future forums.

Are you a:	**____U-M Undergraduate Student**	**____U-M Instructor**
(check all	**____U-M Graduate Student**	**____U-M Administrator**
that apply)	**____Other (please specify)**	

What is your school/college affiliation: _____

	LS&A	ENG	Unspecified	KIN	EDU	Academic Affairs	PUB HLTH	Student Affairs	Total
Undergrad	19	5	2	0	0	0	0	0	26
Instructor	3	2	1	1	1	0	1	0	9
Admin	1	0	3	1	0	1	0	1	7
Graduate Student	1	3	0	0	1	0	0	0	5
Totals	24	10	6	2	2	1	1	1	47

1. Overall rating of this program:

1 2 3 4 5

Average Rating Received 4.555

Not at all interesting 1
2
3 x **T= 1**
4 xxxxx xxxxx xxxxx **T=15**
Very interesting 5 xxxxx xxxxx xxxxx xxxxx xxxxx x **T=26**

(Q1., overall rating of this program, continued)

Additional Comments: (Unless otherwise specified, the comments below were made by Undergraduate Students. These comments are in no particular order.)

"Perhaps we need more direction."

"Group discussion of gray areas very satisfying."

"Do our comments/debriefing ideas affect anything (i.e. policies)? Get more students!"

"Continuously changing field so needs to constantly be reviewed and assessed."

"It's a good start to the much needed series.," (Grad student)

"Good food, interesting and productive format."

"Small group discussion was very thought-provoking."

"It was great to see such a tremendous display of the different aspects of University life represented here at this program (students, faculty, staff, various departments, schools, etc.)."

"Consider reversing the burden of proof in student academic integrity cases to the student. By forcing an accused student to disprove his/her presumed guilt, we may lessen the incidence of cheating." (Instructor)

"Worthwhile event."

"I did not even though these forums existed until tonight. This was a very rewarding experience to meet different people."

"Discussions more useful than presentations." (Administrator)

"Did not find the purpose of the many speakers before the round table forums."

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2. Why were you interested in attending this forum?

"I came because my friend came."

"So I could provide input on these issues to 'U' decision makers."

"Cheating disgusts me, and it's everywhere."

"Interesting concept. Get to talk to faculty, staff, etc. Free food."

"Member of Ethics Steering Committee." (instructor)

"I take integrity seriously!" (Instructor)

"LSA Honor council and personal interest in functions of society."

"Area I am concerned about professionally." (Administrator)

"I talk to students being accused of academic misconduct." (Administrator)

"This topic is very important and the issue is common." (Instructor)

"As a GSI, I've deal with plagiarism issues with my students. More broadly, as a citizen, I've bemoaned what I see as a culture changing in scary ways, with greater levels of unethical behavior and greater opportunities for it, too." (Grad Student)

"It is important to raise awareness on the issue. I think that specific cases may help people not personalize things and see how it is handled by instructors or peers." (Grad Student)

"In the area."

"I was under the understanding that this seminar was going to be focused on tips for survival for the undergrad student."

"Interesting in student's comments and concerns." (Administrator)

"Key issues." (Instructor)

"At first I thought it concerned ethics on a broader scale, including global and public policy."

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"It sounded like a good forum for discussing the ever growing problem and increasing threat of a loss of ethical code."

"To hear varying opinions on topics regarding academic integrity."

"Two reasons: 1) I've taken a few courses in Philosophy and Ethics and enjoy thinking and discussing ethics. 2) I was very pleased at the notion that I could attend an ethics forum along with the University President and others."

"I'm a part of the LSA honor council and I was looking for a way to help develop ideas about how to handle different academic situations and how to communicate these to the general LSA population."

"Subject is interesting."

"Curiosity about these issues."

"I've done a lot of work with undergraduates and wanted to learn more about the topic." (Graduate Student)

"Involvement in the LSA Honor Council and general interest academic integrity."

"Personal interest/LSA Honor Council related issues."

