Best Practices/Recommendations to Promote Academic Integrity

Introduction

In 2006, the Academic Integrity Committee of the Master Educators’ Guild was formed consisting of representatives from each of the eight UMDNJ schools. The interest of the Guild in forming this committee was spurred by two University-wide, Guild-sponsored presentations on the topic: “Academic Integrity: Cultural and Pedagogical Challenges” by Timothy Dodd, Executive Director of the Center for Academic Integrity at the Academic Grand Rounds presentation on University Day 2005; and the 2006 Spring Symposium on Academic Integrity: Evidence and Strategies: “Academic Integrity: What do the Studies Tell Us?” by Donald McCabe and “Changing the Culture: An Inside View” by Carole Sullivan.

In 2007, the committee began to compile information from the literature and from the various schools of UMDNJ that would be considered “Best Practices” in areas related to Academic Integrity. Representatives from each of the schools of UMDNJ gathered information concerning how Academic Integrity is promoted at each of their schools, how the faculty and students are informed about the relevant issues, and what the practice is at each school when there is a violation of Academic Integrity. This information was assembled in a table format, and was reviewed by the committee with the goal of identifying the best practices.

As a framework in the review process, the committee reviewed “The Fundamentals of Academic Integrity” published by the Center for Academic Integrity in 1999. It included seven recommendations to develop a strong academic integrity program at institutions. These recommendations were based on studying higher education institutions with successful academic integrity policies and practices.

1. Have clear academic integrity statement, policies and procedures that are consistently implemented.
2. Inform and educate the entire community regarding academic integrity policies and procedures.
3. Promulgate and rigorously practice these policies and procedures from the top down, and provide support to those who faithfully follow and uphold them.
4. Have a clear, accessible, and equitable system to adjudicate suspected violations of policy.
5. Develop programs to promote academic integrity among all segments of the campus community. These programs should go beyond repudiation of academic dishonesty and include discussions about the importance of academic integrity and its connection to broader ethical issues and concerns.
6. Be alert to trends in higher education and technology affecting academic integrity on campus.
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7. Regularly assess the effectiveness of its policies and procedures and take steps to improve and rejuvenate them.


In addition to its recommendations, the Committee provides the following two useful resources as appendices:

• Appendix I - Best Practices in Academic Integrity: Perspectives from the Literature.
• Appendix II - Summary Tables of Academic Integrity Policies at the Schools of UMDNJ (Working Document)

Appendix I includes recent citations from the health professions and educational literature focusing on best practices in academic integrity at both the institutional and faculty/course level. Appendix II represents the best efforts of the Committee to identify and categorize the relevant policies and procedures on academic integrity operating at each UMDNJ School during the 2006-2007 academic year. Due to the multiple and varied sources of these policies and procedures and their regular updating and revision, neither completeness nor accuracy can be assured here. Responsible School officials always should be contacted in order to obtain the latest and most accurate information.

**Best Practices in Academic Integrity at UMDNJ and Recommendations for Consideration**

The following recommendations have been successfully implemented in one or more of the UMDNJ Schools, or have been published as a successful strategy in the literature. These recommendations are provided here for discussion and consideration by the academic integrity policy makers at each School. It is appreciated that all the recommendations listed may not be effective or applicable in each School. Given that all the Schools of UMDNJ have unique characteristics, adoption of any of these recommendations would require individual review by the applicable faculty, student, and administrative groups and approval through the normal mechanisms operating in each unit.

**Policies and Procedures – Recommendations for Consideration**

1. All Schools should have a Code of Academic Integrity, Honor Code, and a Code of Professional Conduct that sets clear expectations regarding academic and professional integrity. *These codes exist in various forms at all schools of UMDNJ.*

2. Professional codes or standards should be incorporated into academic integrity policies and honor codes if they exist for a particular profession. *Best Practices identified at SN, RWJMS, NJDS, NJMS, SOM.*

3. With respect to Academic Integrity policies, strong emphasis should be placed on positive behaviors and expectations, without excluding proscriptive statements.
Best Practices identified at GSBS, NJMS, RWJMS

4. Students should be required to abide by the Honor Code/Code of Academic Integrity/Code of Professional Conduct, and such affirmation should be documented.
   Best Practices identified at SHRP, NJDS, NJMS, SOM

