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.*

> 7. *Regularly assess the effectiveness of its policies and procedures and take steps to improve and rejuvenate them.*
>
> Taken From: The Center for Academic Integrity. *The Fundamental Values of Academic Integrity*. October 1999. http://www.academicintegrity.org/fundamental.asp

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

Alschuler, A. S. & Blimling, G. S. (1995). Curbing epidemic cheating through systemic change. *College Teaching, 43*, 123-126.

Burnett, D.D., Rudolph, L., & Clifford, K.O. (1998). *Academic Integrity Matters*. NASPA Monograph Series Washington, DC: National Association of Student Personnel Administrators.

Davis, S. F. (1993). Cheating in college is for a career: Academic dishonesty in the 1990s U.S. Paper presented at the Annual Meeting of the Southeastern Psychological Association (39th, Atlanta, GA, March 24-27, 1993).

Dowd, S. B. (1992). *Academic Integrity--A Review and Case Study*. Washington, DC: Educational Resources Information Center, ED349060.

Hendershott, A., Drinan, P., & Cross, M. (2000). Toward enhancing a culture of academic integrity. *NASPA J, 37*, 587-597.

Hutton, P. A. (2006). Understanding student cheating and what educators can do about it. *College Teaching, 54*, 171.

Kibler, W. L. (1993). A framework for addressing academic dishonesty from a student development perspective. *NASPA Journal, 31*, 8-18

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

McCabe, D. L. (2005). It takes a village: Academic dishonesty & educational opportunity. *Liberal Education, 91*, 26.

Nuss, E. M. (1996). What colleges teach students about moral responsibility? Putting the honor back in student honor codes. In *Annual Meeting of the Institute on College Student Values*, Tallahassee, FL.

Scanlan, C.L. (2006). Strategies to promote a climate of academic integrity and minimize student cheating and plagiarism. *Journal of Allied Health, 35*, 158-164.

Whitley, B. E., & Keith-Spiegel, P. (2001). Academic integrity as an institutional issue. *Ethics & Behavior, 11*, 325-342.

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

Alschuler, A. S. & Blimling, G. S. (1995). Curbing epidemic cheating through systemic change. *College Teaching, 43*, 123-126.

Burnett, D.D., Rudolph, L., & Clifford, K.O. (1998). *Academic Integrity Matters*. NASPA Monograph Series Washington, DC: National Association of Student Personnel Administrators.

Gaberson, K. B. (1997). Academic dishonesty among nursing students. Nurs Forum, 32, 14-20.

McCabe, D., & Trevino. L.K. (2002). Honesty and honor codes. *Academe, 88*, 37-41.

Kibler, W. L. (1993). A framework for addressing academic dishonesty from a student development perspective. *NASPA Journal, 31*, 8-18

McCabe, D. & Pavela, G. (2000). Some good news about academic integrity. *Change, 33*, 32-38.

Nuss, E. M. (1996). What colleges teach students about moral responsibility? Putting the honor back in student honor codes. In *Annual Meeting of the Institute on College Student Values*, Tallahassee, FL.

Scanlan, C.L. (2006). Strategies to promote a climate of academic integrity and minimize student cheating and plagiarism. *Journal of Allied Health, 35*, 158-164.

Thompson, C. C. (2006). Unintended lessons: Plagiarism and the university. *Teachers College Record, 108,* 2439.

Whitley, B.E., & Keith-Spiegel, P. (2001). Academic integrity as an institutional issue. *Ethics & Behavior, 11*, 325-342.

Provision of Clear Definitions and Examples of Academic Misconduct

Buchanan, J.N. & Beckham, J. C. (2006). A comprehensive academic honor policy for students: Ensuring due process, promoting academic integrity, and involving faculty. *Journal of College and University Law, 33*, 97-119.