"Member of Steering Committee." (Instructor)

"In my role with new student orientation I am very interested in effectively introducing this important topic in the context of the decentralized university." (Administrator)

"This forum provided great ideas of issues and potential projects regarding integrity in the LSA community that I can share with Honor
Council."

"To help improve the University and its standards and views. Also to increase my own knowledge and experiences."

"There are a lot problems and dilemmas confronting all members of the U community and forums like this provide good discussion venues."

"I was interested in being exposed to different members of this university in a situation that welcomed all opinions and suggestions."

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"I attended one last year. I was very encouraged by the fact that there has been progress made. Also, I think that there should be greater focus on actively teaching ethics."

"It was really interesting forum to discuss about the ethics and plagiarism in university."

"Yes."

"Part of the committee, and will help understand the undergrad situation." (Graduate Student)

"As an instructor, I come across these problems constantly." (Instructor)

"The importance of the issue." (Instructor)

"I am very interested in the topic, particularly as it related to my work with new undergraduates." (Administrator)

"I conduct a training session yearly for student residence staff about how to assist residence hall residents to act academically with integrity. I also support ongoing in-service discussion and training about academic integrity." (Administrator)

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"I am on the COE honor council and I am interested in hearing the general concerns of the U-M population." (Graduate Student)

"Taught ethics." (Former Instructor)

"Ethics is a huge issue in the COE. I find the issue to be especially interesting."

"Interesting topic." (Administrator)

"I thought that it was an interesting topic and wanted an opportunity to discuss pertinent university issues with President Mary Sue Coleman."

"Ethics are extremely important in our daily lives. If you look at the news of how many professionals have violated integrity, it's horrific. As an educational institution we need to teach the importance of good ethics."

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3. What was the most significant aspect of this forum for you?

"The hot cider."

"Trying to find solutions top ethical challenges."

"Faculty seem ignorant of the nature of cheating."

"Broad arrange of people with interesting experiences."

"Group discussion." (Instructor)

"In the final summaries, one senses that ethics and academic integrity is an exact science. I think it is far from it! That's what makes it so important and interesting." (Instructor)

"Group discussion with department members. Learned a lot from the different perspectives."

"Group discussion was excellent – we benefited from having grad & undergrad students, staff, faculty, administrators." (Administrator)

"Hearing from students. The concept of 'safe spaces' that students could discuss issues with (not their professor)." (Administrator)

"I'm a prof. My major is Education. This forum is core of education. We must fact it." (Instructor)

"Hearing multiple perspectives: faculty, GSI, etc." (Grad Student)

"Discussion on groups raised reflection of spins to cases introduced in the handout." (Grad Student)

"Hearing other sides."

"The discussion we had at our table; very informative and uplifting to know these types of ethics are held higher at this great university."

"Students' comments." (Administrator)

"Good, worthwhile discussion." (Instructor)

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"Splitting up into groups and being able to discuss issues with other members of the University community and hearing their views and observing their different perspectives."

"Mary Sue Coleman."

"Hearing other students' opinions on the different situations and how they differed from mine."

"The fact that the University, in its large size, has taken the time and effort to meet with students on a personal level…to seek ways in bettering their approach to certain issues."

"The ability to meet not only with other students about academic integrity but also with the leaders of academia."

"The diversity of experience brought to the table due to this wide variety of different areas of University life represented and the nature of the discussion that created due to this."

"The discussion and breakout groups. The third speaker who spoke about plagiarism." (Graduate Student)

"By far the group discussion. Very fascinating to have students and faculty/administrators."

"Discussion with individuals with unique backgrounds (i.e. faculty, admin, etc.)."

"The opportunity to talk about these issues across faculty/student/admin lines." (Instructor)

"Group discussion with students in particular." (Instructor)

"Hearing from the different voices – faculty and students." (Administrator)

"The group discussions provided new, interesting insights about difficult moral decisions."

"Discussion – hear different viewpoints and ideas for the different situations. Helping professors and others understand where students stand."

