

Academic Integrity at Laney College

Preamble

Academic integrity based on a healthy respect for the rights of the individual is the key to the fostering of a robust learning environment. Accordingly, a commitment to academic integrity is the responsibility of every member of the academic community including faculty, staff¹, and students. The following Academic Integrity policy statement describes the principles of academic integrity governing faculty, student and staff conduct and reflects a collaborative process that drew substantial input from across the Laney College community.

The Laney College community's input was integrated with excerpts from the Center for Academic Integrity (CAI) and from other college's policies by the Academic Integrity Taskforce, a joint body of the Faculty Senate and the Office of Instruction (see names and acknowledgements at end of document).

[Preamble ends. Preamble is for the purpose of introducing the policy statement to the faculty senate and need not be included in the published policy statement.]

“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 to action.” (<http://www.academicintegrity.org/fundamental.asp>, retrieved may 8, 2007)

Ten Principles of Academic Integrity

1. Affirm the importance of academic integrity.

Institutions of higher education are dedicated to the pursuit of truth. Faculty members need to affirm that the pursuit of truth is grounded in certain core values, including honesty, civility, and diligence.

2. Foster a love of learning.

A commitment to academic integrity is reinforced by high academic standards. Most students will thrive in an atmosphere where academic work is seen as challenging, relevant, useful, and fair. Faculty have a special responsibility to maintain currency in their field and in teaching methods that fully engage the diversity of students

4. Promote an environment of trust in the classroom.

Many students are mature adults who value an environment free of arbitrary rules and trivial assignments, where trust is earned and given. Faculty are expected to keep scheduled office hours, make accommodations for students who cannot attend regular office hours, reply promptly to student inquiries, emails and phone calls, administer final examinations according to scheduled timelines, and begin and end classes on time. Additionally, faculty should foster a classroom environment where diverse, and sometimes divergent, ideas are welcomed and respected.

5. Encourage student responsibility for academic integrity.

With proper guidance, students can be given significant responsibility to help protect and promote the highest standards of academic integrity. Students want to work in communities where competition is fair, integrity is respected, and cheating is punished. They understand that one of the greatest inducements to engaging in academic dishonesty is the perception that academic dishonesty is rampant and tolerated.

6. Clarify expectations for students.

Faculty members have primary responsibility for designing and cultivating the educational environment and experience. They must clarify their expectations in advance regarding honesty in academic work, including the nature and scope of student collaboration. Most students want such guidance, and welcome it in course syllabi, carefully reviewed by their teachers in class. Instructors should inform students of the academic requirements of each course. Such information may appropriately include, but is not limited to (a) notice of the scope of permitted collaboration, if any; (b) notice of the conventions of citation and attribution within the discipline of the course; and (c) notice of the materials that may be used during examinations and on other assignments.

7. Develop fair and relevant forms of assessment.

Students expect their academic work to be fairly and fully assessed. Faculty should comment on student work, praise that which is well done, and show students where their work does not meet academic standards. Also, faculty members are responsible for using – and continuously revising – forms of assessment, including rubrics, portfolios, examinations, and essays that require active and creative thought and promote learning opportunities for students.

8. Reduce opportunities to engage in academic dishonesty.

Prevention is a critical line of defense against academic dishonesty. Faculty will not tempt or induce students to engage in acts of academic dishonesty by having ambiguous policies.

staff members who ignore or trivialize academic dishonesty send the message that the core values of academic life, and community life in general, are not worth any significant effort to enforce.

10. Help define and support campus-wide academic integrity standards.

Responsibility for defining, promoting, and protecting academic integrity is a community-wide concern, and must be applied consistently with due process procedures, in affirmation of the shared values that help make Laney College a true learning community.

(Adapted from *Ten Principles of Academic Integrity* by Donald L. McCabe and Gary Pavela, <http://www.collegepubs.com/ref/10PrinAcaInteg.shtml>)

Five Principles of Student Academic Integrity

1. Responsibility

Each student is responsible for her/his own education. Each student is expected to strive for excellence, adhere to the principles of academic integrity and be proactive when her/his needs are not being met, through all channels (counselors, teaching faculty, staff, deans, and student government).

2. Honesty

Each student will present his/her own work at all times: quizzes, exams, assignments and research papers. Each student will present accurate information and data, and will not falsify or invent information.

3. Recognition

Students working in collaboration with others will make the appropriate attributions for the contributions from others to the work—whether the source of the contribution be student colleagues, teachers, or published resources.

4. Support

Each student will support the integrity of source materials – fellow students, faculty, library materials, primary sources and any other source material used. Students will preserve learning materials and resources, and ensure the availability of these resources for future use by the college community.

5. Privacy

Students will protect the security of confidential or private information. Students will not seek or take advantage of any knowledge of administrative records, computerized records,

[Policy statement ends. Acknowledgements that follow are for the faculty senate and need not be included in the published statement.]

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