5. Student receipt of Honor Code/Code of Academic Integrity and academic integrity policies should be documented.
   Best Practices identified at SHRP, RWJMS, NJMS

6. Violations of Academic Integrity and improper behavior should be defined using appropriate examples.
   Best Practices identified at NJDS, NJMS, SPH, SHRP, SN

7. Clear instructions should be provided for both faculty and students for reporting observed violations of academic integrity, professional conduct, and honor codes.
   Best Practices identified at RWJMS, NJDS

8. Each school should have an academic integrity committee consisting of faculty and students to develop, periodically review, and revise academic integrity policies, and have input into orientation and ongoing training sessions on academic integrity issues for students and faculty. Mechanisms should be available to allow for substantial student input and ownership. Terms of membership of the committee should overlap to ensure consistency. The membership of this committee may also serve as a Hearing Body.
   Best Practices identified at NJDS, NJMS, SOM, SPH

9. There should be a clear and fair process for handling violations of academic integrity and a consistent application of appropriate sanctions.
   The Committee was not able to review how academic integrity policies are implemented at the various schools.

10. There should be a tracking mechanism to identify students with repeated violations of academic integrity policies.
    Best Practices identified at NJDS, NJMS, SOM, SPH

11. Information on adjudication of cases of academic integrity violations should be made available to the University community with appropriate confidentiality measures in place.
    Best Practices identified at NJDS

12. Policies and procedures on academic integrity should be readily accessible to students, faculty and administrators, preferably on a website dedicated to Academic Integrity.
    Currently policies and procedures are imbedded in student handbooks and are not so easily located from the schools’ homepages.
13. The ombudsperson at each school should receive training in academic integrity policies. 
   The Committee was not able to determine if this is done at the various schools.

14. New technology or mechanisms to promote academic integrity should be explored on an 
   ongoing basis to assist students, faculty, and administrators. 
   The Committee was not able to determine if this is done at the various schools.

15. An evaluation mechanism should be implemented to assess the effectiveness of the academic 
   integrity policies and procedures. 
   The Committee was not able to determine if this is done at the various schools.

16. Representatives from the academic integrity committees of the various schools should meet to 
   share successful strategies and identify initiatives that can be implemented on a University-wide 
   basis. 
   This is not being done at the present time.

Education and Training– Recommendations for Consideration

17. Students should be oriented to academic integrity policies at the beginning of their course of 
   study, and have ongoing and regular educational activities in academic integrity issues 
   throughout their program. Such education could be included in formal courses or seminars. The 
   training should link the importance of academic integrity behaviors at UMDNJ with 
   professionalism and their broader function as a future health care professional or scientist. 
   Best Practices identified at GSBS, NJDS, NJMS, SOM, RWJMS

18. A brief statement on academic integrity (with a link or reference to the location of the full 
   academic integrity/honor code) should be incorporated into all course syllabi. 
   Best Practices identified at SN, SHRP, NJDS, NJMS

19. Faculty should be oriented to academic integrity policies at UMDNJ and their School during 
   their orientation, and have ongoing and regular educational activities on academic integrity 
   issues. Course directors and all faculty involved in teaching should be provided with a short, 
   bullet-point list of academic integrity policies and procedures at UMDNJ and at their School. 
   Best Practices identified at NJDS, RWJMS

20. Faculty should be encouraged to implement student honesty declarations on papers and exams. 
   This is not required at any of the schools.

21. There should be a UMDNJ Academic Integrity website as a resource for faculty, students and 
   administrators. 
   This is not available at UMDNJ.
Appendix I
Best Practices in Academic Integrity: Perspectives from the Literature
Compiled April 2007 by Craig Scanlan, EdD, RRT

Institution-Level

Institution-level best practices identified in the literature include: (1) promoting a culture of academic integrity, (2) providing a student honor code with the accompanying academic policies and procedures needed for application and enforcement; (3) providing clear definitions and examples of academic misconduct; (4) providing academic integrity training to students; (5) granting greater involvement to students for oversight of honor codes and academic integrity processes; (6) providing strong administrative support for upholding academic integrity standards; (7) publication of adjudicated actions and types of sanctions that have been applied; and (8) use of a transcribed, grade-based penalty for academic dishonesty.

