

THE FUNDAMENTAL
VALUES OF
ACADEMIC INTEGRITY

Honesty

trust

Respect

Fairness

Responsibility

AC



THE CENTER FOR ACADEMIC INTEGRITY

October 1999

As this document on *The Fundamental Values of Academic Integrity* makes clear, academic integrity is essential to the success of our mission as educators. It also provides a foundation for responsible conduct in our students' lives after graduation. The Center for Academic Integrity, a consortium of 200 colleges and universities, seeks to encourage campus conversations about this vital topic. Since 1997, the Center has made its home at Duke in affiliation with our Kenan Ethics Program. Its presence has been a wonderful asset to the efforts of Duke students, faculty, and administrators in promoting academic integrity on our campus. I am especially pleased, therefore, to have the opportunity to share the Center's work with colleagues in higher education across the country.

It can be difficult to translate values, even widely-shared values, into action—but action is badly needed now to promote academic integrity on our campuses. Researchers agree that rates of cheating among American high school and college students are high and increasing. Professor Donald McCabe of Rutgers University, founder of the Center for Academic Integrity, has found that more than 75 percent of college students cheat at least once during their undergraduate careers. Particularly alarming is research

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gathered by *Who's Who Among High School Students* indicating that 80 percent of high-achieving, college-bound students have cheated, that they think cheating is commonplace, and that more than half do not consider cheating a serious transgression. New technologies have also made it easier to cheat: the Educational Testing Service notes that one website providing free term papers to students has averaged 80,000 hits per day.

Not all the news is depressing. The Center for Academic Integrity's research shows that campus norms and practices, such as effective honor codes, can make a significant difference in student behaviors, attitudes, and beliefs. The organizations listed here join me in urging our colleagues in higher education to read and discuss this document and to pursue its recommendations for institutional action. All of us—faculty, administrators, students, trustees, and concerned alumni—have a responsibility to get involved. Raising the level of student academic integrity should be among our highest priorities on college and university campuses.

Nannerl O. Keohane
President, Duke University

The following organizations have expressed support for
The Fundamental Values of Academic Integrity.

Alliance for Higher Education
American Association for Higher Education
American Association of University Administrators
Association for Student Judicial Affairs
Association of Catholic Colleges and Universities
Association of College Honor Societies
Association of College Personnel Administrators
Center for Applied and Professional Ethics,
Central Missouri State University
Center for Ethics in Public Policy and the Professions,
Emory University
Center for Professional Ethics, Manhattan College
College Board
Educational Testing Service
Institute for Global Ethics
John Templeton Foundation
Kenan Ethics Program, Duke University
King's College Center for Ethics and Public Life
National Association of State Universities and
Land-Grant Colleges
National Association of Student Personnel Administrators
National Collegiate Athletic Association
National Consortium for Academics and Sports
National Institute for Native Leadership in Higher Education
National Intramural-Recreational Sports Association
North Central Association of Colleges and Schools,
Commission on Institutions of Higher Education
Program on Ethics and Public Life, Cornell University
William and Flora Hewlett Foundation
The Values Institute, University of San Diego

WHAT IS ACADEMIC INTEGRITY AND WHY IS IT IMPORTANT?

ACADEMIC INTEGRITY IS A COMMITMENT, EVEN IN THE FACE OF ADVERSITY, TO FIVE FUNDAMENTAL VALUES: HONESTY, TRUST, FAIRNESS, RESPECT, AND RESPONSIBILITY. FROM THESE VALUES FLOW PRINCIPLES OF BEHAVIOR THAT ENABLE ACADEMIC COMMUNITIES TO TRANSLATE IDEALS INTO ACTION.

Higher education and society benefit when colleges and universities have standards of integrity that provide the foundation for a vibrant academic life, promote scientific progress, and prepare students for responsible citizenship. Many institutions, however, have neither defined academic integrity nor expressly committed to it. Others explain academic integrity merely by listing behaviors that are prohibited rather than by identifying values and behaviors to be promoted.

