

## Academic Integrity at the University of Minnesota

As a member of the University of Minnesota community, it is important to know what is expected of you in terms of academic integrity, and what you can expect of the University. The VALUES of an academic community of integrity are the foundation for ACTING with integrity, and the University is committed to creating such an environment. Side one of this handout clarifies the five fundamental values of an academic community of integrity; side two identifies and defines actions that are academically dishonest.

### **FIVE FUNDAMENTAL VALUES... Honesty, Trust, Fairness, Respect, Responsibility**

An academic community of integrity advances the quest for truth and knowledge by requiring intellectual and personal honesty in learning, teaching, research, and service.

#### **Honesty...**

In the quest for knowledge, students and faculty alike must be honest with themselves and with each other, whether in the classroom, laboratory, library, or the Web. Cultivating honesty lays the foundation for lifelong integrity, developing in each of us the courage and insight to make difficult choices and accept responsibility for actions and their consequences, even at personal cost.

#### **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. Only with trust can we believe in the research of others and move forward with new work. Only with trust can our communities believe in the social value and meaning of an institution's scholarship and degrees.

#### **Fairness...**

An academic community of integrity establishes clear standards, practices, and procedures and expects fairness in the interactions of students, faculty, and administrators. For students, important components of fairness are predictability, clear expectations, and a consistent and just response to dishonesty. Faculty also has a right to expect fair treatment, not only from students but also from colleagues and their administration.

#### **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.

Students show respect by attending class, being on time, paying attention, engaging in classroom discussions, meeting academic deadlines, and performing to the best of their ability.

Faculty show respect by taking students' ideas seriously, being on time, providing full and honest feedback on their work, valuing their aspirations and goals, and recognizing them as individuals.

#### **Responsibility...**

An academic community of integrity upholds personal accountability and depends upon action in the face of wrongdoing. Every member of an academic community—each student, faculty member, and administrator—is responsible for upholding the integrity of scholarship and research. Shared responsibility distributes the power to effect change, helps overcome apathy, and stimulates personal investment in upholding academic integrity standards.

## **ACTING WITH INTEGRITY**

Acting with integrity in an academic community includes choosing not to participate in acts of academic dishonesty. The University of Minnesota Student Conduct Code defines academic dishonesty as:

*Subd: 1. Scholastic dishonesty. Submissions of false records of academic achievement; cheating on assignments or examinations; plagiarizing; altering, forging, or misusing a University academic record; taking, acquiring, or using test materials without faculty permission; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement.*

*University of Minnesota Student Conduct Code*

### **Forms of Academic Dishonesty**

#### **Plagiarism**

Plagiarism is the inclusion of someone else's product, words, ideas, or data as one's own work. When a student submits work for credit that includes the product, words, ideas, or data of others, the source must be acknowledged by the use of complete, accurate, and specific references. By placing one's name on work submitted for credit, the student certifies the originality of all work not otherwise identified by appropriate acknowledgements. On written assignments, if verbatim statements are included, the statements must be enclosed by quotation marks or set off from regular text as indented extracts. A student will avoid being charged with plagiarism if there is an acknowledgment of indebtedness. Indebtedness must be acknowledged whenever one:

- Quotes another person's actual words or replicates all or part of another's product;
- Uses another person's ideas, opinions, work, data, or theories, even if they are completely paraphrased in one's own words;
- Borrows facts, statistics, or other illustrative materials—unless the information is common knowledge.

#### **Fabrication**

Fabrication is the intentional use of information that the author has invented when he/she states or implies otherwise, or the falsification of research or other findings with the intent to deceive. Examples include, but are not limited to:

- Citing information not taken from the source indicated;
- Listing sources in a reference not used in the academic exercise;
- Inventing data or source information for research or other academic exercises.

#### **Cheating**

Cheating is an act of deception by which a student misrepresents or misleadingly demonstrates that he/she has mastered information on an academic exercise that he/she has not mastered, including the giving or receiving of unauthorized help in an academic exercise. Examples include, but aren't limited to:

- Copying from another student's test paper, computer program, project, product or performance;
- Collaborating without authority or allowing another student to copy one's work in a test situation;
- Using unauthorized materials during a test; for example, notes, formula lists, cues on a computer, photographs, symbolic representation, and notes written on clothing;
- Resubmitting substantially the same work that was produced for another assignment or course without the knowledge and permission of the instructor;
- Taking a test for someone else or permitting someone else to take a test for you.

#### **Academic Misconduct**

Academic misconduct is the intentional violation of university policies, such as tampering with grades, or taking part in obtaining or distributing any part of an unadministered test or any information about the test. Examples include, but are not limited to:

- Distributing class notes or handouts for commercial purposes, through the Internet, or for any reason other than personal study among classmates. (See [www.umn.edu/usenate/policies/classnotes.html](http://www.umn.edu/usenate/policies/classnotes.html))
- Obtaining or distributing in an unauthorized manner all or part of an unadministered test, including answers to an unadministered test;
- Attempting to change or changing, altering, or being an accessory to changing or altering a grade in a grade book, work submitted on a test or a final project, a "supplementary grade report" form, or other official academic records of the university which relate to grades;

University of Oregon Student Conduct Committee and the Office of the Dean of Students. *Student Academic Integrity*. 25 Feb 1998.  
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