Honesty is an indispensable foundation of teaching, learning, research, and service, and a necessary prerequisite for full realization of trust, fairness, respect, and responsibility. It is essential that academic policies and community practices send a clear message that falsification of data, lying, cheating fraud, theft, and other dishonest behaviors are unacceptable.

Dishonest behavior not only jeopardizes the welfare of academic communities and violates the rights of its members, it can also tarnish the reputation of the institution and diminish the worth of the degrees it grants. Honesty begins with individuals and extends out into the larger community. As they seek knowledge, students and faculty alike must be honest with themselves and with each other. In study halls and laboratories, in libraries, playing fields and classrooms, cultivating and practicing honesty lays a foundation for lifelong integrity. Developing the courage and wherewithal necessary to make honest, ethical choices, even when at personal cost, is a necessary step in establishing communities of trust.

The International Center for Academic Integrity defines academic integrity as a commitment to five fundamental values: honesty, trust, fairness, respect, and responsibility. We believe that these five values, plus the courage to act on them even in the face of adversity, are truly foundational to the academy. Without them, everything that we do in our capacities as teachers, learners, and researchers loses value and becomes suspect. When the fundamental values are embraced, utilized, and put into practice they become touchstones for scholarly communities of integrity. Rather than thinking of them merely as abstract principles, we advocate using the fundamental values to inform and improve ethical decision-making capacities and behavior. The fundamental values enable academic communities to translate their ideals into action.

II. METHODS FOR PROMOTING ACADEMIC INTEGRITY

Orientation sessions for all new faculty (full and part-time) and students should incorporate a discussion of academic integrity.

Packets containing information explaining the policy, the procedures that are in place, and examples of infractions should be distributed. These packets should be readily available, throughout the academic year, in the appropriate offices of the college and the locations of those offices should be widely publicized. Colleges using additional resources to detect plagiarism should publicize these resources widely.

 All college catalogs, student handbooks, and college websites should include the CUNY and college academic integrity policy and the consequences of not adhering to it. The Policy on Academic Integrity, as adopted by the Board, shall be distributed to all students. All syllabi and schedules of classes should make reference to the CUNY and college’s academic integrity policy and where they are published in full.

 A “Faculty Report” form should be used throughout the University to report incidents of suspected academic dishonesty. (Sample attached) It is strongly recommended that the faculty member should report all such incidents by completing and submitting the form to the chief student affairs officer, the Academic Integrity Committee if the college has established one (see recommendation below), or other appropriate academic integrity official whom the college may designate (collectively referred to hereinafter as the “Academic Integrity Official”). A follow-up form should be submitted to the student’s academic integrity file by the adjudicating person or body once the suspected incident has been resolved pursuant to one of the methods described below. Although forms need not be uniform across the University, they need to be uniform within each college. The form should provide at least minimal information such as the name of the instructor and student, course name and number, date of incident, explanation of incident and the instructor’s 6 telephone/email contact information; it should be easy to use and process. Except as otherwise provided in the The CUNY Procedures, the Academic Integrity Official of each college should retain the forms for the purposes of identifying repeat offenders, gathering data, and assessing and reviewing policies.

CUNY will develop a website on Academic Integrity. This website will include suggestions for faculty, students and administrators to reduce cheating or plagiarism, resources on academic integrity and links to relevant sites. Future plans also include the development of an online training program to raise awareness about academic integrity.

 The Committee recommends that this CUNY Policy on Academic Integrity, dated Spring 2004, be adopted by the Board of Trustees.

 Colleges should adopt the “PEN” (Pending) grade to facilitate the implementation of the Procedures for Imposition of Sanctions. This grade already exists in the University’s Glossary of Grades.

 Colleges may wish to consider issuing a Student Guide to Academic Integrity. An excellent example is a document that students at Baruch College developed called “Student Guide to Academic Integrity at Baruch College”. The Guide is in its final stages of approval.

Each college should consider joining the Center for Academic Integrity.

 Colleges should consider subscribing to an electronic plagiarism detection service. Any college that does subscribe must notify every student each semester of the fact that such a service is available for use by the faculty.

 Colleges should consider establishing an Academic Integrity Committee, to serve in lieu of grade appeals committees in cases of academic dishonesty, which would hear and decide contested grade reductions that faculty members award because of students’ violations of the Academic Integrity Policy and collect and maintain files of Faculty Report forms of suspected and adjudicated violations of the Academic Integrity Policy. 7

Establish a mechanism for preventing students from dropping a class in order to avoid an investigation and/or imposition of a sanction for a violation of academic integrity