The Center for Academic Integrity (CAI) defines academic integrity as a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect, and responsibility. From these values flow principles of behavior that enable academic communities to translate ideals into action.

An academic community flourishes when its members are committed to the five fundamental values. Integrity is built upon continuous conversations about how these values are, or are not, embodied in institutional life. As these conversations connect with institutional mission statements and everyday policies and practices, a climate of integrity is sustained and nurtured. Vigorous academic integrity policies and procedures, with faculty and student support, promote the learning process and the pursuit of truth. This also helps create a stronger civic culture for society as a whole.

Research by CAI members and many others shows that student cheating is on the rise and that the pressures and opportunities for dishonest behavior are increasing in many academic and professional contexts. Thoughtful, wide-ranging, and effective action is required to reverse these trends. The CAI invites educators, students, and citizens to contribute to this effort.

An academic community of integrity advances the quest for truth and knowledge by requiring intellectual and personal honesty in learning, teaching, research, and service.

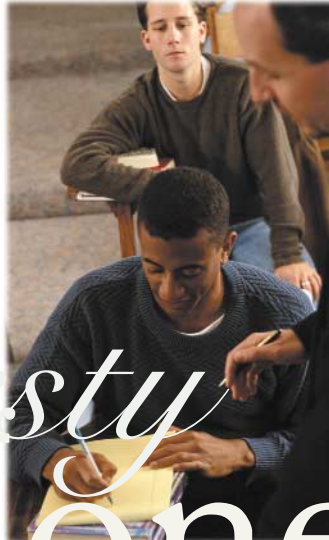
Honesty is the foundation of teaching, learning, research, and service and the prerequisite for full realization of trust, fairness, respect, and responsibility. Campus policies uniformly deplore cheating, lying, fraud, theft, and other dishonest behaviors that jeopardize the rights and welfare of the community and diminish the worth of academic degrees.

Honesty begins with oneself and extends to others. In the quest for knowledge, students and faculty alike must be honest with themselves and with each other, whether in the classroom, laboratory, or library, or on the playing field.

Cultivating honesty lays the foundation for lifelong integrity, developing in each of us the courage and insight to make difficult choices and accept responsibility for actions and their consequences, even at personal cost.

How do faculty and administrators demonstrate honesty and integrity on your campus?

What effect do their examples have on student behavior?



“Most of my professors give honest, truthful feedback in response to my assignments.”

STUDENT AT CAI
CONFERENCE

“The ability of the university to achieve its purposes depends upon the quality and integrity of the academic work that its faculty, staff, and students perform. Academic freedom can flourish only in a community of scholars which recognizes that intellectual integrity, with its accompanying rights and responsibilities, lies at the heart of its mission. Observing basic honesty in one’s work, words, ideas, and actions is a principle to which all members of the community are required to subscribe.”

“RIGHTS, RULES,
RESPONSIBILITIES”
PRINCETON UNIVERSITY
1995

Honesty
Honesty

II. TRUST



“This semester a professor excused me from taking a test at the normal time and allowed me to choose the time and date when I could make it up. Mutual trust was built from day one of this semester and has influenced the way I approach the course. I feel an obligation to my teacher to perform to the best of my ability, which I credit to the respect we have for one another in our different roles.”

STUDENT AT CAI
CONFERENCE

An academic community of integrity fosters a climate of mutual trust, encourages the free exchange of ideas, and enables all to reach their highest potential.

People respond to consistent honesty with trust. Trust is also promoted by faculty who set clear guidelines for assignments and for evaluating student work; by students who prepare work that is honest and thoughtful; and by schools that set

clear and consistent academic standards and that support honest and impartial research.



Only with trust can we believe in the research of others and move forward with new work. Only with trust can we collaborate with individuals,

sharing information and ideas without fear that our work will be stolen, our careers stunted, or our reputations diminished. Only with trust can our communities believe in the social value and meaning of an institution's scholarship and degrees.

What is the general climate of trust that exists on your campus?

