September 5, 2013

Dear UConn Avery Point Faculty Member:

As faculty, we all seek not only to instill content knowledge in our students, but to develop skills important to their future success, including critical thinking, communication, and, chiefly, academic integrity. As you know, the UConn Avery Point campus has emphasized the relevance and value of academic integrity through discussions, faculty and student workshops, panels, and even contests. We believe that our students understand what constitutes cheating and plagiarism, including how to avoid them, but that some of them continue to dismiss the consequences.

It is paramount that we do all we can to relay to our students the importance of properly attributing the work of others, and the life-changing consequences of taking credit for others’ work. There is much we all can do to encourage our students to credit others’ efforts properly. At a minimum, I highly encourage each of you to communicate clearly your expectations and standards to your students and to follow-up and document whatever academic misconduct you find.

In the interest of having students hear and understand our concerns clearly, consistently, and repeatedly, I am asking you to:

1. Include a statement of academic integrity in your syllabus that contains the following elements: a definition of misconduct, its consequences, and your intent to prosecute misconduct.
2. State the policy in class. I hope that if students hear this, as well as read it across a broad spectrum of classes, they will get the clear message that we do not tolerate academic misconduct.
3. Re-state your expectations and standards on assigned papers/projects throughout the semester.

A sample course syllabus statement might look like this:

As a student at the University of Connecticut, you act in accordance with its guidelines for academic integrity outlined in the UConn Creed and Student Code, available at http://www.dosa.uconn.edu under Student Resources. Cheating, plagiarizing, or otherwise taking credit for work not your own constitutes academic misconduct, and in this class I will prosecute it with consequences that include, but are not limited to, a zero on the assignment or failure of the course. If you have any questions about whether a particular behavior constitutes cheating, please come see me or one of the tutoring or administrative staff in the Academic Center.

Attached to this letter are “Faculty Resources for Academic Integrity,” a sample letter and information about reporting academic misconduct. It is only through a concerted campus-wide documentation effort that we can determine if a case of plagiarism is an isolated incident or part of a repeated habit or behavior.

As always, thanks for your support.

Attachment

Sincerely,

[Signature]

Campus Director
University of Connecticut Avery Point
michael.aifullis@uconn.edu 860-405-9010