

Five-Year Assessment Report
(2004-2009)
Academic Honor Council

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Executive Summary

This summary highlights the most prominent points in the five-year assessment of the Academic Honor Council. Please see the longer report for more detail.

Initiated in the Fall Semester 2004, the Academic Honor Code calls for a student-faculty body to oversee the administration of the Code. The Academic Honor Council has served since then as the governing body for all matters of academic honesty. The move toward becoming an "honor code" campus began in 2001 with the efforts of the Admissions and Academic Regulations Committee of the Educational Policies Board, which began a three-year process involving students, staff, and faculty investigating what other schools did and what models might best fit Saint Mary's. Part of that effort was Saint Mary's participation in a national survey coordinated by Prof. Don McCabe of the Center for Academic Integrity and focused on issues of academic dishonesty on college campuses. The survey results for the SMC campus indicated that there was considerable disagreement about how much importance was placed on academic integrity and how widespread were violations. The AARC then brought forward a recommendation that the College adopt a "modified" Academic Honor Code based on the University of Maryland model. That proposal was taken to the ASSMC, to the EPB, and finally to the Academic Senate, all of which endorsed the transition to an Honor Code model.

The Academic Honor Council membership is composed of both students and faculty, with the membership deliberately weighted toward the students because of their role in the Review Board process. Originally intended to have eight students and two faculty, the first year of operation of the AHC was overwhelming for these few, dedicated members. The two faculty members served on over 50 Review Boards that first year, so the decision was made to enlarge the Council to its current size. Currently, eighteen students and six faculty members serve on the Council. The Coordinator of the Academic Honor Council, Monica Mendenhall, works alongside two student Co-Chairs to organize all Council activities, including Review Boards, council policy meetings as well as recruitment and training programs. Faculty and student members represent nearly all academic departments, as well as athletic organizations.

The AHC has many duties, but its main function is to hold Review Boards when a report of suspected academic dishonesty is made to the AHC Coordinator. The Academic Honor Code calls for a Review Board composed of four voting student members, one voting faculty member, one non-voting advisor for each reported student in a given incident, one non-voting advisor for the reporting faculty member, and one non-voting student facilitator whose job is to run the Review Board process and keep the official record (notes).

Over the last five years, the AHC has also had regular policy meetings to respond to the concerns brought forth by students and faculty as the Honor Code has been implemented. The first major challenge to policy was to evaluate whether the standard, XF sanction affected all students equally. The XF sanction imposes an "F" grade in the course and an "X" on the transcript, indicating that the F has been received for an Honor Code violation. In addition, any student who receives an XF is not allowed to hold any leadership position for campus organizations or to represent the College in competition on any athletic or scholarly team. Student athletes who received an XF during the first semester of implementation claimed the XF sanction affected them more than other students, potentially affecting their ability to retain an athletic scholarship and also affecting team dynamics. The Council, after hours of deliberation and input from the two student

athlete members on the AHC that year, determined that such activities (representing the College in a leadership/athletic position) are considered a privilege, not a right, and that privileges can be lost when a violation occurs. Further, special efforts had been made to educate all the coaches and work with all the teams during that first semester to make them aware of this provision in the Code. The original AARC team of students, staff, and faculty, had interviewed several student athletes who had been found in violation of academic honesty during the period before the implementation of the code and they asked those students what would have gotten their attention in such a way that it might have prevented their choosing to take the actions that got them in trouble. All of them said that knowing they would lose the privilege of playing might have deterred them, but getting an F would not have.