Promoting a Culture of Academic Integrity


Levine, J. H. (2001). What we are learning about academic integrity. About Campus, 6, 9-16.


Providing a Student Honor Code with the Accompanying Academic Policies and Procedures Needed for Application and Enforcement


Provision of Clear Definitions and Examples of Academic Misconduct


Provision of Academic Integrity Training to Students


Granting Greater Involvement to Students for Oversight of Honor Codes and Academic Integrity Processes


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Provision of Strong Administrative Support for Upholding Academic Integrity Standards, Including a Clear and Fair Process with Consistent Application of Appropriate Sanctions


Publication of Adjudicated Actions and Types of Sanctions that Have Been Applied


Use of a Transcribed, Grade-Based Penalty for Academic Dishonesty


Faculty/Course-Level Practices
Faculty/course-level practices identified in the literature include: (1) increasing faculty involvement in the process; (2) provision of faculty training in how to deter cheating and plagiarism; (3) role modeling of academic integrity by faculty; (4) provision of clear statements in course syllabi emphasizing academic integrity; (5) provision of class discussions on academic integrity by faculty; (6) application of preventive strategies to reduce the opportunities for academic misconduct;

Increasing Faculty Involvement in the Process


**Provision of Faculty Training in How to Deter Cheating and Plagiarism**

Marcoux, H.E. (2002). *Kansas State University Faculty Perspective, Opinions, and Practices Concerning Undergraduate Student Academic Dishonesty and Moral Development*. PhD Kansas State University,


