

Acknowledgments

When board members of the Center for Academic Integrity assembled at Duke University in September 1997 to identify the fundamental values of academic integrity, we could hear the echoes of generations of scholars and teachers who have promoted honorable behavior on campuses. Generous financial support and encouragement from the William and Flora Hewlett Foundation enabled us to focus on a statement would make our collective wisdom available to other schools. This statement was discussed and refined at conferences held at the University of San Diego and at Babson College. The result was this document, *The Fundamental Values of Academic Integrity*.

Many people collaborated on the statement, but we especially thank *Sally Cole* of the Center for Academic Integrity, *Larry Hinman* of the University of San Diego, *Elisabeth Kiss* of Duke University, and *Jeanne Wilson* of the University of California at Davis for their intellectual and editorial leadership. At critical times, each of these individuals helped us move forward.

*The 2012 revision of *The Fundamental Values* was undertaken by a committee comprised of

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Heartfelt thanks also go to the hundreds of students, faculty, and administrators who have made helpful and critical comments, offered examples and quotes from their own campuses, and reinforced our conviction that the fundamental values of honest, trust, respect, fairness, and responsibility offer an important conceptual structure within which to look carefully at one's own approach to academic integrity issues on a campus.

Finally, thank you to the hundreds of individual members of the (now) International* Center for Academic Integrity. Without their energy and enduring involvement, this project could not have been attempted.

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The original fundamental values was designed and produced for the Center for Academic Integrity by the Office of College Relations at Oakton Community College, Des Plaines, Illinois.

What is Academic Integrity? Why Is It Important? Why Identify Fundamental Values?

Many 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. It is still rare, however, for scholarly institutions to identify and describe their commitment to the principles of integrity in positive conceptual and practical terms. Instead, it is more common to find the subject of academic integrity addressed by identifying and prohibiting behaviors that run counter to the principles of integrity. The Fundamental Values Project is an attempt to frame academic integrity in ways that are both positive and pragmatic.

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.

Scholarly communities flourish when community members “live” the fundamental values. To do this, community members must invoke them—making them part of frequent dialogues that invite students, faculty, and administrators to consider the potential for ethical values to inform and improve various aspects of life on campus and beyond. Integrity is strengthened within academic communities when community standards are aligned with the fundamental values and supported by its institutional policies and procedures. When a society’s educational institutions are infused with integrity, they help create a stronger civic culture for society as a whole.

Academic integrity is a way to
change the world. Change the
university first; then change
the world.

~Youngsup Kim

ICAI Conference Participant

2008



In recognition of the 20th anniversary of the founding of the International Center for Academic Integrity, members of the advisory council set out to “revise and re-vitalize” the *Fundamental Values* in hopes not only of extending its usefulness, but also of drawing attention, once again, to the crucial role that integrity and its component values play in education. The popularity of the original *Fundamental Values* has made it one of the Center’s most frequently requested texts. It has been quoted, sampled, translated and reprinted at universities throughout North America and around the globe. It is our hope that this revision will live up to the high expectations set by the original.

The revised edition features the original five values: honesty, trust, fairness, respect and responsibility, and adds an additional element: the quality of courage. Through our work with academic integrity, we have found that courage turns out to be indispensable in enacting the fundamental values, especially in the face of pressure to do otherwise.

Since the original *Fundamental Values* text was published in 1999, many changes have taken place at the Center. It now makes its institutional home at Clemson University, in affiliation with the Rutland Institute for Ethics. It has grown to over 1,000 members at 245 institutions in 19 countries on 6 continents. The Center has also formally recognized the trend toward internationalization—of issues, of discussions, and most happily, of its membership—by formally becoming the *International Center for Academic Integrity* (ICAI).

What has not changed is the Center’s commitment to promoting the fundamental values and academic integrity in scholarly communities of all kinds. As new challenges to integrity appear, so too do new strategies and techniques for teaching and encouraging ethical decision making. Efforts to create and maintain cultures of integrity require our continuous ongoing attention. For that reason, we affirm our commitment to fostering and upholding the fundamental values and encouraging personal, institutional, and cultural commitment to high standards of academic integrity with this, the revised and revitalized *Fundamental Values*.

T. A. Fishman
Director, ICAI

HONESTY

Academic communities of integrity advance the quest for truth and knowledge through intellectual and personal honesty in learning, teaching, research, and service.

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, but it can also tarnish the reputation of the institution and diminish the worth of the degrees it grants.

Honesty is the first chapter in the book of wisdom.

~Thomas
Jefferson

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 ability of the university to achieve its purposes depends upon the quality and integrity of the academic work that its faculty, staff, and students perform. Academic freedom can flourish only in a community of scholars which recognizes that intellectual integrity, with its accompanying rights and the responsibilities, lies at the heart of its mission. Observing basic honesty in one’s work, words, ideas, and actions is a principle to which all members of the community are required to subscribe.”

~“Rights, Rules,
Responsibilities”
Princeton University
1995

TRUST

Academic communities of integrity both foster and rely upon a climate of mutual trust. Climates of environments of trust encourage and support the free exchange of ideas which in turn allows scholarly inquiry to reach its fullest potential.

When honesty is established as a value it allows for and encourages the development of trust. Trust accrues over time, with experience, and is built on a foundation of actions more importantly than words.

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. Trust is developed by schools that set clear and consistent academic standards, that apply their standards unfailingly and fairly, and that support honest and impartial research. Trust is often developed reciprocally; being trustworthy and allowing oneself to trust others go hand

in hand.

