Plagiarism and Academic Integrity-What is at stake?

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What is plagiarism?

- ARE YOU KIDDING? WE'VE BEEN AT THIS FOR 6 HOURS...
Plagiarism is...

- A violation of trust
- A violation of the "social contract" of the academy
- A form of academic dishonesty
- A form of "Misconduct in Science"
- Theft – we appropriate something that is not ours, and share as if it were our own.

What is "Academic Integrity"?

- **Integrity**: (Oxforddictionaries.com)
  - the quality of being honest and having strong moral principles; moral uprightness:
  - the condition of being unified, unimpaired, or sound in construction:
  - internal consistency or lack of corruption

- "Integrity is telling myself the truth, and honesty is telling the truth to other people."

  Spencer Johnson
Academic Integrity

Trust among constituents  Institutional Integrity

Honesty

Mutual Trust in the classroom  Mutual trust in scholarship

What are the virtues that undergird academic integrity?

- Honesty
- Mutual respect - {Time/effort, provenance of ideas, common goal(s)}
- Justice/fairness- Communication, grading, scholarship: {publications, collaborations, grant review, professional service...}
- Transparency (nothing to hide)
- Intellectual Rigor (commitment to excellence, objectivity, accuracy)
What are the virtues that undergird academic integrity?

- Trustworthiness
- Love of learning
- Diligence (studiousness)
- Appreciation of excellence in others
- Generosity of spirit
- Patience/Perseverance
- Forgiveness

Academic Integrity
What is the purpose of "The Academy"?

- But if you ask what is the good of education in general, the answer is easy: that education makes good men, and that good men act nobly.
  — Plato. Laws. 360 B.C.

- The development of the student's intellectual capacity is the school's most characteristic part. However, this development will be defective and even dangerous unless it is strengthened and completed by the training of the will and the formation of the character. - Ratio Studiorum, 1599.

- The function of education is to teach one to think intensively and to think critically... Intelligence plus character - that is the goal of true education.
  — Martin Luther King Jr., 1948.

The Idea of a University

- Humboldt (1810)
- Newman (1856)
- Flexner (1930)
- Ortega y Gasset (1944)
- Jaspers (1946)
- Kerr (1963)
- Pelikan (1991)
Wilhelm von Humboldt

- Prussian Education minister
- We are discussing no small matter, but how we ought to live. Socrates, from Plato's Republic, Book 1:352a.

Humboldt and the "German model"

- Fundamental doctrine: "appoint the best intellects available, and give them the freedom to carry on their research wherever it leads."

- Principle #1: Unity of teaching and research missions as underlying "scholarship".

- Principle #2: Origins of academic freedom (both freedom to teach and freedom to learn).

- Principle #3: Centrality of "arts and sciences" (traditional liberal arts faculty raised to same level as faculties of theology, law, and medicine).
John Henry Newman

- "The Idea of a University"
  1858.

- "the general principles of any study you may learn by books at home; but the detail, the colour, the tone, the air, the life which makes it live in us, you must catch all these from those in whom it lives already."

Karl Jaspers

- President of University of Heidelberg-1945.

- Key idea: science and scholarship are meaningful only as part of the comprehensive intellectual life that is "the very life blood of the University".
Jaspers

- Scholarly life combines the "quest for knowledge" with the recognition that work is required.
- Scholarly life combines research and teaching ("Only those who themselves do research can really teach").
- "Knowledge of the natural sciences is not knowledge of being".

Jaspers "Idea"

- Knowledge is pursuit of truth.
- Academic freedom and "intellectual conscience" are prerequisites to scholarship.
- Community of scholars and students engaged in a common task.
- Truth is accessible to systematic search.
- Scholarship depends on relationship "to the whole" and academic disciplines are meaningless apart from their relation to the "whole of knowledge".
Jaroslav Pelikan

- December 17, 1923–May 13, 2006
- **The Idea of a University: a reexamination**
  - "It is an unjustifiable capitulation to intellectual and moral relativism to conclude, as many contemporaries seem to have done, that a consensus about what seems unavoidably to be called 'values' is beyond our grasp".

Pelikan - The Intellectual Virtues

- Free inquiry combined with intellectual honesty
- Trust in rationality and its processes
- A moral obligation to communicate the results of research
- The continuity of the intellectual life throughout generations
- The whole of humanity as the ultimate context of scholarship today
- Conscience—the critical evaluation of scholarship
- Concern for persons
- Civility of discourse—conviction plus tolerance
- Discipline
What IS at stake?

- "If everyone were clothed with integrity, if everyone were just, frank, kindly, the other virtues would be well-nigh useless, since their chief purpose is to make us bear with patience the injustice of our fellows."
  Moliere

What is at stake

- Faith in the "Idea of a University"
- Faith in the integrity of scholarship
- Faith in social value of education
- Willingness of society to invest in education, research, scholarship, infrastructure...
- Our own integrity...