**Role Modeling of Academic Integrity by Faculty**


**Provision of Clear Statements in Course Syllabi Emphasizing Academic Integrity**


**Provision of Class Discussions on Academic Integrity by Faculty**


**Application of Preventive Strategies to Reduce the Opportunities for Academic Misconduct**


<table>
<thead>
<tr>
<th>ACADEMIC INTEGRITY POLICIES</th>
<th>GSBS</th>
<th>SHRP</th>
<th>SN</th>
<th>RWJMS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Definition/Explanation of Violations and Infractions</strong></td>
<td>Yes (general examples) – Newark Student Handbook, p. 21; also provides examples of appropriate behavior in examinations, research papers, oral presentations and qualifying exams</td>
<td>Yes – Current Student Handbook pp. 12-14</td>
<td>Yes – Current Catalog/Handbook p. 39</td>
<td>General examples only, current Student Handbook, p. 168; plagiarism and fabrication defined under Misconduct in Science policy, current Student Handbook, p. 171</td>
</tr>
<tr>
<td><strong>Instructions for Student Reporting</strong></td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>Yes, current Student Handbook, p. 162</td>
</tr>
<tr>
<td><strong>External standards used (e.g. AMA, ADA, etc)</strong></td>
<td>No</td>
<td>Some programs, e.g. PT (APTA)</td>
<td>Yes – American Nurses’ Association Code referenced in Current Catalog/Handbook pp. 46-47</td>
<td>Yes - Adapted from AAMC</td>
</tr>
<tr>
<td><strong>Student Sign-Off</strong></td>
<td>Piscataway: No (but individual programs can set their own requirements – e.g. Molec. Biosci. required it last year)</td>
<td>Yes – Current Student Handbook p. 2</td>
<td>Not determined</td>
<td>Yes</td>
</tr>
<tr>
<td><strong>HONOR CODE</strong></td>
<td>Yes – “Code of Professional Conduct” similar across campuses</td>
<td>Yes - Current Student Handbook, pp. 1-2</td>
<td>None Other than ANA Code</td>
<td>Yes, current Student Handbook, pp. 159-164</td>
</tr>
<tr>
<td><strong>Code or Pledge published</strong></td>
<td>Yes</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Student Sign off</strong></td>
<td>Not determined Piscataway: No</td>
<td>Yes (including in all Web-based courses)</td>
<td>No</td>
<td>In some courses</td>
</tr>
<tr>
<td><strong>ACAD INTEG COMMITTEE OR HONOR COUNCIL</strong></td>
<td>GSBS-Piscataway has an Executive Council that occasionally deals with academic integrity issues of, but this is not a significant focus of the committee; otherwise none</td>
<td>Task force only</td>
<td>Ethics Task Force to consider issues of integrity for both students and faculty</td>
<td>There is a Research Integrity Committee, all the members of which are faculty</td>
</tr>
<tr>
<td><strong>Membership</strong></td>
<td></td>
<td>A Faculty/Student Affairs committee is charged with reviewing and developing academic integrity policies.</td>
<td>See Student Professional Conduct Committee (below)</td>
<td></td>
</tr>
<tr>
<td><strong>Activity</strong></td>
<td>See above</td>
<td>Minimal</td>
<td>Only 1 meeting this year</td>
<td>The Research Integrity Committee is active.</td>
</tr>
<tr>
<td>ORIENTATION TO ACADEMIC POLICIES</td>
<td>GSBS</td>
<td>SHRP</td>
<td>SN</td>
<td>RWJMS</td>
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<tr>
<td>New students</td>
<td>Newark and Piscataway address academic integrity at their new student orientations; some campuses require course (see below)</td>
<td>Yes - incorporated into required online orientation; validated by quiz (1 question pertains to academic integrity)</td>
<td>Yes - Orientation</td>
<td>During Orientation (the first week) for first year students.</td>
</tr>
<tr>
<td>New Faculty</td>
<td>Assumption that this is covered by the school in which faculty are appointed. No faculty are hired by GSBS</td>
<td>New faculty orientation includes review of academic policies and procedures</td>
<td>New faculty attend an orientation session during which SN policies and procedures are reviewed</td>
<td>As of last year there is an orientation session for new faculty at which these issues are discussed.</td>
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<thead>
<tr>
<th>HEARING BODY</th>
<th>GSBS</th>
<th>SHRP</th>
<th>SN</th>
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</thead>
<tbody>
<tr>
<td>Membership</td>
<td>‘Division’ Hearing Body composed of 2 students (elected by the Graduate Student Association), 2 faculty (selected by the Dean from nominations from each department) and 1 administrator. The composition of the Hearing Body must be approved by Executive Council.</td>
<td>Bylaws-defined committee serves as Hearing Body; however procedures (Current Student Handbook p. 18) recommends an effort to resolve informally first, &quot;through mediation by an administrative officer of the School or by some other means.&quot; (based on UMDNJ Policy on Students Rights and Disciplinary Procedures)</td>
<td>Student Affairs Committee Disciplinary Committee</td>
<td>Student Professional Conduct Committee (SPCC) - 5 students selected from 10 randomly chosen (current Student Handbook., pp. 162-163); note that review of allegations of infractions of the Code of Professional Conduct by the SPCC does not preclude further consideration or action by the Associate Dean for Student Affairs or by the Hearing Body on Student Rights convened pursuant to the UMDNJ Student Disciplinary Procedure (current Student Handbook., pp. 162-168-170). In cases where the Hearing Body is convened, recommendations shall prevail and supersede any decision by the SPCC.</td>
</tr>
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</table>

### HEARING BODY (con’t)

<table>
<thead>
<tr>
<th>Active?</th>
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</thead>
<tbody>
<tr>
<td>Only determined for GSBS Newark, where few incidents in past 2-3 years with most handled by the course director in consultation with the Associate Dean. Piscataway: 1 hearing body convened in past 10 years, student expelled for illegal activities (not specifically academic integrity).</td>
<td>Just started</td>
<td>Yes, only one hearing in 2006-7 so far</td>
<td>Yes</td>
<td></td>
</tr>
</tbody>
</table>

### Sp Sanctions specified


### Adjudicated cases published (anonymously); Procedure for tracking repeat offenders

| Piscataway: No Tracking recommendations are recommended by the Hearing Body. Not determined on other campuses | No | No | No |

### INFO FOR STUDENTS

| Courses, seminars, tutorials | GSBS Newark 1-credit required course "Ethics in Science, Research and Scholarship"; GSBS Piscataway 11 session course "Ethical Scientific Conduct"; GSBS Stratford 30 hours course "Ethics in Scientific Research and Scholarship" | External resources used by some programs and departments | Not determined | First year students take a required Ethics course. The person who gave it has just retired. I don’t know who will pick it up. |
| Other | Not determined | No | Not determined | Not determined |