Provision of Academic Integrity Training to Students

Kibler, W. L. (1993). A framework for addressing academic dishonesty from a student development perspective. *NASPA Journal, 31*, 8-18

Dannells, M. (1997). *From discipline to development: Rethinking student conduct in higher education*. ERIC Digest Washington, DC: Educational Resources Information Center, ED408919.

Devlin, M. (2006). Policy, preparation, and prevention: Proactive minimization of student plagiarism. *Journal of Higher Education Policy and Management, 28*, 45.

Dowd, S. B. (1992). *Academic Integrity--A Review and Case Study*. Washington, DC: Educational Resources Information Center, ED349060.

Fricker, B.A., Armstrong, W., & Carty, H. (2003). *The Proposed UCSD Academic Integrity Tutorial Pilot Project: A Formative Evaluation*. Washington, DC: Educational Resources Information Center, ED479133.

McCabe, D. & Pavela, G. (2000). Some good news about academic integrity. *Change, 33*, 32-38.

Landau, J.D., Druen, P.B., & Arcuri, J.A. (2002). Methods for helping students avoid plagiarism. *Teaching of Psychology, 29*, 112-115.

Peterson, L. (1986). *Teaching Academic Integrity: A Cognitive Developmental Model Based on Kohlberg's Theory of Moral Development*. Washington, DC: Educational Resources Information Center, ED270052.

Scanlan, C.L. (2006). Strategies to promote a climate of academic integrity and minimize student cheating and plagiarism. *Journal of Allied Health, 35*, 158-164.

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

Jennings, J.C. (1991). Responsibility for integrity lies first with students. *JAMA, 266*, 2452.

McCabe, D. & Pavela, G. (2000). Some good news about academic integrity. *Change, 33*, 32-38.

McCabe, D.L. & Makowski, A.L. (2001). Resolving allegations of academic dishonesty: is there a role for students to play? *About Campus, 6*, 17-21.

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

Alschuler, A. S. & Blimling, G. S. (1995). Curbing epidemic cheating through systemic change. *College Teaching, 43*, 123-126.

Dowd, S. B. (1992). *Academic Integrity--A Review and Case Study*. Washington, DC: Educational Resources Information Center, ED349060.

Schmelkin, L.P., Kaufman, A.M., & Liebling, D.E. (2001). Faculty Assessments of the Clarity and Prevalence of Academic Dishonesty. In *Annual Meeting of the American Psychological Association* San Francisco, CA.

Schneider, A. (1999). Why professors don't do more to stop students who cheat. *Chronicle of Higher Education, 45*. A8.

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

Todd-Mancillas, W.R. (1987). Academic dishonesty among communication students and professionals: Some consequences and what might be done about them. In *Annual Meeting of the Speech Communication Association*, Boston, MA.

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

Pavela, G. Applying the power of association on campus: A model code of academic integrity. Retrieved Sept 13, 2005 from http://www.jpo.umd.edu/docs/toomuch2_wrk.pdf

Whitley, B. E., & Keith-Spiegel, P. (2001). Academic integrity as an institutional issue. *Ethics & Behavior, 11*, 325-342.

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

Buchanan, J.N. & Beckham, J. C. (2006). A comprehensive academic honor policy for students: Ensuring due process, promoting academic integrity, and involving faculty. *Journal of College and University Law, 33*, 97-119.

McCabe, D.L., Butterfield, K.D., & Trevino, L.K. (2003). Faculty and academic integrity: The influence of current honor codes and past honor code experiences. *Research in Higher Education, 44*, 367-385.

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,

Scanlan, C.L. (2006). Strategies to promote a climate of academic integrity and minimize student cheating and plagiarism. *Journal of Allied Health, 35*, 158-164.

Role Modeling of Academic Integrity by Faculty

Beemsterboer, P.L. (1997). Academic integrity: What kind of students are we getting and how do we handle them once we get them? *J Dent Educ, 61*, 686-688.

Dowd, S. B. (1992). *Academic Integrity--A Review and Case Study*. Washington, DC: Educational Resources Information Center, ED349060.