Another important policy change concerned students with learning disabilities. Over the years some students claimed (during a Review Board, or after one found them responsible) that their learning disabilities should be taken into consideration. The AHC was sensitive to the possibility that due to a learning disability a student might not be able to distinguish when he or she was in violation of the Code. For example, a student who had difficulty processing oral instructions and who did not receive written instructions on an assignment, might have a legitimate reason to challenge whether or not they should be held responsible for failing to follow the instructions. However, there are so many technical issues in determining whether a student has a learning disability and whether that disability affects the behavior in question that no member of the Honor Council has the expertise to decide the matters that arise. The AHC's goal is to try to evaluate each student's responsibility for following the SMC community's guidelines for academic honesty, as spelled out in the Academic Honor Code, and to uphold and sustain an academic environment that allows students to do "their own work in their own words." With the help of Dean Russ Tiberii in the Office of Academic Advising and Jennifer Billeci, Coordinator of Student Disability Services, the AHC developed a policy of having those professionals evaluate a student's disability and prepare a report prior to the Review Board. Dean for Academic Development Frank Murray then presents the relevant materials to the Review Board members and sees to it that the members understand the extent to which the disability situation does or does not affect the student's situation before the Review Board. Essentially, the Council is not involved in determining the validity of student disabilities or their relevance to the behavior of the student in question; however, Review Board members are sensitive to the impact of learning disabilities when they are relevant and try to take them into account in determining an appropriate sanction.

The Academic Honor Council devotes much time and effort to the training of its members, both new and existing. New member training consists of several informational meetings with existing AHC coordinators and co-chairs, as well as participation in mock Review Boards. This past 2008-09 school year has brought many changes to the training program, including the composition of a handbook for all student members. This handbook outlines the different roles and responsibilities in Review Board process, as well as instructions for Review Board guidelines and etiquette. Faculty undergo training with Dean Murray, but are still able to refer to the handbook for direction. Also, students enrolled in the .25 credit TASC tutor training course attend a training seminar led by the Academic Honor Council and other council members to help them understand the Code and thereby help them help the students they tutor to avoid compromising choices in the work they do.

Community outreach has been the most challenging dimension for the AHC over the past five years, specifically outreach to faculty members. During the Summer of 2004, immediately before the implementation of the Academic Honor Code, there was a one-day training session attended by over 80 faculty and run by a national leader in the Academic Integrity movement. Since that time, faculty who have

brought reports to the Coordinator have been able to confer with her or with Dean Murray when they have questions concerning procedure, but there has not been any other large-scale effort to reach out to faculty.

As a largely student-led organization, the AHC has always been able to connect with other students to improve the Honor Code and strengthen the level of support for students going through the Review Board process. While both faculty and students within the AHC organization work well together and jointly contribute to its effectiveness, student members have struggled to communicate as effectively with faculty outside the Council. Over the years, when requested to do so by supportive faculty members, AHC students have come to specific classes to address issues of academic integrity. Each fall, the AHC (both students and faculty) run a one-hour workshop [the "John Law Workshop"] for each first-year student Seminar class on the Friday before classes begin. Students are presented with an academic dishonesty "case" and are asked to role-play various individuals (the accused student, the teacher, other members of the class, prospective employers, etc.) and to wrestle with deciding on an appropriate sanction. Then the AHC member takes the group through the actual AHC process and talks about how the system works at SMC. After four years of such training, every student who began at SMC as a first-year student has been through this process. The same cannot be said for every faculty member who has started at SMC during the same period. Addressing this issue of faculty outreach has become a primary goal for the 2009-10 Co-Chairs. They plan to work closely with the Vice Provost for Academics to find the most productive ways to engage with faculty and increase the level of faculty involvement in Honor Council activities.

In the creation of the Academic Honor Code for SMC, the AARC intended that emphasis be on the educational process rather than the punitive aspects of its operation. The Academic Honor Council Seminar is one of the key elements of that design. It is a non-credit course offered each semester that serves as the most educational component of the AHC, for both student members, as well as reported students. The student Co-Chairs lead the six-week long seminar course, which allows the students in the seminar to speak more freely and makes the environment more conducive to self-realizations about academic honesty. Similar to other seminar-style courses, the class discussion provides countless opportunities for the students and co-chair leaders to engage with the issues, share their experiences, and take time to reflect on how academic actions affect the SMC community. Review Board sanctions frequently include mandatory attendance at the AHC Seminar as part of the sanction, and students who have an X on their transcript have the opportunity to remove the X by only by successfully completing the course.

