

LONGWOOD
UNIVERSITY



**Faculty Guide
to the
Honor Code and Honor Charges**

Office of Honor and Judicial Programs
Lancaster Hall Room G-28
Ext. 2490
www.longwood.edu/judicial

*True education seeks to make men and women not only good mathematicians,
proficient linguists, profound scientists, or brilliant literary lights,
but also honest men and women with virtue, temperance, and brotherly love.*

David O. McKay

Philosophy of Honor Code

The purpose of the Longwood University Honor Code is to sustain and protect a community of trust in which students are assumed honorable unless their actions prove otherwise. The Honor Code is not intended to punish offenders but rather educate them on the importance of honor and integrity in both our academic setting and in their communities.

The Honor Code is one of Longwood's proudest traditions. For over 90 years the student-elected Honor Board has protected the basic values of honor and academic integrity. The Honor Creed is prominently displayed in the University Library, and each classroom contains a copy of the Academic Honor Pledge.

No legacy is so rich as honesty.
William Shakespeare

Research on Academic Integrity

Five major research projects conducted by Donald L. McCabe of Rutgers University have had disturbing, provocative, and challenging results. Some of the research highlights include:

- On most campuses, over 75% of students admit to some cheating. In a 1999 survey of 2,100 students on 21 campuses across the country, about one-third of the participating students admitted to serious test cheating and half admitted to one or more instances of serious cheating on written assignments.

- Academic honor codes effectively reduce cheating. Surveys conducted in 1990, 1995, and 1999, involving over 12,000 students on 48 different campuses, demonstrate the impact of honor codes and student involvement in the control of academic dishonesty. Serious test cheating on campuses with honor codes is typically 1/3 to 1/2 lower than the level on campuses that do not have honor codes. The level of serious cheating on written assignments is 1/4 to 1/3 lower.

- Internet plagiarism is a growing concern on all campuses as students struggle to understand what constitutes acceptable use of the Internet. In the absence of clear direction from faculty, most students have concluded that 'cut & paste' plagiarism - using a sentence or two (or more) from different sources on the Internet and weaving this information together into a paper without appropriate citation - is not a serious issue. While 10% of students admitted to engaging in such behavior in 1999, this rose to 41% in a 2001 survey with the majority of students (68%) suggesting this was not a serious issue.

- Faculty are reluctant to take action against suspected cheaters. In a 1999 survey of over 1,000 faculty on 21 campuses, one-third of those who were aware of student cheating in their course in the last two years, did nothing to address it. Students suggest that cheating is higher in courses where it is well known that faculty members are likely to ignore cheating.

(Information provided by the Center for Academic Integrity)

Strategies to Promote Academic Integrity

Students at Longwood University are informed about the Honor Code and are asked to sign the Honor Pledge at Orientation. In doing so, Longwood places the responsibility of honest behavior on the student, however, faculty have a major role in promoting academic integrity and honesty.

As a faculty member, one of the easiest things you can do to prevent cheating is to simply tell your students at the beginning of each semester that you will not tolerate academic dishonesty. Tell them in class. Tell them on the syllabus. Tell them cheating hurts everyone and that they should not hesitate to inform you if they witness an act.

Make sure your students understand what plagiarism is, and how to properly cite sources. A short, easy to read pamphlet on how to avoid plagiarism is available free of charge from the Office of Honor and Judicial Programs. Other resources can be found on the Honor and Judicial Programs website: www.longwood.edu/judicial.

Any instructor may require the students to sign a pledge at the conclusion of each examination (printed on Longwood University blue books available in the Bookstore) or on a paper indicating that they have neither given nor received help from any unauthorized source.

An instructor may further define, in writing, his/her specifications of the acts that shall constitute a violation of the Academic Honor Code (i.e., collaboration on homework assignments, etc.).

Faculty Guidelines for Responding to Violations of the Honor Code

Many instructors are hesitant to report incidents of cheating, either because they do not want to be bothered or are unsure of the process and consequences. It is actually quite simple to report an incident.

What Reporting Does

1. Allows us to confront the student and stop the behavior.
2. Allows us to record the student's name for future reference and to identify repeat offenders.
3. Makes the community aware of the problem in general (all individual cases are strictly confidential). Public reports may be published with the names removed or changed and statistical reports are published yearly.