Gaberson, K. B. (1997). Academic dishonesty among nursing students. *Nurs Forum, 32*, 14-20.

McCabe D.L., & Pavela G. (1997). Ten principles of academic integrity. *J Col Univ Law, 24*, 117-118.

Scanlan, C.L. (2006). Strategies to promote a climate of academic integrity and minimize student cheating and plagiarism. *Journal of Allied Health, 35*, 158-164.

Wilhoit, S. (1994). Helping students avoid plagiarism. *College Teaching, 42*, 161-164.

Provision of Clear Statements in Course Syllabi Emphasizing Academic Integrity

Scanlan, C.L. (2006). Strategies to promote a climate of academic integrity and minimize student cheating and plagiarism. *Journal of Allied Health, 35*, 158-164.

Provision of Class Discussions on Academic Integrity by Faculty

Burnett, D.D., Rudolph, L., & Clifford, K.O. (1998). *Academic Integrity Matters*. NASPA Monograph Series Washington, DC: National Association of Student Personnel Administrators.

Gerdeman, R. D. (2000). *Academic Dishonesty and the Community College*. ERIC Digest Washington, DC: Educational Resources Information Center, ED447840.

McCabe D.L., & Pavela G. (1997). Ten principles of academic integrity. *J Col Univ Law, 24*, 117-118.

Todd-Mancillas, W.R. (1987). Academic dishonesty among communication students and professionals: Some consequences and what might be done about them. In *Annual Meeting of the Speech Communication Association*, Boston, MA.

Willen, M.S. (2004). Reflections on the cultural climate of plagiarism. *Liberal Education, 90*, 55.

Application of Preventive Strategies to Reduce the Opportunities for Academic Misconduct

Alschuler, A. S. & Blimling, G. S. (1995). Curbing epidemic cheating through systemic change. *College Teaching, 43*, 123-126.

Beemsterboer, P.L. (1997). Academic integrity: What kind of students are we getting and how do we handle them once we get them? *J Dent Educ, 61*, 686-688.

Blinn, L.V. (1993). Coping with cheating. *Journal of College Science Teaching, 23*, 173-174.

Bradshaw, M. J. & Lowenstein, A. J. (1990). Perspectives on academic dishonesty. *Nurse Educ, 15*, 10-15.

Cizek, G.J. (1999). *Cheating on Tests: How To Do It, Detect It, and Prevent It*. Mahwah, NJ: Lawrence Erlbaum Associates.

Cizek, G.J. (2003). *Detecting and Preventing Classroom Cheating: Promoting Integrity in Assessment*. Thousand Oaks, CA: Corwin Press.

Davis B.G. (1993). Preventing academic dishonesty (Chapter 34). In Davis BG, ed. *Tools for Teaching*. San Francisco: Jossey-Bass.

Devlin, M. (2006). Policy, preparation, and prevention: Proactive minimization of student plagiarism. *Journal of Higher Education Policy and Management, 28*, 45.

Gerdeman, R.D. (2000). *Academic dishonesty and the community college*. ERIC Digest Washington, DC: Educational Resources Information Center, ED447840.

Iowa State University (n.d.). Detecting Plagiarism. Retrieved September 13, 2005 from http://www.lib.iastate.edu/commons/resources/facultyguides/plagiarism/detect.html

Kerkvliet, J. & Sigmund, C.L. (1999). Can we control cheating in the classroom? *Journal of Economic Education, 30*, 331-343.

Park, C. (2004). Rebels without a clause: Towards an institutional framework for dealing with plagiarism by students. *Journal of Further and Higher Education 28*, 291.

Saunders, E.J. (1993). Confronting academic dishonesty. *Journal of Social Work Education, 29*, 224-231.

Scanlan, C.L. (2006). Strategies to promote a climate of academic integrity and minimize student cheating and plagiarism. Journal of Allied Health, 35, 158-164.