What specific behaviors indicate the presence or absence of trust?

trust
trust

An academic community of integrity establishes clear standards, practices, and procedures and expects fairness in the interactions of students, faculty, and administrators.

Fair and accurate evaluation is essential in the educational process. For students, important components of fairness are predictability, clear expectations, and a consistent and just response to dishonesty. Faculty members also have a right to expect fair treatment, not only from students but also from colleagues and their administration.

All campus constituencies have a role in ensuring fairness, and a lapse by one member of the community does not excuse misconduct by another. Rationalizations such as “everyone does it” or “the curve was too high” do not justify or excuse dishonesty.

Are students on your campus treated fairly?

What specific behaviors indicate the presence or absence of fairness?

In what settings are issues of fairness discussed?



“Our definition of... academic dishonesty... is clearly [spelled] out and easily understood. Therefore, if a case should arise, there is an equally set standard, fair process, and sanction.”

ADMINISTRATOR AT
CAI CONFERENCE

“Students expect their academic work to be fairly and fully assessed. Faculty members should use—and continuously revise—forms of assessment that require active and creative thought, and promote learning opportunities for students.”

“MESSAGE FOR NEW
STUDENTS: THE IMPORTANCE
OF ACADEMIC INTEGRITY”
SYNFAX WEEKLY REPORT
SEPTEMBER 1, 1997

Fairness

IV. RESPECT

An academic community of integrity recognizes the participatory nature of the learning process and honors and respects a wide range of opinions and ideas.

To be most rewarding, teaching and learning demand active engagement and mutual respect. Students and faculty must respect themselves and each other as individuals, not just as a means to an end. They must also respect themselves and each other for extending their boundaries of knowledge, testing new skills, building upon success, and learning from failure.

"I have instructors who are very good about citing sources for their lectures. Seeing faculty members cite the work of their colleagues sets a good example for members of the class."

STUDENT AT CAI
CONFERENCE

"Academic dishonesty is a corrosive force in the academic life of a university."

UNIVERSITY OF MARYLAND
COLLEGE PARK, 1997

"As a scholar, one should be generous in acknowledging the work of other scholars, for their work makes possible one's own."

*"ACADEMIC HONESTY IN
THE WRITING OF ESSAYS
AND OTHER PAPERS"*
CARLETON COLLEGE, 1990



Students show respect by attending class, being on time, paying attention, listening to other points of view, being prepared and contributing to discussions, meeting academic deadlines, and performing to the best of their ability. Being rude, demeaning, or disruptive is the antithesis of respectful conduct.

Members of the faculty show respect by taking students' ideas seriously, providing full and honest feedback on their work, valuing their aspirations and goals, and recognizing them as individuals.

All must show respect for the work of others by acknowledging their intellectual debts through proper identification of sources.

Once again, the interdependence of the values that constitute academic integrity becomes apparent. Part of respecting people involves fair and honest treatment, and all of this supports an environment of trust.

Do students, faculty, and administrators demonstrate respect for one another on your campus? In what ways?

An academic community of integrity upholds personal accountability and depends upon action in the face of wrongdoing.

Every member of an academic community — each student, faculty member, and administrator — is responsible for upholding the integrity of scholarship and research. Shared responsibility distributes the power to effect change, helps overcome apathy, and stimulates personal investment in upholding academic integrity standards.



Being responsible means taking action against wrongdoing, despite peer pressure, fear, loyalty, or compassion.

At a minimum, individuals should take responsibility for their own honesty and should discourage and seek to prevent misconduct by others. This may be as simple as covering one's own answers during a test or as difficult as reporting a friend for cheating, as required by some honor codes. Whatever the circumstances, members of an academic community must not tolerate or ignore dishonesty on the part of others.

On your campus, do students understand their responsibility for honest academic work?

How do you know?

Is there a shared understanding of students' responsibility to take action in the face of misconduct by others?

How do you know?