This past year, as part of its five-year assessment, the AHC conducted the same McCabe survey as in 2001, and the results showed that the Academic Honor Code and the work of the AHC have had a positive influence over the five years of operation. 99% of recently surveyed students self-reported that they were "informed about the academic integrity policies on campus". More than half the student body reported learning about the Honor Code policies during their first-year orientation (as mentioned above). This introduction of the 'John Law Workshop' has been an invaluable tool to increasing awareness of AHC policy.

In five years, the Academic Honor Council has learned valuable lessons about ways to communicate its mission, to support students and faculty and to grow within the greater SMC community. Future council members intend to face new challenges with objectivity, honesty and a genuine enthusiasm for education.

Data summary

Total # of reports:	77	2004-5	
	73	2005-6	
	58	2006-7	
	41	2007-8	
	20*	2008-9	*There will be additional cases related to the end of the semester papers and exams, but the total should not exceed last year's

As national trends indicate, the number of reported cases goes down after the second or third year. The AHC believes that this does not indicate less commitment to the system but rather a broader understanding of academic integrity across the entire SMC community.

Total number of standard sanctions (XF grade):

2004-5	51 (71.8 % of cases where a violation was found)
2005-6	56 (78.8 % ...)
2006-7	36 (76.5 % ...)
2007-8	24 (75 % ...)
2008-9*	13 (68.4% ...) * statistics up to 4/24/09, not final for 2008-9 academic year

The AHC has worked hard to be consistent in its application of the Academic Honor Code and feels that these statistics provide evidence of the achievement of that consistency. There was some worry that over the years the Hearing Boards would relax the standards being applied, or begin to make more exceptions. Clearly that has not been the case.

Number of plagiarism reports connected to Collegiate Seminar:

2004-5	19
2005-6	26
2006-7	10* Use of Turnitin.com begins at SMC
2007-8	7
2008-9	9

It is not surprising that a large number of plagiarism cases originated in Collegiate Seminar, given the large number of students taking Seminar in any given semester (approx. 1500). What is actually surprising is how few that total number is. Contrary to the prevailing wisdom that there is a lot of "cheating" going on in Seminar, particularly "sharing papers," the AHC has found that there is much less than expected.

*In addition, while it is very difficult to attribute a cause and effect relationship, it seems quite likely that the use of Turnitin.com in the majority of Seminar sections beginning in the 2006-7 academic year has at least contributed to a decline in reports of plagiarism from that set of classes.

Total number of students and faculty serving on the AHC over the past five years: 43 students
12 faculty

The Structure of the Academic Honor Council

The structure of the council has been maintained relatively unchanged (though membership numbers have increased) since it was created, thanks to a thoughtful, carefully researched, and well-organized process of decision-making that led to the original creation of the Honor Code. The council is now made up of eighteen students and six faculty members with representation from each admitted year, each School of the College, athletics, Collegiate Seminar, and Composition.

Structure of an Academic Review Board

There are generally eight (8) members of the Academic Honor Council present at an academic honor review board. These include:

- The facilitator who guides the review board discussion but does not participate in the vote. This person keeps detailed notes of the conversation which act as the official record for the review.
- There are five voting members, one faculty member and four student voting members. These are the members that will determine whether a violation of the Academic Honor Code has or has not more than likely occurred given the materials presented at the review board.
- The student advisor is assigned to the student to explain the process and help them know what will be required of them in preparation for the review board; the student advisor tries to answer question and reduce stress for the reported student, but does not speak during the Hearing process and does not tell the student what to say. The student advisor remains to listen to the deliberation process in order to explain to the reported student how the outcome and sanction, if any, were determined.
- The faculty advisor is assigned to the reporting faculty to explain the process and answer any questions in preparation for the Review Board. The faculty advisor also listens to the deliberations and can answer subsequent questions if the faculty member has any.

When the material is presented, all of the above named Academic Honor Council members will be present as well as the faculty member(s) and student(s) involved in the matter. Aside from any witnesses who will be present when addressing the board, these will be the only people allowed to attend a Review Board session.