Singhal, A.C. & Johnson, P. (1983). How to halt student dishonesty. *College Student Journal, 17*, 13-19.

Trinchera, T. (2001). Cut and paste plagiarism: What it is and what to do about it. *Community & Junior College Libraries, 10*, 5-9.

University of Maryland. Code of Academic Integrity. Retrieved September 13, 2005.from
http://www.studenthonorcouncil.umd.edu/code.html

Waltman, J.L. (1980). Plagiarism: Preventing it in formal research reports. *ABCA Bulletin, 43*, 37-38.

Appendix II - Summary of Academic Integrity Policies (2006) – Working Document - Part 1

		GSBS	SHRP	SN	RWJMS
ACADEMIC INTEGRITY POLICIES	General Policies published	Yes – Newark Student Handbook, pp. 21-23 (similar wording for all campuses)	Yes – Current Student Handbook pp. 12-14, 17-18	Yes – Current Catalog/ Handbook p. 39	Yes - (current Student Handbook, pp. 162-163 and pp. 168-170) Code of Professional Conduct
	Definition/Explanation of Violations and Infractions	Yes (general examples) – Newark Student Handbook, p. 21; also provides examples of <u>appropriate behavior</u> in examinations, research papers, oral presentations and qualifying exams	Yes – Current Student Handbook pp. 12-14	Yes – Current Catalog/ Handbook p. 39	General examples only, current Student Handbook, p. 168; plagiarism and fabrication defined under Misconduct in Science policy. current Student Handbook, p. 171
	Instructions for Faculty Reporting	By reference to Reference to UMDNJ Policy on Students Rights and Disciplinary Procedures	Yes - Current Student Handbook pp. 18	Yes – Current Catalog/ Handbook p.39	Yes, current Student Handbook, p. 162 and p. 168
	Instructions for Student Reporting	No	No	No	Yes, current Student Handbook, p. 162
	External standards used (e.g. AMA, ADA, etc)	No	Some programs, e.g. PT (APTA)	Yes – American Nurses' Association Code referenced in Current Catalog/Handbook pp. 46-47	Yes - Adapted from AAMC
	Student Sign-Off	Piscataway: No (but individual programs can set their own requirements – e.g. Molec. Biosci. required it last year)	Yes – Current Student Handbook p. 2	Not determined	Yes
	Provision for ombudsperson	Not in GSBS Newark catalog Piscataway: Yes – student handbook (p 5, p 19)	Yes – Current Student Handbook pp. 11	Yes – Current Catalog/ Handbook p. 29	Yes, current Student Handbook, pp. 157-158 and 1676-168
HONOR CODE	Code or Pledge published	Yes – "Code of Professional Conduct" similar across campuses	Yes - Current Student Handbook, pp. 1-2	None Other than ANA Code	Yes, current Student Handbook, pp. 159-164
	Student Sign off	Not determined Piscataway: No	Yes (including in all Web-based courses)	No	In some courses
ACAD INTEG COMMITTEE OR HONOR COUNCIL	Membership	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	Task force only

A Faculty/Student Affairs committee is charged with reviewing and developing academic integrity policies. | Ethics Task Force to consider issues of integrity for both students and faculty | There is a Research Integrity Committee, all the members of which are faculty

See Student Professional Conduct Committee (below) |
| | Activity | See above | Minimal | Only 1 meeting this year | The Research Integrity Committee is active. |