“Blaming, blaming, blaming!! Many faculty blame lack of integrity on student apathy. Many students blame faculty for not upholding policy. Both don't uphold their own responsibilities out of fear or lack of trust in the other group. Each group needs to uphold [its] own responsibility and do it well, without making excuses, for academic integrity to truly flourish.”

STUDENT AT CAI
CONFERENCE

“A primary responsibility assumed by students is to discourage violations of the Honor Code by others. Various methods are possible. Drawing attention to a suspected violation may stop it. Moral suasion may be effective. Initiating formal procedures is a necessary and obligatory remedy when other methods are inappropriate or have failed. Faculty members have like responsibilities when suspected violations come to their attention.”

STANFORD UNIVERSITY, 1996

HOW TO DEVELOP A STRONG PROGRAM FOR ACADEMIC INTEGRITY

The call to promote academic integrity places responsibility upon everyone in the educational community to balance high standards with compassion and concern. From its study of the processes and practices of successful academic integrity programs, the Center for Academic Integrity has developed seven recommendations that are appropriate to every institution of higher education.

An academic institution should:

1. Have clear academic integrity statements, policies, and procedures that are consistently implemented.
2. Inform and educate the entire community regarding academic integrity policies and procedures.
3. Promulgate and rigorously practice these policies and procedures from the top down, and provide support to those who faithfully follow and uphold them.
4. Have a clear, accessible, and equitable system to adjudicate suspected violations of policy.
5. Develop programs to promote academic integrity among all segments of the campus community. These programs should go beyond repudiation of academic dishonesty and include discussions about the importance of academic integrity and its connection to broader ethical issues and concerns.
6. Be alert to trends in higher education and technology affecting academic integrity on its campus.
7. Regularly assess the effectiveness of its policies and procedures and take steps to improve and rejuvenate them.

All institutions should encourage actions and policies that promote and justify the values of academic integrity and highlight their interconnectedness. Campus dialogue, national conversation, and institutional action are the keys to the process of strengthening academic integrity. Our campus cultures and our civic culture will be the better for these efforts.

THE PROJECT ON FUNDAMENTAL VALUES OF ACADEMIC INTEGRITY

This project was established to define a set of fundamental values of academic integrity; identify and describe policies and practices that support and sustain these values; and distribute the project's conclusions and recommendations. The project received financial support from the William and Flora Hewlett Foundation and from the Kenan Ethics Program.

The Center for Academic Integrity is a consortium of approximately 200 colleges and universities and 500 individual members from those institutions. It was established in 1992 to identify and affirm the values of academic integrity and to promote their achievement in practice.

For additional information about the Center, please visit our website at <http://www.academicintegrity.org> or contact us at:

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ACKNOWLEDGMENTS

When board members of the Center for Academic Integrity assembled at Duke University in September 1997 to identify the fundamental values of academic integrity, we could hear the echoes of generations of scholars and teachers who have promoted honorable behavior on campuses. Generous financial support and encouragement from the William and Flora Hewlett Foundation enabled us to focus on a statement that would make our collective wisdom available to other schools. This statement was discussed and refined at conferences held at the University of San Diego and at Babson College. The result was this document, *The Fundamental Values of Academic Integrity*.

Many people collaborated on the statement, but we especially thank Sally Cole of the Center for Academic Integrity, Larry Hinman of the University of San Diego, Elizabeth Kiss of Duke University, and Jeanne Wilson of the University of California at Davis for their intellectual and editorial leadership. At critical times, each of these individuals helped us move forward.

Heartfelt thanks go also to the hundreds of students, faculty, and administrators who have made helpful and critical comments, offered examples and quotes from their own campuses, and reinforced our conviction that the fundamental values of honesty, trust, respect, fairness, and responsibility offer an important conceptual structure within which to look carefully at one's own approach to academic integrity issues on a campus.

Finally, thank you to the hundreds of individual members of the Center for Academic Integrity. Without their energy and enduring involvement, this project could not have been attempted.

This publication was designed and produced for The Center for Academic Integrity by the Office of College Relations at Oakton Community College, Des Plaines, Illinois.