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ACADEMIC PROGRAMS

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Faculty Rewards

Faculty members who take a major role in curriculum development or undertake the revision of an existing course or the design of a new one have often done so at their own risk. These time-consuming projects take faculty members away from those activities that have traditionally been most highly recognized in promotion, tenure, and merit-pay decisions: research and publication. As a result, tenured faculty often avoid such activities. The message on many campuses is clear: if you wish to advance your career, this in not an activity on which you should spend your time.

Fortunately, the climate is changing. Building on the work of the late Ernest Boyer, president of the Carnegie Foundation for the Advancement of Teaching, and supported by grants from major foundations, new initiatives at Syracuse University and at the American Association for Higher Education have focused on increasing the importance of teaching and curriculum-related activities in the faculty reward system.

As a direct result of these efforts and the willingness of many faculty and administrators to support them, the tenure and promotion systems on many campuses are being revised to include within the definition of acceptable and recognized scholarly and professional work such activities as course and curriculum design and instructional innovation.

As a faculty member engaged in course or curriculum design, you face a number of specific challenges in having your work accepted as scholarly or professional by the committees on your campus. Because promotion and tenure committees usually are made up of faculty from other disciplines with different vocabularies and different sets of priorities, they will need to understand that work of this type is indeed scholarly and professional. For this purpose you can use the promotion and tenure statements from your campus (if they have been revised) and from your department, but you will need also to refer to the work that has been done nationally to describe what scholarly and professional work is in your discipline. If the following six conditions exist, an activity is indeed scholarly and professional.

1. The activity requires a high level of discipline-related expertise.
2. The activity breaks new ground, is innovative.
3. The activity can be replicated or elaborated on.
4. The work and its results can be documented.
5. The work and its results can be peer-reviewed.
6. The activity has significance or impact.

Your second challenge will be to document how your work meets these criteria. Designed specifically for this purpose, Preparing for Promotion and Tenure Review: A Faculty Guide (Diamond, 1995) provides specific guidelines for data collection and documentation. The book describes how the design of new courses can be documented for promotion and tenure review. Remember before you begin a course or curriculum project to collect any data (student learning, enrollment, retention, attitude toward the field, job placement, and so on) that you can later use as base data to show improvement and impact.

If you are a non-tenured faculty member or are coming up for promotion and you are appointed to or are asked to serve on a curriculum committee or to develop a new course, remember that this effort will be extremely time-consuming and demanding. For this reason, get the assignment in writing, and prior to accepting it, negotiate the tenure and promotion ramifications. Get a formal statement that this work will be considered scholarly at the time of your review or that your tenure clock will be stopped during the period of this assignment. Such tenure and promotion issues need to be addressed before you begin, and you need to plan accordingly.

Adopted from an article distributed by the Stanford University Center for Teaching and

Learning, November 2002.

Ten Principles of Academic Integrity for Faculty

1. Recognize and affirm academic integrity as a core institutional value.
2. Foster a lifelong commitment to learning.
3. Affirm the role of teacher as guide and mentor.
4. Help students understand the potential of the Internet–and how that potential can be lost if online resources are used for fraud, theft, and deception.
5. Encourage student responsibility for academic integrity.
6. Clarify expectations for students.
7. Develop fair and creative forms of assessment.
8. Reduce opportunities to engage in academic dishonesty.
9. Respond to academic dishonesty when it occurs.
10. Help define and support campus-wide academic-integrity standards.

Adopted from an article by Donald L. McCabe and Gary Pavela in *Change*, May/June 2004.

Preventing Plagiarism in Research Papers

The following strategies, originally designed to strengthen students' research and writing skills, deter plagiarism by making it difficult for students to get away with cheating and by eliminating many of the incentives to cheat. These methods also allow instructors to treat most instances of plagiarism as fixable errors rather than fatal violations of academic policies.

- **Break up major research papers into smaller assignments**

Rationale: Dividing a large paper into a series of smaller steps allows an instructor to monitor students' progress on each assignment, provide timely feedback and advice, and identify problems before they become last-minute crises that impel students to cheat. For the first assignment, require students to locate a handful of articles about their topics and then write article reviews or research proposals based on these sources.

For the second assignment, have the students find additional reference materials and develop preliminary drafts or outlines based on these sources. For each subsequent assignment, require the students to build upon their previous works, taking into account your feedback and instructions.