		GSBS	SHRP	SN	RWJMS
ORIENTATION TO ACADEMIC POLICIES	New students	Newark and Piscataway address academic integrity at their new student orientations; some campuses require course (see below)	Yes - incorporated into required online orientation; validated by quiz (1 question pertains to academic integrity)	Yes - Orientation	During Orientation (the first week) for first year students.
	New Faculty	Assumption that this is covered by the school in which faculty are appointed. No faculty are hired by GSBS	New faculty orientation includes review of academic policies and procedures	New faculty attend an orientation session during which SN policies and procedures are reviewed	As of last year there is an orientation session for new faculty at which these issues are discussed.
HEARING BODY	Membership	'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.	Bylaws-defined committee serves as Hearing Body; however procedures (Current Student Handbook p. 18) recommends an effort to resolve informally first, "through mediation by an administrative officer of the School or by some other means." (based on UMDNJ Policy on Students Rights and Disciplinary Procedures)	Student Affairs Committee Disciplinary Committee	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.
	Procedures published	Reference to UMDNJ Policy on Students Rights and Disciplinary Procedures	Yes, Current Student Handbook pp. 18-21	Yes – Current Catalog/ Handbook pp.39	Yes, current Student Handbook, p. 163 and pp. 168-170

13

		GSBS	SHRP	SN	RWJMS
HEARING BODY (con't)	Active?	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)	Just started	Yes, only one hearing in 2006-7 so far	Yes
	Sp Sanctions specified	Reference to UMDNJ Policy on Students Rights and Disciplinary Procedures	Yes, Current Student Handbook pp. 19-20 (based on UMDNJ Policy on Students Rights and Disciplinary Procedures)	Yes – Current Catalog/ Handbook pp.39	No. Sanctions are at the discretion of the hearing body.
	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	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 acad integrity required in syllabi by 9/07	All syllabi contain a statement on academic policy	Not determined
	Proctoring Instructions	Not determined Piscataway: No	Department /Program specific (e.g., CLS)	No	Not determined
	Honesty Declarations	Not determined Piscataway: No	Department /Program specific (e.g., IDST)	No	Not determined
	Other	--	--	In-service training during AY05-06	The orientation for all new faculty.

		GSBS	SHRP	SN	RWJMS
PLAGIARSM DETECTION SOFTWARE		No	No	Yes – Turnitin	No
GRADING POLICY RELATED TO VIOLATIONS		No	No	No	No

∗ **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.**

Appendix II - Summary of Academic Integrity Policies (2006) – Working Document* - Part 2

		NJDS	NJMS	SOM	SPH
ACADEMIC INTEGRITY POLICIES	General Policies published	Yes – Current Student Handbook, Parts VII, VIII, IX p. 85-92.	Student Affairs: Frequently Referenced Student Policies http://njms.umdnj.edu/education/student_affairs/freq_ref_policies.cfm Code of Professional Conduct policy; Code of Behavior: Teacher-Learner Positive Statements of Behavior in: 1) Standards of Professionalism and 2) NJMS Guide to Professional Conduct	Yes – Current Student Handbook, p. 8-15. University Student Rights, Responsibilities and Disciplinary Procedures;	Yes – Current Bulletin p. 242-250.
	Definition/Explanation of Violations and Infractions	Handbook, Part VIII; Ethical conduct for students, faculty, staff; types of violations explained; includes unreported knowledge of any violations	Code of Professional Conduct policy, p. 3, definitions of violations provided	Handbook has listing of infractions, p. 149-150	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
	Instructions for Faculty Reporting	Handbook, Part VIII: Instructions for reporting infractions committed by students, faculty and staff	Code of Professional Conduct policy p. 5 (same as University policy)	Handbook, p. 150-151	Bulletin, p. 245 University policy
	Instructions for Student Reporting	Handbook, Part VIII: Instructions for reporting infractions committed by students, faculty and staff	Code of Professional Conduct policy p. 5 (same as University policy)	Handbook p. 150-151	Bulletin, p. 245 University policy
	External standards used (e.g. AMA, ADA, etc)	Handbook-NJDS Code of Prof Conduct and Ethics incorporates ADA Principles of Ethics and Code of Prof Conduct	Code of Professional Conduct policy has link to AMA Code of Ethics	Handbook, p. 30-31; Code of Ethics of the American Osteopathic Association	None available
	Student Sign-Off	Yes – during 1st Year orientation	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.	Believe so	No
	Provision for ombudsperson	NJDS Catalog, p. 20; not in Handbook; described on NJDS Student Affairs website with links to University website	Links to University Policy on Student Affairs website	Handbook, p.4 – only Research Ombudsperson	The School's Ombudsperson gives presentation at student orientation