"The dialogue."

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"Being able to openly communicate with a wide variety of people and feeling that my opinion really mattered."

"Most significant – there needs to be an extension of what ethics involved. Not just plagiarism. Teachers need to take a more active role."

"Ethical integrity."

"That the University and its faculty are willing to meet with students to discuss important academic issues in a forum setting."

"Student input." (Graduate Student)

"Discussion in small groups consisting of faculty, students, administrators." (Instructor)

"Insights from the students." (Instructor)

"Discussion was veer interesting and the speaker also had some provocative things to say." (Administrator)

"Having such a broad spectrum of the university and the larger Ann Arbor community in one room." (Administrator)

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"Group discussion." (Graduate Student)

"The discussion group." (former Instructor)

"The discussion was held amongst students, faculty and other officials in various positions at the university."

"Hearing other views on how they choose to act." (Administrator)

"The diverse members that sat at my particular gable. I noticed that all of the tables were not as diverse or not diverse at all."

"The breakout sessions."

4. What topics on "Ethics in Public Life" would you like to see future forums address?

"Use of study drugs Ritalin, Adderol and their social acceptance for undergrads."

"Business ethics, i.e. Enron."

"What constitutes plagiarism? How often do you need to cite?"

"Idea exchange in a climate of political correctness. How do we create an environment where ideas can be discussed with the notion that others who hold a different perspective are not necessarily evil." (Instructor)

"Racism. Extremism"

"Pleased with integrity and religion – would like medical ethics discussion." (Administrator)

""How to bring people with diverse beliefs and perspectives on various topics related to ethics to ensure that there is respectful dialogue. I think the community needs help in respectful listening and dialogue on difficult topics." (Administrator)

"How to deal with this kind of question from the basis." (Instructor)

"responsibilities to colleagues and job ethics." (Grad Student)

"Ethics for life." (Administrator)

"Ethics in the thick context of professional worlds, including academia. Processes by which people 'compartmentalize ethical worlds and decisions. Contexts that corrupt and contexts that enable." (Instructor)

"The severity of cheating versus the harsh ness of the consequences."

"Go more in-depth in history of 'cheating.' Also, take a more philosophical approach to this, discuss Plato, Socrates, etc."

"Though I loved the discussions, and was perhaps even surprised to find my interest in discussing plagiarism, I would have liked to see a tie together of ways plagiarism in the classroom leads to ethics prospects of the community (both future and present). In other words…I think plagiarism has a greater importance when one realizes how it impacts other aspects of life, etc…"

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"I would like to see a forum on downloading music, movies, etc. illegally."

"The University holding to its own ethics by cutting its contract with Coca-Cola because the company is in violation of U-M's ethical code of conduct. (www.umich.edu/~coke)"

"Possibly a focus on ethics in the sciences: research and medical practice."

"Career questions."

"Addressing problems with ethics in high-profile arenas, such as national politics, would be interesting and relevant."

"Life in residence halls and choice of lifestyle."

"Ethics and the campus climate. Ethics in student organizations and with student involvement on/off campus. More comparison between colleges, grad/undergrad research, etc."

"Ethics beyond plagiarism."

"Applying ethics throughout concentrations. How to do that – ethics academic requirement; addressed in classes; 100-level ethics course."

"Not only ethics in writing a paper. The application of ethical knowledge in real life."

"Anything but make sure to have free food."

"The application of ethics, as well as the diversity of student ethical standards. (Graduate Student)

"Ethics in family life." (Instructor)

"How will we pass on environmentally and economically sustainable environments/cultural systems to coming generations? How shall we go about helping people make their own decisions about end of life/beginning of life issues?" (Administrator)

"More academic integrity…we didn't get through everything." (Graduate Student)

"Ethics in real-life situations. Bringing to our real-life situations (in the corporate world) about ethics."

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"Does size matter? How to enforce community norms in a big university. Different cultural expectations in ethics." (Administrator)

"Workplace ethics. Personal ethics."