A script is provided for the facilitator to explain the process of the review and to insure that each Review Board follows the same procedures exactly. As part of the script the facilitator introduces him/herself then asks the voting members to do the same. Each member of the AHC present takes the Honor Pledge, followed by the student and faculty member. The facilitator will ask the reported student to give his/her account of the situation, at which time the student has the opportunity to say all that s/he wishes to say on the matter of the incident in question. When the student has finished, the faculty member has his/her opportunity to share a perspective on the matter. At the completion of both statements, the voting members have the opportunity to ask questions of the faculty member and student. When the Review Board members feel satisfied that they have collected enough information to come to a decision, the reported student and the reporting faculty member are allowed to leave, having been reminded in the final step in the process that all the conversation and materials presented during the Hearing process is confidential and any violation of that confidentiality is a further violation of the Academic Honor Code itself.

The Hearing Board members then deliberate until they reach a decision on whether a violation (in the words of the Code "more than likely") has or has not occurred. If they find that a violation has occurred, they further deliberate until they reach a decision on what sanction will be applied. In the majority of cases, the

presumption is that the “standard sanction” (an XF grade, as called for in the Code itself) will apply, unless there are compelling reasons to consider a modified sanction, which may be more lenient or harsher. In the history of the AHC, there have been only five sanctions more harsh than the XF grade: two expulsions, and six suspensions. After the conclusion of the Academic Honor Review Board, the student and the faulty member will have the opportunity to discuss the outcome of the Review Board with the AHC advisor assigned to them.

Materials

There are several materials that will assist any board in making a decision and all of the following should be included at the review board:

- Any printed materials related to the incident. These often include the professor’s original report to the Council including the original assignment, any working drafts of a paper or project, the professors’ original exam review sheet, and a copy of the class syllabus.
- A written statement from the student explaining the specific situation. The student may choose to read this statement at the review board or may read off of notes that s/he prepares as a reference while addressing the board.
- Witnesses pertinent to a better understanding of the situation may choose to prepare a statement for the review board. This may be someone who worked with the student directly such as a tutor who would be able to vouch for the authenticity of the work. It could also be another student who is associated with the class who would be able to give the board a better understanding of the situation. A general character witness may offer little aid to the Board but if the student wishes to bring in a statement addressing their character, they may. No witnesses appear at the actual Hearing Board.

In some special situations, another person with knowledge of the situation may give a report to the board. This person would speak to the board while the student and professor are out of the room. If this person’s statement brings up new questions, the student and professor may be asked to reenter the room so that the Hearing Board members may continue collecting information.

Co-Chairs

Two distinguished students are named the Co-Chairs of the AHC. Their responsibilities include coordinating council meetings, voting in review boards, hearing appeals, leading the Academic Honor Council Seminar, and offering an experienced perspective on cases. If a student requests a “reconsideration” (the Code’s term for an appeal of a Hearing Board outcome), the Co-Chairs are charged with determining whether the appeal meets one of the three specific criteria outlined in the Code. If it does, they bring the appeal to the next meeting of the full AHC for consideration.

The Academic Honor Council asks student members to take part in several different roles including Student Advisor, Faculty Advisor, Voter, and Facilitator. Each member is trained in all areas of the Council and may be asked at any point to fill the position.

Advisor

The role of the advisor is multifaceted, as one is asked to be sympathetic yet provide constructive information and insight about the process and the standards of the College. The advisor also helps maintain communication between the parties involved and the Academic Honor Council. There are two advisor roles that members of the Academic Honor Council hold, Student Advisor and Faculty Advisor. An

advisor is always assigned to a student while an advisor is usually only assigned to a faculty advisor if requested by the faculty member.

The primary role is to represent the council for the student/faculty member. Questions regarding the Review Board Process and aiding students to best convey their understanding of the situation to the Board. Contrary to what many students may believe is the role; they do not present material before the Board on behalf of the student, although the Advisor will be present throughout the process to answer any questions that may arise.

The coordinator, co-chairs, and voting coordinator all have a say in the pairing of council members with students. Things that are considered are:

- Major
- Previous relationship with student
- Gender
- Personality
- Experience (of particular relevance in a complicated cases)

In some cases, students will have a relationship with a council member and will request that they act as their advisor through the process. For some students this is very helpful. Any AHC member may decline the position if they do not feel that the case is appropriate for them to sit on for any reason.