- **Require students to write about course-specific topics**

Rationale: Instead of allowing students to write research papers about general or common topics, require them to address specific issues closely tied to course objectives and content. For example, instead of having students write research papers about general industry issues, ask them to address a list of specific research questions corresponding to concepts covered in class.

It is unlikely students will be able to find source materials that exactly address these course-specific topics, forcing the students to analyze and integrate data from multiple sources to complete the assignment. This makes plagiarizing more difficult and less useful. Furthermore, requiring students to write about course-specific issues helps students understand how their research relates to course objectives and topics, so that the assignment reinforces what the students are learning in class.

- **Choose some required source material for your students**

Rationale: For an early assignment, require students to write a research paper based on one or two sources that are familiar to you, such as a major reference work in your field or an important course reading. Students are unlikely to plagiarize from materials they know are familiar to you, and it is relatively easy to detect any cheating that may occur.

- **Incorporate assignments into class discussions and tests**

Rationale: An assigned research paper is too valuable to treat solely as out-of-class homework, so why not draw upon the project in class to support course objectives and illustrate course topics? For example, call on students during class discussions to give examples from their industry research that relate to the day's topics.

Similarly, include questions about the students' research in quizzes and tests. Students will take the assignment more seriously, and work on it more persistently, if you integrate it with other course elements. At the same time, these methods will quickly expose students who are not keeping up with the work.

- **Meet with students to discuss their research**

***Rationale**:* When you first assign a major research project, require the students to sign up for student-professor conferences at which they must present and discuss their research findings and activities. These should be conversational meetings rather than formal presentations.

This helps motivate students to take the research seriously and quickly exposes students who have not been working on the assignment, or whose understanding of their topics is superficial because they plagiarized from source materials. The meetings can also let students discuss problems they are having with their research, such as difficulties in finding good source materials or in trying to reconcile data from multiple sources.

- **Require students to submit printouts of source materials**

Rationale: Require students to give you printouts of all their textual sources arranged in the same order as listed on the "works cited" pages in their papers, and to mark with a highlighter all the passages used in their reports. Then, if you question whether students properly cited their sources, you can quickly find the relevant materials and determine if they were plagiarized. If a student's packet of printouts is missing some source materials or if the documents are not properly marked, return the materials and require the student to complete and resubmit the printouts.

Few students will risk plagiarizing when they are required to submit marked copies of all their source materials, and having these printouts in hand helps prevent unproductive arguments with students about whether or not they cheated.

Although some students may view gathering and highlighting their source materials as busywork, many benefit from the task because it forces them to organize their source materials and decide what information to use in their papers, reducing the amount of time they will later spend on these tasks.

Adopted from an article by Arthur Sterngold in *Change*, May/June 2004

Cheating

Dealing with students who cheat is not fun and requires effort that we would rather spend in some other way. However, it is our responsibility as faculty to follow procedures as outlined in Section 33 of the *Code*.

ACES Academic Programs has letter templates for instructors to use when a student is accused of violating the academic integrity rules. Just contact Anne Stites (astites@uiuc.edu, or 333-3380) to request copies of the form letters.

To protect students, the integrity of UIUC, and yourself, be sure to follow the *Code*!

Facts about Illinois

The Chronicle of Higher Education annually publishes higher education data by state. The August 27, 2004 issue included these facts about Illinois.

- Number of High School graduates in 2004-05–132,917 (est.)
- Number of High School graduates in 2014-15–136,082 (est.)

So we could conclude that for the next ten years there will be increased enrollment demands in Illinois colleges and universities.

- Graduation (6-year rates)

UIUC	80%
Northwestern	93%
UIC	44%
SIUC	39%
ISU	57%
WIU	51%

- Average ACT composite score–20.3

Remember, the State of Illinois requires the ACT as part of the state assessment program. More than 99% of all Illinois seniors take the ACT, so comparisons with other states is difficult.

USA Joins IAAS

The International Association of Students in Agriculture and Related Sciences (IAAS) has announced that the United States has officially joined the organization after unanimous approval by its General Assembly. Only countries can become members. NASULGC has generously agreed to pay the membership fees, opening the door for student organizations to become actively involved in IAAS.

The ACES Global Ambassadors student organization, under the leadership of Assistant Dean Andrea Bohn and President Adam Schwartz, has been instrumental in bringing about this new cooperative venture. ACES hosted Martin Nielsen, President of IAAS, last year for a campus visit.

Check it Out!

ACES James Scholars Honors Program web site

www.aces.uiuc.edu/Students/aces_honors.cfm

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