Session 4

3. Academy and professional Ethics

3.1. Academic Ethics

This commitment has been established through the development of an open, ethical and caring community that promotes diversity, honesty, integrity, respect, fairness, trust and civility among its members. This community has created a culture based on core values that include intellectual vitality, intellectual and academic freedom, the well-being of its members and service to others.

In order to realize its commitments and values, all members of the UNI community must demonstrate academic integrity and ethical behavior and foster academic integrity and ethical behavior in others. Those who observe violations of academic ethics have a responsibility to address it.

It is the purpose of this document to describe the responsibilities, provide definitions and examples of conduct which violates academic ethics and recommend appropriate sanctions in the case of misconduct.

Responsibilities of Academic Administrators

It is the responsibility of the Administration to foster and maintain the culture of the institution, including that of academic ethics and integrity. Ways of supporting this aspect mission and culture may include:

- Collaborating with faculty in creation of procedures, policies, and tools for the education and enforcement of academic ethics and integrity.
- Assisting and supporting faculty in the investigation and appropriate correction of violations of academic ethics and integrity
- Discussing the importance of academic honesty and ethics with students.

- Addressing violations of the academic ethics policy by a student.

- Communicating with faculty and students actions taken to address violations of academic ethics.

Responsibilities of Faculty Members

Faculty members have responsibilities to model academic integrity and ethics for their students, to educate students about these qualities and behaviors and to promote compliance with the standards described in this policy. They may do so by:

- Describing in writing and distributing the objectives and requirements of the course they are teaching at the beginning of each semester and summer term;

- Including a reference to the Academic Ethics policy on each course syllabus every semester;

- Discussing the importance of academic honesty and ethics with students;

- Making clear on their syllabus their expectations regarding individual or collaborative work, the use of supplemental aids for examinations and assignments and other specific guidelines they want students to follow in completing assigned course work;

- Being available to answer students' questions about issues of academic honesty and proper procedures for course work;

- Addressing violations of the academic ethics policy by a student.

Responsibilities of Students

Students have responsibilities to become educated about the standards of ethics and behavior in the academic community and to adhere to those standards in all of their academic work. Students fulfill their responsibilities by:

- Reading and becoming familiar with the Academic Ethics policy;

- Understanding and avoiding actions that violate the Academic Ethics policy ;

- Undertaking a commitment to act with honesty and integrity in completing any and all academic work;

- Understanding and applying the proper methods of attribution and citation in all written, oral and electronic submissions;

- Making sure they understand the requirements and expectations for academic work of each of their professors and to seek clarification from the faculty member when they are unsure if their behavior will violate those expectations.

Academic Ethics Violations

Plagiarism

Copying information word for word from a source, including cutting and pasting information from an electronic text, without using quotation marks and giving proper acknowledgment of the source or providing a proper citation.

Paraphrasing, or putting into one's own words, the text of a source without providing proper acknowledgment of the source or providing a proper citation. The paraphrasing leads the reader of the text to believe that the ideas and arguments presented are one's own.

Paraphrasing extensive portions of another source, even with citation. The extensive paraphrasing leads the reader of one's own text to believe that the ideas and arguments presented are one's own or it results in one's own contribution to the work being minimal.

Presenting any work or part of a work or assignment that has been prepared by someone else as one's own. This would include using unauthorized assistance in preparing the work or acquiring written work from another person, purchasing a paper or assignment from a commercial organization, using the work of another person or obtaining the answers or work from any other source.

Reproducing, without proper citation, any other form of work of another person such as a graph, experimental data or results, laboratory reports, a proof, or a problem solution, in full or in part.

Misrepresentation is a false statement of fact. Examples in the academic arena include but are not limited to:

Arranging for another student to complete course work for one including taking an exam on one's behalf.

Taking credit for work one didn't complete, such as taking credit for a team assignment without participating or contributing as expected by one's instructor or team mates.

Turning in the same or substantially similar written work to satisfy the requirements for more than one project or course, without the express, prior written consent of the instructor or instructors. If the work is from a prior term's course one would need the express write consent of the current instructor? If you want to submit the work in more than one course during the same term one needs the express written consent of all instructors who will receive the work.

Fabrication means falsifying or misusing data in any academic exercise. Examples include but are not limited to:

- Falsifying data collected during a research activity.
- Presenting falsified data in a paper, manuscript, or presentation.
- Making up a source for a citation.
- Citing a source the writer did not use.
- Altering and resubmitting assignments, tests, quizzes or exams to gain additional credit.