Faculty members occasionally request as an advisor a student that they have had in class or know well. It is important to recognize and acknowledge that there are limits to what a student feels comfortable with and s/he also decline the position for any reason.

The coordinator will meet with the reported student to explain the process and review the materials that have been turned in. At this point, the coordinator informs the student of the role of the advisor and an email is sent to the person who will be acting as the advisor. The student who is being advised is copied on this email so that s/he has the advisor's contact information and a warning that a phone call and/or email may be coming soon. As soon as the email has been received, the advisor retrieves any supporting information from the Academic Honor Council office. Before contacting the student, the materials are reviewed, and the advisor is prepared to answer questions and make clarifications with the student.

Student advisors may aid the student in the preparation of the student statement, which is given to all voting members, the reporting party, and the facilitator. This is an optional form of documentation that the student may offer to the review board as written documentation of the student's perspective on the case.

Upon arriving at the location of the review board, the student, faculty member, and both advisors are asked to remain outside of the room until the board is ready to begin. The advisor may answer questions that the advisee asks, but is trained never to respond during the actual hearing process.

During the deliberation following the hearing, the advisor remains silent unless there is a clarification of what the student said but the official record of the student's account is the facilitator's notes. The advisor listens to the discussion so that s/he can report accurately to the student what the outcome was. If asked, the advisor can explain in general terms why the Board arrived at its decision, but cannot reveal the final vote tally or what individual members said.

The student advisor calls the student at the conclusion of the review board process to explain the outcome, any sanction, and answer any questions. The advisor remains a contact for the student after the decision process and often supports them through the completion of the sanction.

Voting Member

In each review there are five voting members. Four of these voters are students, and one of them is a faculty member. The Coordinator assigns AHC members to each Hearing Board based on availability and an attempt to distribute the workload as evenly as possible. Packets of information detailing the review board are given 24 hours before the scheduled start of the review board. There can be a great deal of information in a packet, and it is the voter's responsibility to ensure that s/he has looked at the material sufficiently prior to the review.

A voting member must be able to remain unbiased before, during, and after a review board. If a voter feels that s/he cannot vote in an unbiased manner, s/he should excuse her/himself from the review. This could be due to prior knowledge of the situation, familiarity with the student, or a personal feeling about the professor. The Council leaves it up to each AHC member on a Review Board to determine if it is appropriate to vote.

It is the voter's responsibility to ask questions of the reporting faculty member and reported student in order to gain a full understanding of the situation under consideration. During a review, voting members are trained not to ask questions in an accusatory or demeaning manner. The purpose of the review is to gather information, and this should be done as cordially as possible.

The point of deliberation is to talk share perspectives and as a group, attempt to understand the situation in question. All aspects of the case should be explored in order that the best decision can be made. Two votes are conducted at this point: whether or not a violation of the Academic Honor Code has more than likely occurred, to be determined by a majority vote of three or more, and if there is a vote of three or more in the affirmative, then the second vote is taken to determine if the Standard Sanction of an "XF" should apply.

Possible Sanctions

Once the voting students and voting faculty determine that the reported student was more than likely in violation of the Academic Honor Code, the sanctioning process begins. The first task is to determine whether or not the Standard Sanction should apply. To modify the sanction from a standard sanction, there must be extenuating circumstances. That is to say that there must be substantial, supported reason to go above or below the standard sanction. The standard sanction is "standard," after all, to maintain consistency and fairness. If the Board decides against applying the standard sanction, any element of the "XF" sanction may be used in the modified decision, including attendance at the Academic Honor Council Integrity Seminar.

Possible Modified sanctions **more severe** than the Standard sanction include, but are not limited to:

- Suspension from Saint Mary's College for any determined length of time. The board may decide that some "time off" from academics will help the student refocus on their goals as an SMC student.
- Expulsion from Saint Mary's College. Only in extreme circumstances has this sanction been handed out, for example, when a student electronically falsified a transcript from another school.

- Withhold the student's diploma or revoke the privilege of walking at graduation. These possibilities come into play most often with graduating senior cases.
- The Honor Council even has the authority to recall a degree from a student who has already graduated.