### INFO AND RESOURCES FOR FACULTY

<p>| Statements for Syllabi | There is no uniform procedure for statements. It is up to each instructor. | Provided on syllabus template by curriculum committee; statement on academic integrity required in syllabi by 9/07 | All syllabi contain a statement on academic policy | Not determined |
| Proctoring Instructions | Not determined | Department /Program specific (e.g., CLS) | No | Not determined |
| Honesty Declarations | Not determined | Department /Program specific (e.g., IDST) | No | Not determined |
| Other | -- | -- | -- | -- |</p>
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<th>SN</th>
<th>RWJMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>PLAGIARISM DETECTION SOFTWARE</td>
<td>No</td>
<td>No</td>
<td>Yes – Turnitin</td>
<td>No</td>
</tr>
<tr>
<td>GRADING POLICY RELATED TO VIOLATIONS</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
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</table>

* Due to the multiple and varied sources of these policies and procedures and their regular updating and revision, neither completeness nor accuracy can be assured here. Responsible School officials always should be contacted in order to obtain the latest and most accurate information.

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<th>ACADEMIC INTEGRITY POLICIES</th>
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<th>NJMS</th>
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<th>SPH</th>
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</thead>
<tbody>
<tr>
<td>Definition/Explanation of Violations and Infractions</td>
<td>Handbook, Part VIII; Ethical conduct for students, faculty, staff; types of violations explained; includes unreported knowledge of any violations</td>
<td>Code of Professional Conduct policy, p. 3, definitions of violations provided</td>
<td>Handbook has listing of infractions, p. 149-150</td>
<td>Bulletin p. 243-244 – descriptions of infractions; refers reader to UMDNJ School of Public Health Campus office for more detailed listing of academic offenses and sanctions</td>
</tr>
<tr>
<td>Instructions for Faculty Reporting</td>
<td>Handbook, Part VIII: Instructions for reporting infractions committed by students, faculty and staff</td>
<td>Code of Professional Conduct policy p. 5 (same as University policy)</td>
<td>Handbook, p. 150-151</td>
<td>Bulletin, p. 245 University policy</td>
</tr>
<tr>
<td>Instructions for Student Reporting</td>
<td>Handbook, Part VIII: Instructions for reporting infractions committed by students, faculty and staff</td>
<td>Code of Professional Conduct policy p. 5 (same as University policy)</td>
<td>Handbook p. 150-151</td>
<td>Bulletin, p. 245 University policy</td>
</tr>
<tr>
<td>External standards used (e.g. AMA, ADA, etc)</td>
<td>Handbook-NJDS Code of Prof Conduct and Ethics incorporates ADA Principles of Ethics and Code of Prof Conduct</td>
<td>Code of Professional Conduct policy has link to AMA Code of Ethics</td>
<td>Handbook, p. 30-31; Code of Ethics of the American Osteopathic Association</td>
<td>None available</td>
</tr>
<tr>
<td>Student Sign-Off</td>
<td>Yes – during 1st Year orientation</td>
<td>No. Students are told that the student handbook is online, that it contains various policies, and that they are responsible for learning what the policies are.</td>
<td>Believe so</td>
<td>No</td>
</tr>
<tr>
<td>Provision for ombudsperson</td>
<td>NJDS Catalog, p. 20; not in Handbook; described on NJDS Student Affairs website with links to University website</td>
<td>Links to University Policy on Student Affairs website</td>
<td>Handbook, p.4 – only Research Ombudsperson</td>
<td>The School’s Ombudsperson gives presentation at student orientation</td>
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</tr>
</thead>
<tbody>
<tr>
<td>Student Sign off</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Prior to orientation week, 1st year students are directed to the web-link to our handbook, and expected to read honor code info. During orientation week the policy is distributed and students sign off.</td>
<td>No</td>
<td></td>
</tr>
</tbody>
</table>
| ACAD INTEG COMMITTEE OR HONOR COUNCIL | Membership              | Honor Council: 18 faculty and 12 students  
PERC: Professionalism and Ethics Review Committee  
External Advisory Committee | Committee on Academic Integrity: 6 students, 5 faculty (2 administrators, 1 clinical faculty, 1 basic science faculty) 1 student and 1 faculty are co-chairs | Student Professional Conduct Committee (8 students) | Student Affairs and Minority Advisory Committee; Includes 3 faculty, 2 administrators and 3 students; Policy under review. |
<p>| Activity                | Review and update honor code; ensure distribution; actively promote ethical/professional standards, serve as members of Hearing Body | Educating students and faculty regarding ethical issues, monitoring academic integrity policy, serving as Hearing Body for all student disciplinary actions. | Evaluate allegations of student ethical misconduct; if probable cause, refer to Asst Dean for action that may include Hearing Body or Student Affairs Committee | Educating students and faculty regarding ethical issues, monitoring academic integrity policy, serving as Hearing Body for all allegations of academic dishonesty. |
| ORIENTATION TO ACADEMIC POLICIES | New students            | Code distributed and explained to students during Freshman Orientation | Code distributed and discussed during Freshman Orientation | Handbook, p. 152, Student Prof Conduct Committee discussed during Orientation | All new students are given a copy of the Honor Code printed in a separate memo at student orientation |</p>