Cheating

Cheating is the use or attempted use of any unauthorized assistance in any academic exercise. Examples include but are not limited to:

- Copying from someone else's assignment, paper, quiz or exam.

- Looking on someone else's exam before or during an examination.

- Unauthorized use of notes or other aids during a quiz, exam or other performance evaluation.

- During a quiz or exam, using an electronic device that contains unauthorized information.

- Communicating or attempting to communicate answers, hints or suggestions during an exam using any means including electronic devices.

- Collaborating, without prior permission from one's professor, in the preparation of assignments, lab reports, papers or take home exams.

- Using another person's answers for an assignment.

- Providing test questions to other students either orally or in written form.

- Stealing or attempting to steal an exam, exam questions or an answer key.

Impeding fair and equal access to the educational and research process. Examples of this include but are not limited to:

- Tampering with, damaging, hiding or otherwise impeding other students' access to library materials or other related academic resources.

- Attempting to prevent access by others to the computer system or destroying files or materials in the e-learning system for the course.

Misrepresenting or misusing. Examples of this include but are not limited to:

- Falsifying, misusing, or tampering with information such as test scores, transcripts, letters of recommendation or other materials required for admission to and continued enrollment and access in the University's programs or facilities.

- Altering, forging or misusing academic records or any official University form regarding self or others.

- Presenting false information at an academic proceeding or intentionally destroying evidence important to an academic proceeding.

- Making a bad faith report of an academic integrity violation.

- Offering bribes to any University representative in exchange for special favors or consideration in an academic proceeding.

Facilitation occurs when you knowingly or intentionally assist another in committing a violation of any of the previous sections of this academic ethics policy.

Academic Ethics Sanctions

Any reported violation that involves a research activity, as defined in the research misconduct policy, will be reported to the Research Misconduct Officer and the investigation and sanction of research misconduct will be coordinated.

Students accused of a violation of academic ethics may appeal the decision using the Academic Grievance process

Level One Violation

Level One violation occurs because of inexperience or lack of knowledge of principles of academic ethics on the part of the person committing the violation. These violations only involve a small fraction of the total course work, are not extensive, occur on a minor assignment and would not have appreciably increased the student's grade in the course.

Examples include but are not limited to:

Working with another student on a homework assignment or a lab report when the instructor has not explicitly authorized collaborative work.

- Failure to properly cite once in a paper.

- Possible sanctions are, but are not limited to:

- Giving no credit for the assignment; course grade determined in the usual manner.

- Requiring a makeup assignment that is more difficult than the original assignment.

- Completing an assignment involving practice of proper citation.

Level Two Violations Level

Two violations involve dishonesty and/or affect a significant portion of the course work.

Examples include but are not limited to:

- Direct quotation or paraphrasing, more than once in an assignment without acknowledging the source.

- Copying on an examination.

- Giving unauthorized assistance to someone during an exam.

- Submitting the same work or major portions of a work to satisfy the requirements of more than one course without permission from the instructor.

- Using the work of collaborators on an assignment or laboratory report without acknowledging their contributions.

Possible sanctions include, but are not limited to:

- No credit for the assignment; course grade determined in the usual manner.

- No credit for the assignment; reduction in course grade.

- Completing an assignment on academic ethics.

Level Three Violations

Level Three violations include dishonesty that affects a major or essential portion of work done to meet course requirements or assisting others to dishonestly complete such work. A third Level One violation or second Level Two violation will also be considered as a Level Three violation.

Examples include but are not limited to:

- Using prohibited materials during an exam.

- Altering an exam or assignment and submitting it for re-grading.

- Acquiring or distributing exam questions from an unauthorized source.

- Acquiring or distributing an exam answer key from an unauthorized source.

- Plagiarism that exceeds the Level Two violation threshold.

- Presenting the work of another person as one's own.

- Interfering with other students' access to course materials in the library or electronically posted.

- Fabricating research data.

Possible further sanction, determined by the Manager in charge, based on the prior record ethics violations, includes disciplinary probation.

Level Four Violations

Level Four violations are the most serious breaches of intellectual ethics.

Examples include but are not limited to:

- Breaches of academic ethics which involve forgery, theft or falsification of University documents or credentials.

- Taking an exam for someone else or having someone else takes an exam for you.

- Fabrication of evidence, falsification of data, quoting directly or paraphrasing without proper acknowledgment of the source and/or presenting the ideas of another as your own in a senior thesis, master's thesis or doctoral dissertation, in scholarly articles submitted to refereed publications or conferences as a student.

