

One rule for us, the same rule for them!

The important thing to stress with regard to expectations of honesty and integrity, and our role as participant members of our learning community, is that whether we are an established academic submitting a conference paper, or article for consideration in a journal, or whether we are an undergraduate submitting an essay assignment, the guiding principles of academic honesty and integrity are the same.

This is reflected in the University of Illinois' definition of academic integrity:

'Academic integrity means honesty and responsibility in scholarship. Students and faculty alike must obey rules of honest scholarship, which means that all academic work should result from an individual's own efforts. Intellectual contributions from others must be consistently and responsibly acknowledged. Academic work completed in any other way is fraudulent.'

- University of Illinois
(<http://www.library.illinois.edu/learn/research/academicintegrity.html>)

The **International Center for Academic Integrity (ICAI)** (formed by a number of academics and based in America) identified five fundamental values essential to an 'academic community of integrity' which we have listed below:

Honesty: 'As they seek knowledge, students and faculty alike must be honest with themselves and with each other ... cultivating and practicing honesty lays a foundation for lifelong integrity.' (FVAI, 4)

Trust: 'Trust is promoted by faculty who set clear guidelines for assignments and for evaluating student work and by students who prepare work that is honest, thoughtful and genuine.' (FVAI, 5)

Fairness: ‘Students are fair to each other and to the community when they do their work honestly [and] to authors when they acknowledge borrowed work appropriately Faculty members are fair to students and institutions when they communicate expectations clearly, respond to dishonesty consistently, uphold academic integrity principles unflinchingly, and lead by example dependably.’ (FVAI, 6)

Respect: ‘The most dynamic and productive learning environments are those that foster active engagement including rigorous testing, spirited debate, and lively disagreements over ideas tempered by respect for those who voice them. Students show respect when they value and take advantage of opportunities to gain new knowledge, by taking an active role in their own education, contributing to discussions as well as listening to others’ points of view ... Faculty show respect by taking their students’ ideas seriously, by recognizing them as individuals, helping them develop their ideas, providing full and honest feedback on their work, and valuing their perspectives and their goals. Members of academic communities also show respect for other scholars by acknowledging intellectual contributions through proper identification and citation of sources.’ (FVAI, 7)

Responsibility: ‘Every member of an academic community – each student, faculty member, administrator – is responsible for safeguarding the integrity of its scholarship, teaching and research. Being responsible means standing up against wrongdoing, resisting negative peer pressure, and serving as a positive example.’ (FVAI, 8)

At a later stage they added a sixth element, **Courage:** that is, the courage to uphold these five values ‘even in the face of adversity’: ‘Courage is an element of character that allows learners to commit to the quality of their education by holding themselves and their fellow learners to the highest standards of academic integrity ...’ (FVAI, 9)

For ICAI, ‘Integrity in academic settings is a fundamental component of success and growth in the classroom ... [which] prepares students for personal and professional challenges as well as providing a blueprint for future fulfilment and success.’

(ICAI: <http://www.academicintegrity.org/icai/integrity-1.php>)

You can read ICAI’s full statement here:

<http://www.academicintegrity.org/icai/assets/FV2013.pdf>

It is recognised that academic staff, students and administrative staff alike are all members of academic communities and that '[m]any teachers, students and administrators embrace the principles of academic integrity because they know that the goals of teaching, learning and research can only be accomplished in environments in which ethical standards are upheld.'

Concepts of academic integrity and honesty (which should be seen as encompassing all of the core values identified by the ICAI) are fundamental to effective study, fundamental to embracing what it means to 'be academic', fundamental to engaging fully with our studies as active participants in our learning/academic communities.