<table>
<thead>
<tr>
<th>ORIENTATION TO ACADEMIC POLICIES (con’t)</th>
<th>NJDS</th>
<th>NJMS</th>
<th>SOM</th>
<th>SPH</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Faculty Code distributed to faculty during course director's training</td>
<td>Orientation, but not sure of content</td>
<td>New faculty are also referred to the Code of Ethics policy in the Education Handbook. Also, faculty complete a yearly compliance course on-line provided by UMDNJ. There are also IRB research ethics policies and a RITE? course for human subject protection.</td>
<td>All new faculty members are directed to the website for the Faculty Handbook.</td>
<td></td>
</tr>
<tr>
<td>ORIENTATION TO ACADEMIC POLICIES (con’t)</td>
<td>Membership</td>
<td>Orientation, but not sure of content</td>
<td>The hearing body consists of 2-3 clinical faculty, 1-2 basic science faculty, 2-3 administrative staff, 4 student members chosen by the dean (one from each year). This is largely a function of the Student Affairs Comm.</td>
<td>Student Affairs and Minority Advisory Committee; Includes 3 faculty, 2 administrators and 3 students. Policy under review.</td>
</tr>
<tr>
<td>NJDS</td>
<td>NJMS</td>
<td>SOM</td>
<td>SPH</td>
<td></td>
</tr>
<tr>
<td>Membership</td>
<td>3 faculty, 1 student, 1 administrator who is also faculty</td>
<td>Same as Academic Integrity Committee</td>
<td>Yes - Code of Professional Conduct policy (p. 5-7) on website; Link to University policy on Student Affairs website</td>
<td>Yes – Bulletin, p. 245</td>
</tr>
<tr>
<td>Procedures published</td>
<td>Section IX of Handbook, plus link to University Policy in Section VII of Handbook</td>
<td>Yes - Code of Professional Conduct policy (p. 5-7) on website; Link to University policy on Student Affairs website</td>
<td>Handbook, p. 8-15; University policy only</td>
<td>Yes – Bulletin, p. 245</td>
</tr>
<tr>
<td>Active?</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes, as cases come up.</td>
<td>Yes, as cases come up.</td>
</tr>
<tr>
<td>Sp Sanctions specified</td>
<td>Yes same as University policy except for withholding or revocation of degree</td>
<td>Yes - Code of Professional Conduct (p. 7-9) on website; 5 levels of Sanctions and No Action decision described in detail; Level 4 includes explanatory note on student transcript; corresponding violations not described</td>
<td>Handbook, p. 13 from University policy</td>
<td>Bulletin, p. 247-250; describes 4 levels of violations (with examples) and sanctions; notations on transcript specified for more severe sanctions</td>
</tr>
<tr>
<td>Adjudicated cases published (anonymously); procedure for tracking repeat offenders</td>
<td>Yes: cases presented to entering first year students during orientation; also to members of honor council/hearing bodies; dean reports to Executive Council and Faculty Assembly concerning cases in progress; Yes Office of Student Affairs tracks repeat offenders</td>
<td>No publication; considered confidential according to FERPA</td>
<td>No publication. Assistant dean follows disciplinary cases.</td>
<td>No publication. Policy under review.</td>
</tr>
<tr>
<td><strong>INFO FOR STUDENTS</strong></td>
<td><strong>NJDS</strong></td>
<td><strong>NJMS</strong></td>
<td><strong>SOM</strong></td>
<td><strong>SPH</strong></td>
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<tr>
<td>Courses, seminars, tutorials</td>
<td>Mandatory courses Intro to Dental Profession, 1st Year Fall (includes NJDS and ADA Codes of Ethics; syllabus has statement on Conduct and Ethics, plagiarism and cheating.) Ethics and Jurisprudence, 4th yr, Winter/Spring (ethical behavior in practice) Syllabus has statement of conduct and ethics</td>
<td>Ethics is taught in first and second year Physician’s Core courses Also contained in most course syllabi</td>
<td>A professionalism course is given during the first year beginning in orientation week. It deals with professional behavior, ethics, plagiarism, cheating, other.</td>
<td>Policies are provided in the Bulletin and distributed as outlined above</td>
</tr>
<tr>
<td>Other</td>
<td>Not determined</td>
<td>Occasional small group discussions on ethics In some courses, students sign an affidavit on the front of exams that they will uphold the honor code.</td>
<td>Not determined</td>
<td>Student Affairs and Minority Advisory Committee charged with educating students and faculty regarding ethical issues, monitoring academic integrity policy and serving as hearing body for allegations of academic dishonesty</td>
</tr>
<tr>
<td><strong>INFO AND RESOURCES FOR FACULTY</strong></td>
<td>Statements for Syllabi</td>
<td>Yes standard language provided for syllabi Recommended in Proctoring Protocol</td>
<td>All course syllabi are supposed to contain the NJMS Guide to Professional Conduct (for students) but do not contain info for Proctors; no instructions from NJMS</td>
<td>Don’t think so</td>
</tr>
<tr>
<td>Proctoring Instructions</td>
<td>Yes for proctors, course directors, students – draft; asks students to report dishonest behavior to the course director</td>
<td>Individual course directors may provide instructions; no instructions from NJMS.</td>
<td>Handbook. P. 147-148 Students to adhere to Honor Code and Code of Ethics during exams</td>
<td>No policy</td>
</tr>
<tr>
<td>Honesty Declarations</td>
<td>Not uniformly required; at course director’s discretion</td>
<td>Some course directors include honesty declarations on their exams; no instructions from NJMS</td>
<td>Don’t think so</td>
<td>No policy</td>
</tr>
</tbody>
</table>
# Best Practices/Recommendations to Promote Academic Integrity
Approved July 30, 2007