Trust is a necessary foundation of academic work. Only with trust can we ground new inquiries in the research of others and move forward with confidence. Trust enables us to collaborate, to share information, and to circulate

new ideas freely, without fear that our work will be stolen, our careers stunted, or our reputations diminished. Trust is essential so that those outside academic communities can believe in the value

and meaning of scholarly research, teaching, and degrees. Communities of trust engender cooperation by creating environments in which participants expect to treat others –and be treated– with fairness and respect.

**I have to trust
what I do and
then do it.**

~Ednita Nazario

“This semester a professor excused me from taking a test at the normal time and allowed me to choose the time and date when I could make it up. Mutual trust was built from day one of this semester and has influenced the way I approach the course. I feel an obligation to my teacher to perform to the best of my ability, which I credit to the respect we have for one another in our different roles.”

~ Student at a CAI
Conference

FAIRNESS

Academic communities of integrity establish clear and transparent expectations, standards, and practices to support fairness in the interactions of students, faculty, and administrators.

Fair treatment is an essential factor in the establishment of ethical communities. Important components of fairness include predictability, transparency, and clear, reasonable expectations. Consistent and just responses to dishonesty and integrity breaches are also elements of fairness. Fair, accurate and impartial evaluation plays an important role in educational processes, and fairness with respect to grading and assessment is essential to the establishment of trust between faculty and students. Faculty members and administration also have a right to expect fair treatment, not only from students but also from each other.

Students are fair to each other and to the community when they do their own work

honestly, to authors when they acknowledge borrowed work appropriately, to administrators when they respect and uphold academic integrity policies, and to alumni when they maintain the good reputation of the institution. 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.

Administrators are fair to their communities when they provide clear, useful, and just policies that help establish and nurture communities of integrity, and that treat students, faculty, alumni, and institutions with respect.

**Justice cannot
be for one side
alone, but must
be for both.**

**~Eleanor
Roosevelt**

“Students expect their academic work to be fairly and fully assessed. Faculty members should use—and continuously revise—forms of assessment that require active and creative thought and promote learning opportunities for students.”

~“Message for New Students: The Importance of Academic Integrity” SYNFAQ Weekly Report 9/1/97

RESPECT

Academic communities of integrity value the interactive, cooperative, participatory nature of learning; they honor and value diverse opinions and ideas.

Scholarly communities succeed only where there is respect for community members, and for the diverse and sometimes contradictory opinions that they express. 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. In academic environments of integrity, even those who disagree on facts share respect and reverence for knowledge and the methods by which it is obtained.

Respect in academic communities is reciprocal and requires showing respect for oneself as well as others. Respect for self means facing challenges with integrity. Respect for others means valuing diversity of opinions and appreciating difference as a means to challenge, test, and refine ideas.

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, and performing to the best of their ability. Being rude, demeaning,

Without feelings of respect, what is there to distinguish men from beasts?

~Confucius

or disruptive to others undermines climates of respect.

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. Cultivating environments in which all members show and enjoy respect is both an individual and a collective responsibility.

"As a scholar, one should be generous in acknowledging the work of other scholars, for their work makes possible one's own."

~ "Academic Honesty in the Writing of Essays and Other Papers"
Carleton College,
1990

"I have instructors who are very good about citing sources for their lectures. Seeing faculty members cite the work of their colleagues sets a good example for members of the class."

~Student at a
CAI conference

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.

Responsibility for upholding the values of integrity is simultaneously an individual duty and a shared concern. Every member of an academic community – each student, faculty member, and administrator – is responsible for safeguarding the integrity of its scholarship, teaching and research. Shared responsibility both distributes and magnifies the power to effect change. Responsible communities can work to overcome apathy and to inspire others to uphold the academic integrity standards of the group.

Being responsible means standing up against wrongdoing, resisting negative peer pressure, and serving as a positive example.

Responsible individuals hold themselves accountable for their own actions, and work to discourage and prevent misconduct by others. Cultivating responsibility means learning to recognize and resist the impulse to engage in

"Someone ought to do it, but why should I?" –
"Someone ought to do it, so why not I?" Between these two sentences lie whole centuries of moral evolution.

~Annie Besant

unscrupulous behavior. Being a responsible member of an academic community also means holding others accountable when they fail to uphold the values of the group. Holding oneself and others to high standards of integrity is often challenging; it requires courage.

"When we take responsibility for the work we produce, we give it credibility. Without credibility, there is no point in doing the work."

~Deb Eerkes

University of Alberta

"Academic dishonesty is a corrosive force in the academic life of a university."

~University of Maryland

College Park, 1997

COURAGE

To develop and sustain communities of integrity, it takes more than simply believing in the fundamental values. Translating the values from talking points into action--standing up for them in the face of pressure and adversity—requires determination, commitment, and courage.

Courage differs from the preceding fundamental values in that it is less a value than a quality or *capacity*. Courageous people are often misunderstood as lacking fear. In reality, courage is the capacity to act in accordance with one's values despite fear. 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 even when doing so involves risk of negative consequences or reprisal.

Being courageous means acting in accordance with one's convictions. Like intellectual capacity, courage can only develop in environments where it is tested.

Academic communities of integrity, therefore, necessarily include opportunities to make choices, learn from them, and grow. Through this iterative process, courage, honor, and integrity can develop as interwoven and mutually dependent characteristics.

“Courage is the first of human qualities because it is the quality which guarantees the others.”

~ Aristotle

Members of academic communities must learn not only to make integrous decisions, but also to display the courage necessary to follow their decisions with action. Only through the exercise of courage is it possible to create and maintain communities of integrity strong enough to endure as responsible, respectful, trustworthy, fair and honest regardless of the circumstances they face.

Faculty and students who display courage in the pursuit of integrity not only become role models but also increase standards for learning and scholarship. Community is thus forged and becomes a key source for building habits of civility for a lifetime.

~Pat Drinan,
Founding Member,
ICAI