How to Report Incidents of Cheating

1. Confront the student with your accusation; allow him/her to explain.
2. If, after consultation, the instructor believes that the suspicion is valid, the instructor should immediately bring the matter to the attention of the Office of Honor and Judicial Programs. It is strongly advised that the instructor not attempt to resolve the matter independently but follow the process for reporting such violations and allow the Honor Board to hear the case.
3. A reporting form can be found at the end of this guide. Feel free to duplicate the form for use or contact the Office of Honor and Judicial Programs to obtain a copy of the form. The form may also be downloaded from the Honor and Judicial Programs website: www.longwood.edu/judicial. If you need assistance or advice in completing the form, do not hesitate to contact us.
4. Honor Board hearings are held on Monday evenings. Hearings usually take 45-60 minutes. The complainant (instructor) is asked to attend in order to present his/her information regarding the alleged violation. However, if Monday evenings are impossible for the faculty member in question, then other arrangements can be made and an administrative hearing will be set up during the daytime hours.

What's involved in an Honor Board Hearing?

Being involved in an Honor Board Hearing, whether as a complainant (person filing charges) or respondent (person who violated conduct standards), requires preparation. Time spent preparing for a hearing is well spent because the individuals on the board will

better understand your position, arguments, and evidence when you understand and articulate them well.

The Board's role in a hearing is to determine whether the Honor Code has been violated as alleged. The Board will make its determination based only on the information presented.

There are essentially three questions which must be affirmatively answered before the Board can decide if the respondent is responsible for the alleged violation(s). They are: (1) Did the alleged incident occur? (2) Did the accused student commit the infraction? (3) Did the conduct violate the Honor Code?

Although formal legal standards of evidence are not applicable to these types of disciplinary hearings, it is generally recognized that a preponderance of the evidence is necessary to establish responsibility. A preponderance of the evidence means that it is more likely than not that the person accused is responsible. The best metaphor for a preponderance of the evidence is a scale tipped slightly in the direction of responsibility. It is, essentially, anything more than a 50% probability.

Due Process: Due process of law is essentially fundamental fairness. In a university disciplinary hearing, the respondent is entitled to have a presumption of innocence, a clear statement of the allegations against him/her, a reasonable period of time prior to the hearing to present his/her defense to the allegations (72 hours notice is required), and to have witnesses testify on his/her behalf.

Complainant: Your "burden" is to present the facts, and evidence convinces the Hearing Board that the "greater weight of evidence" rests with your side. You need to convince the board that the alleged incident did occur, that who you say did it, did indeed do it, and that what happened is a violation of the Longwood University Honor Code.

Respondent: Theoretically, the respondent has no responsibility to prove a thing. The burden of proof is on the Complainant. However, in most cases it will be most effective to develop and present a defense of some sort. Should this be the strategy they wish to adopt, they may wish to dispute what the Complainant is claiming.

Advisor: A Respondent has the right to an advisor of the student's choice to assist and advise the student during the investigation and hearing. An advisor may be an attorney, faculty member, parent, or friend who can advise the student but is not able to speak or question during the hearing.

Witnesses: Essential witnesses will be notified to attend the hearing. Witnesses called by the parties involved should have substantial, relevant, and material information to offer the Board.

Evidence: Relevant letters, documents, diagrams, photos, and syllabi may be presented at the hearing. This is where a written document of the instructor's policies, etc. are important.

Deliberation: When both parties have finished their presentations, the Board meets in closed session to determine the verdict. After deliberations are complete, both parties return to hear the Board's decision. (The Complainant does not have to be present.) The decision of the board is a recommendation to the Dean of Students who either accepts the recommendation or alters the decision because of unusual circumstances. The decision of the Dean will be made in writing and sent to the Respondent.

Appeals: Students have the right to appeal a decision made by the Honor Board or an administrative hearing officer. These appeals are based on three criteria: (1) due process of the student in question was violated; (2) the sanction is disproportionate to the violation; or (3) new evidence can be presented. These appeals are heard by an Appeals Board comprised of the Vice President of Student Affairs, one faculty member and one student.

Possible Sanctions:

All proven cases of academic dishonesty should be penalized as appropriate under the circumstances. Instructors have the freedom to impose a reduced or failing grade; the Honor Board decides if the student will continue at Longwood.

It is important to remember the Honor Boards emphasis on educating offenders on the importance of personal and academic integrity. The Board also takes into consideration any previous Honor or Conduct Code violations (information that, in general, is not available to faculty members) when deliberating on sanctions.

The range of possible sanctions that can be imposed by the Board include:

1. A letter of admonition.
2. A defined period of probation, with or without the attachment of conditions.
3. A defined period of suspension, with or without the attachment of conditions.
4. Expulsion from Longwood University.
5. Educational assignments as deemed appropriate.

NOTE: Faculty who encounter a difficult student in their classroom, can find remedy through the judicial process. If you have any questions or concerns about this, contact the Office of Honor and Judicial Programs at 395-2490.

*Integrity without knowledge is weak and useless,
and knowledge without integrity is dangerous and dreadful.*

Samuel Johnson