16

		NJDS	NJMS	SOM	SPH
HONOR CODE	Code or Pledge published	Code of Professional Conduct in Handbook; Pledge recited at White Coat Ceremony; distributed to all members of student body, faculty, administration, staff; NJDS Catalog, p.12 Student Responsibilities	Code of Professional Conduct policy on website Posting abbreviated honor code in classrooms	Code of Professional Conduct in Handbook, p. 149-152.	Handbook: p. 243. Code of Professional Conduct and Honor Code
	Student Sign off	Yes	Yes	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.	No
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.
	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

		NJDS	NJMS	SOM	SPH
ORIENTATION TO ACADEMIC POLICIES (con't)	New Faculty	Code distributed to faculty during course director's training	Orientation, but not sure of content	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.	All new faculty members are directed to the website for the Faculty Handbook.
HEARING BODY	Membership	3 faculty, 1 student, 1 administrator who is also faculty	Same as Academic Integrity Committee	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.	Student Affairs and Minority Advisory Committee; Includes 3 faculty, 2 administrators and 3 students. Policy under review.
	Procedures published	Section IX of Handbook, plus link to University Policy in Section VII of Handbook	Yes - Code of Professional Conduct policy (p. 5-7) on website Link to University policy on Student Affairs website	Handbook, p. 8-15; University policy only	Yes – Bulletin, p. 245
	Active?	Yes	Yes	Yes, as cases come up. Assistant dean follows disciplinary cases.	Yes, as cases come up.
	Sp Sanctions specified	Yes same as University policy except for withholding or revocation of degree	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	Handbook, p. 13 from University policy	Bulletin, p. 247-250; describes 4 levels of violations (with examples) and sanctions; notations on transcript specified for more severe sanctions
	Adjudicated cases published (anonymously); procedure for tracking repeat offenders	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	No publication; considered confidential according to FERPA	No publication. Assistant dean follows disciplinary cases.	No publication. Policy under review.

		NJDS	NJMS	SOM	SPH
INFO FOR STUDENTS	Courses, seminars, tutorials	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	Ethics is taught in first and second year Physician's Core courses Also contained in most course syllabi	A professionalism course is given during the first year beginning in orientation week. It deals with professional behavior, ethics, plagiarism, cheating, other.	Policies are provided in the Bulletin and distributed as outlined above
	Other	Not determined	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.	Not determined	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
INFO AND RESOURCES FOR FACULTY	Statements for Syllabi	Yes standard language provided for syllabi Recommended in Proctoring Protocol	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	Don't think so	No policy
	Proctoring Instructions	Yes for proctors, course directors, students – draft; asks students to report dishonest behavior to the course director	Individual course directors may provide instructions; no instructions from NJMS.	Handbook. P. 147-148 Students to adhere to Honor Code and Code of Ethics during exams	No policy
	Honesty Declarations	Not uniformly required; at course director's discretion	Some course directors include honesty declarations on their exams; no instructions from NJMS	Don't think so	No policy

19

		NJDS	NJMS	SOM	SPH
INFO AND RESOURCES FOR FACULTY (Con't)	Other	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	Posting of honor code in classrooms	Not determined	No
PLAGIARSM DETECTION SOFTWARE		No – minimal written assignments	None	Not determined	No
GRADING POLICY RELATED TO VIOLATIONS		Can receive F for course, but that is at course director's discretion	Yes - Code of Professional Conduct (p. 7-9) on website; sanctions include grading;	Not determined	Bulletin, p. 247-250; Level 1 and 2 violations and sanctions include grading

* **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.**