

Understanding and Applying the Six Values of Academic Integrity in all Aspects of our Teaching Learning Roles and Experiences

1. Honesty

“Academic communities of integrity advance the quest for truth and knowledge through intellectual and personal honesty in learning, teaching, research, and service” (ICAI, 2013).

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://humber.ca/policies/academic-honesty-faculty-and-staff-policy>

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

2. Trust

“Academic communities of integrity both foster and rely upon climates of mutual trust. Climates of trust encourage and support the free exchange of ideas which in turn allows scholarly inquiry to reach its fullest potential” (ICAI, 2013).

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 placements. Students inspire trust by completing and submitting honest work and committing to the five 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.

3. Fairness

“Academic communities of integrity establish clear and transparent expectations, standards, and practices to support fairness in the interactions of students, faculty and administrators” (ICAI, 2013).

Evaluation is a key component to the teaching learning process. Clear evaluation criteria for course work and monitoring for academic misconduct, supports fairness for all students and ensures scholarly excellence. The Academic Misconduct policy for Humber College provides clear definitions, outlines faculty responsibilities in reporting and describes potential outcomes for students found responsible for academic misconduct.

These policies are available on the Humber College main web page through the Admission Requirements and Academic Regulations for Degree, Diploma and Certificate Studies link: <https://humber.ca/admissions/office-of-the-registrar/academic-records/academic-regulations.html> and the Admission Requirements and University Regulations for the Bachelor of Nursing Degree Program link: <http://www.unb.ca/academics/calendar/undergraduate/current/regulations/universitywideacademicregulations/index.html>

4. Respect

“Academic communities of integrity value the interactive, cooperative, participatory nature of learning. They honour, value, and consider diverse opinions and ideas” (ICAI, 2013).

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 abilities. 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.

5. Responsibility

“Academic communities of integrity rest upon foundations of personal accountability coupled with the willingness of individuals and groups to lead by example, uphold mutually agreed-upon standards, and take action when they encounter wrongdoing” (ICAI, 2013).

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.

6. Courage

“Translating the values from talking points into action—standing up for them in the face of pressure and adversity—requires determination, commitment, and courage” (ICAI, 2013).

Courage requires everyone in the teaching learning community to demonstrate their character and do the right thing even when it may be the hardest thing to do. As a student you will meet deadlines and experience completing responsibilities that will challenge you as a person and as a future professional. Those that we provide services to will expect us to be courageous and do the right thing later in professional practice, care, and service.

References:

International Centre for Academic Integrity. (2013). *The fundamental values of academic integrity*. Retrieved from <http://www.academicintegrity.org/icai/assets/FV2013.pdf>