

## **Understanding the Five Values to Academic Integrity/Applying the Five Values to all Aspects of our Teaching Learning Roles and Experiences**

### **Honesty**

“An academic community of integrity advances the quest for truth and knowledge by requiring intellectual and personal honesty in learning, teaching, research, and service”.<sup>1</sup>

Honesty is considered foundational to the teaching and learning relationship. Humber College provides clear expectations about the responsibility for faculty and staff related to honesty in all academic endeavours which can be found at

<http://www.humber.ca/policies/academic-honesty-faculty-and-staff-policy-and-procedure>

Honesty is demonstrated through behaviours and actions that include, but are not limited to:

- civil conduct in the classroom, lab, field and clinical placements, virtual and online locations offices and all campus spaces
- honest test taking
- completion of homework and written assignments as per requirements
- accountability for own actions
- actions that support what is right for ourselves, others and the School of Health Sciences

### **Trust**

“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”<sup>2</sup>

An honest approach to academic work results in a relationship of trust. Students can expect clear guidelines around expectations for work and behaviour in classrooms, labs and field and placements. Students inspire trust by completing and submitting honest work and committing to the 5 fundamental values of academic integrity. Faculty inspires trust by setting clear expectations for assignments, and adhering to expectations around Academic Integrity. Trust is intrinsic to the sharing of information and ideas that will support learning among the teaching and learning community members.

### **Fairness**

“An academic community of integrity establishes clear standards, practices, and procedures and expects fairness in the interactions of students, faculty, and administrators”<sup>1</sup>

Evaluation is a key component to the teaching learning process. Clear evaluation criteria for course work and monitoring for academic misconduct, support fairness for all students and ensures scholarly excellence. The Academic Misconduct policy for Humber College provide clear definitions, outline faculty responsibilities in reporting and describe potential outcomes for students found responsible for academic misconduct. These policies are available on line on the Humber College main web page through the Admission Requirements and Academic Regulations for Degree, Diploma and Certificate

Studies link

([http://www.humber.ca/sites/www.humber.ca/files/academic-regulations/2012-2013\\_admissions\\_req\\_academic\\_regs.pdf](http://www.humber.ca/sites/www.humber.ca/files/academic-regulations/2012-2013_admissions_req_academic_regs.pdf)) and the Admission Requirements and University Regulations for the Bachelor of Nursing Degree Program link

(<https://eservices.unb.ca/calendar/undergraduate/display.cgi?tables=regulations&id=10>).

## **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”<sup>2</sup>

Respect begins on an individual basis and extends to other students, faculty and staff. Respect is demonstrated when students are on time, prepared and attend all classes, are active and fully engaged throughout class and practice teaching learning experiences, meet set academic deadlines and work to their best. Faculty demonstrates respect by providing critical, timely feedback that aims to support student development, and availing themselves to students through teaching, learning and mentoring experiences. All members of the teaching and learning community demonstrate respect through honest, respectful written and verbal communication.

## **Responsibility**

“An academic community of integrity upholds personal accountability and depends upon action in the face of wrong doing”<sup>2</sup>

All members of the teaching and learning community must take responsibility for their own honesty toward scholarly endeavours and interpersonal relationships in the academic and practice settings. Members of the community must commit to the fundamental values and seek opportunities to support it with faculty, staff and students and identify and take action if academic integrity is threatened. Breaches to academic integrity must not be tolerated nor ignored.