<table>
<thead>
<tr>
<th>INFO AND RESOURCES FOR FACULTY (Con’t)</th>
<th>NJDS</th>
<th>NJMS</th>
<th>SOM</th>
<th>SPH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other</td>
<td>Annually, Office of Academic Affairs and Student Affairs provides Course Director In-Service Training; participation required for all course directors and includes info on student disciplinary procedures</td>
<td>Posting of honor code in classrooms</td>
<td>Not determined</td>
<td>No</td>
</tr>
<tr>
<td><em>PLAGIARISM DETECTION SOFTWARE</em></td>
<td>No – minimal written assignments</td>
<td>None</td>
<td>Not determined</td>
<td>No</td>
</tr>
<tr>
<td><em>GRADING POLICY RELATED TO VIOLATIONS</em></td>
<td>Can receive F for course, but that is at course director’s discretion</td>
<td>Yes - Code of Professional Conduct (p. 7-9) on website; sanctions include grading;</td>
<td>Not determined</td>
<td>Bulletin, p. 247-250; Level 1 and 2 violations and sanctions include grading</td>
</tr>
</tbody>
</table>

* Due to the multiple and varied sources of these policies and procedures and their regular updating and revision, neither completeness nor accuracy can be assured here. Responsible School officials always should be contacted in order to obtain the latest and most accurate information.