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Academic Integrity Policy

Purpose:

The Faculty of Health Sciences & Wellness is committed to educating, preparing, and nurturing future professionals and citizens who exemplify positive ethics and excellence in their behaviours and practices. We believe the teaching learning process is relational between faculty, staff, and learners and must be grounded in values of integrity. Aspiring to a culture of integrity requires all members of our teaching and learning community to fully commit to six fundamental values consistent with Academic Integrity as defined by the International Centre for Academic Integrity—honesty, trust, respect, responsibility, fairness, and courage (ICAI, 2013).

Character and capacity is strengthened through collaboration and attention to the six values of honesty, trust, respect, responsibility, fairness, and courage. When we teach and learn in a culture that embraces Academic Integrity, the possibilities of our contributions to society are limitless.

Definitions:

Academic Integrity

- Academic integrity requires commitment, even in the face of adversity, to the six fundamental values.
- As a teaching and learning community, faculty, staff, administrators and learners have a responsibility to the public to ensure that we consistently live and promote these values, regardless of the complexities and challenges we face in our studies and practice, both currently and in the future.

Academic Misconduct

- “Academic misconduct is behaviour that erodes the basis of mutual trust on which scholarly exchanges commonly rest, undermines Humber’s ability to evaluate learners’ academic achievements, or restricts the College’s ability to accomplish its learning objectives” (Humber College, 2019-20).

- Dishonest approaches to studying have direct correlations to poor knowledge acquisition, attitudes inconsistent with professional ethical practice, suboptimal care and service to the public, which in turn negatively impact the success of individuals and the reputation of our Faculty (Whitely & Spiegel, 2002). Academic misconduct gives those who behave dishonestly an unfair advantage over others in educational endeavours and is contradictory to the Faculty of Health Sciences & Wellness teaching and learning culture.

Policy:

This integrity policy applies to all conduct, by any means whatsoever (including but not limited to internet forums, electronic communications, or other media forms).

It is important that our efforts focus on the acquisition of skills, knowledge and attitudes specific to our program of study and in keeping with Academic Integrity. We each hold the responsibility to promote Academic Integrity in the Faculty of Health Sciences. These responsibilities include:

1. understanding the six values to Academic Integrity;
2. applying the six values to all aspects of our teaching learning roles and experiences;
3. understanding what threatens these six fundamental values;
4. taking action to reduce and prevent academic misconduct.

The Six Values of Academic Integrity

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 [humber.ca/policies/academic-honesty-faculty-and-staff-policy](https://www.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 our own actions
- actions that support what is right for ourselves, others and the Faculty of Health Sciences & Wellness

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. Learners can expect clear guidelines around expectations for work and behaviour in classrooms, labs and field placements. Learners inspire trust by completing and submitting honest work and committing to the six 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 learners, 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 learners and ensures scholarly excellence.

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 learners, faculty, staff and administration. Respect is demonstrated when learners are on time, prepared and attend all classes, are active and fully engaged throughout class and practice experiences, meet set academic deadlines and work to their best abilities. Faculty demonstrates respect by providing critical, timely feedback that aims to support learner development, and availing themselves to learners 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 themselves in 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, administration and learners. We must 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. Learners will experience competing responsibilities that will challenge them as people and as a future professionals. Those whom we provide services to will expect us to be courageous and do the right thing in professional practice, care, and service.

Breaches to Academic Integrity

Breaches to Academic Integrity for Faculty of Health Sciences & Wellness learners (including UNB-Humber) are described through the Admission Requirements and Academic Regulations for Degree, Diploma and Certificate Studies (academic-regulations.humber.ca/)

References:

Humber College. (2019-20). *Admission Requirements and Academic Regulations*.

Retrieved from <http://academic-regulations.humber.ca/>

International Centre for Academic Integrity. (2013). *The fundamental values of academic integrity*. Retrieved from <https://academicintegrity.org/fundamental-values/>

Whitely, B. & Spiegel, P. (2002). *Academic dishonesty: An educator's guide*. New York, NY: Psychology Press.