- Willful violation of a canon of an ethical code of the profession for which a student is preparing.

- Repeated lower level violations such as fourth Level One, third Level Two or second Level Three violation.

Required sanctions:

Reprimanding the student in writing in the form of a letter addressed to the student and copied to the main office, the letter should document the academic ethics violation and action taken. The letter must also advise the student of his/her right to file a grievance and provide the web address of the grievance policy.

3.2. The vocational education

Vocational education (education based on occupation or employment) (also known as vocational education and training or VET) is education that prepares people for specific trades, crafts and careers at various levels from a trade, a craft, technician, or a professional position in engineering, accountancy, nursing, medicine, architecture, pharmacy, law etc. Craft vocations are usually based on manual or practical activities, traditionally non-academic, related to a specific trade, occupation, or vocation. It is sometimes referred to as technical education as the trainee directly develops expertise in a particular group of techniques. In the UK some higher technician engineering positions that require 4-5 year apprenticeship require academic study to HNC / HND or higher City & Guilds level.

Vocational education may be classified as teaching procedural knowledge. This can be contrasted with declarative knowledge, as used in education in a usually broader scientific field, which

might concentrate on theory and abstract conceptual knowledge, characteristic of tertiary education. Vocational education can be at the secondary, post-secondary level, further education level and can interact with the apprenticeship system. Increasingly, vocational education can be recognized in terms of recognition of prior learning and partial academic credit towards tertiary education (e.g., at a university) as credit; however, it is rarely considered in its own form to fall under the traditional definition of higher education.

Vocational education is related to the age-old apprenticeship system of learning. Apprenticeships are designed for many levels of work from manual trades to high knowledge work.

However, as the labor market becomes more specialized and economies demand higher levels of skill, governments and businesses are increasingly investing in the future of vocational education through publicly funded training organizations and subsidized apprenticeship or traineeship initiatives for businesses. At the post-secondary level vocational education is typically provided by an institute of technology, university, or by a local community college.

Vocational education has diversified over the 20th century and now exists in industries such as retail, tourism, information technology, funeral services and cosmetics, as well as in the traditional crafts and cottage industries.

3.3. The current professions

Are you feeling increasingly unhappy about your job? Do you find yourself day dreaming about other things you could do with the time you spends at work? Do you dread the thought of Monday mornings?

Then, it may be time for you to quit your job. Or, alternatively, address the issues that you dislike about your current job. Without leaving your job, you may be able to solve the problems and make your current job - work.

Take a look at these six common reasons why people often leave their job. These will help you determine whether it's time to quit your current job or take action to make your current job - work. With a little work, you can identify changes that will re-invigorate your job and career.

Determine Why You Are Unhappy in Your Current Job

Do you dislike the work you do day-to-day on the job? Or, are there other problems that affect how you feel about your job? If you like the work and pinpoint other issues as the problem, consider what you can do to resolve these problems before you quit your job.

Good jobs are difficult to find. You don't want to make a hasty decision or burn any bridges until you've thoughtfully considered your options. You may be able to make your job - work.

Following are the six common problems that prompt people to want to quit their job. See if you can find your reasons and use the advice provided to turn your work situation around. If you make your best effort and it doesn't work, see: The Top Ten Reasons to Quit Your Job.

You Feel Stuck in Your Current Job

Are you feeling stuck in your current position with no hope of promotion? You look around your organization and don't see any job you'd like to do next. You may want to explore options with your boss.

•Talk to your boss to make sure you're right. Ask about opportunities for lateral moves and for more interesting, skill-stretching assignments. Most workplaces value initiative and people who want to continue to learn and grow.

•Consider swapping assignments with a coworker who feels like you do about trying something new. (Ask for your manager's agreement, of course.)

You Feel Unappreciated in Your Current Job

You work hard every day, but you don't feel your boss or your workplace recognize your efforts. You can't remember the last time anyone thanked you for your contributions.

•Tell your boss you would like her input about how she views your work. Tell the boss you'd like to sit down with him regularly to obtain feedback, both good and bad, so you can improve.

•Offer to chair an employee recognition team that can develop a process for recognizing the hard work and efforts of all your coworkers. After all, if you're feeling unappreciated, you can bet others are, too.

•Sometimes, feeling unappreciated has to do with money. Ask your manager for a raise or ask when you can expect your compensation review. Follow up to make sure it happens