Possible Modified sanctions **less severe** than the Standard sanction include, but are not limited to:

- Failure of the assignment only.
- Place a "grading cap" on the student's grade on that assignment, so that they may only receive a certain percentage of the possible points.
- Service to the community.
- Redoing the assignment in question, with the agreement and oversight of the professor.
- A letter of reprimand in the student's file.

Another resource available to the review board comes from the Library. There is an arrangement with the Librarians to provide valuable tutoring services for students on citation, research or paper composition. The board may decide to make a tutorial session a condition of the sanction, always keeping in the mind the best interest of the student. Students must get verification using an AHC form.

In some cases, Library tutoring and even the Academic Honor Council Integrity Seminar are not always the best options for students and voting members are encouraged to focus on the student's personal and academic development in determining appropriate modifications to the sanction.

The Role of the Facilitator

The role of the facilitator is crucial in the Review Board process. This person is not a judge, as many often see it to be, but rather is a neutral agent present to maintain order and establish an orderly process and a comfortable environment in which the hearing can take place.

Prior to the review board, the packet is collected from the Academic Honor Council office. The coordinator briefs the facilitator to ensure that s/he is receiving all of the supporting materials and has all of the information necessary to conduct the hearing. There will be times when only the facilitator has important information that will need to be presented to the rest of the group during the review board if the occasion warrants. (For example, if a student has a prior violation, the facilitator provides that information in the sanctioning phase of the hearing.)

The Facilitator maintains the flow of conversation and keeps detailed notes of what is covered in the review. As soon as all necessary parties are present, a review of all of the materials takes place. Only information previously submitted may be allowed into the review board. If new information is introduced in the review board, the material is reviewed before allowing it be considered by the remainder of the review board. In the case that there is question of appropriate content, contact is made with the co-chairs first, then the coordinator, and finally the Dean for Academic Development.

Notes are taken throughout the questioning and deliberation. These notes act as the official record of the review board. The Facilitator distributes the voting ballots and ensures that all members have voted and then reports to the decision to the board. In the case that there is not an advisor for either the faculty or student, the facilitator will deliver the final decision to the student within 48 hours of the end of the review board. A form is

distributed to each voting member asking for an explanation of their decision. This will remain with the notes of the case.

Notes

The notes from the facilitator act as the official documentation of the review board during and after the review. In the case of an appeal, the co-chairs will review the notes to make a decision on whether or not to approve a request for reconsideration, or as official documentation in the case that a second violation occurs. At the conclusion of the review board, notes are typed and stored in a locked cabinet, as well as a password protected computer in the Academic Honor Council Office

Coordinators

Beginning in the 2008-09 school year, three roles were created to help maintain training and consistency. These include Facilitating Coordinator, Voting Coordinator, and Advising Coordinator. Their focus is on the specific role within review boards to ensure that all members are meeting the requirements of the position throughout the year. As members begin to take on new roles, or when extra support is needed, the coordinator steps in to support that council member.

The students of the Council come from different academic departments and perspectives, which is vital to the decision process. It is the AHC's belief that in the matters of academic integrity, it represents the entire SMC community and must try to take into account as many perspectives as possible while maintaining fairness and consistency across cases.

Academic Honor Council Integrity Seminar

The AHC Integrity Seminar is the most effective tool the AHC has to educate students on the value and essence of the Academic Honor Code. The primary goal of the Seminar is to help students understand how their actions affect their community, their fellow students, and especially themselves. The Co-Chairs hold class on Friday afternoons for 1 hour and 30 minutes for the first six weeks of each semester.

The process of the Seminar encourages open discussion during every meeting, although the leaders do conduct several exercises to generate discussions:

- The Honor Code John Law Workshop, in which participants see the effects of an Honor Council decision from many perspectives – student, professor, employer, etc.
- A guest professor (when available, or the Co-Chairs) presents a Citation Workshop during one meeting to ensure that every student is clear and confident in citation format.
- Examination of anonymous case studies from past Review Boards, allowing students to find similarities between their actions and past violations of the Honor Code.

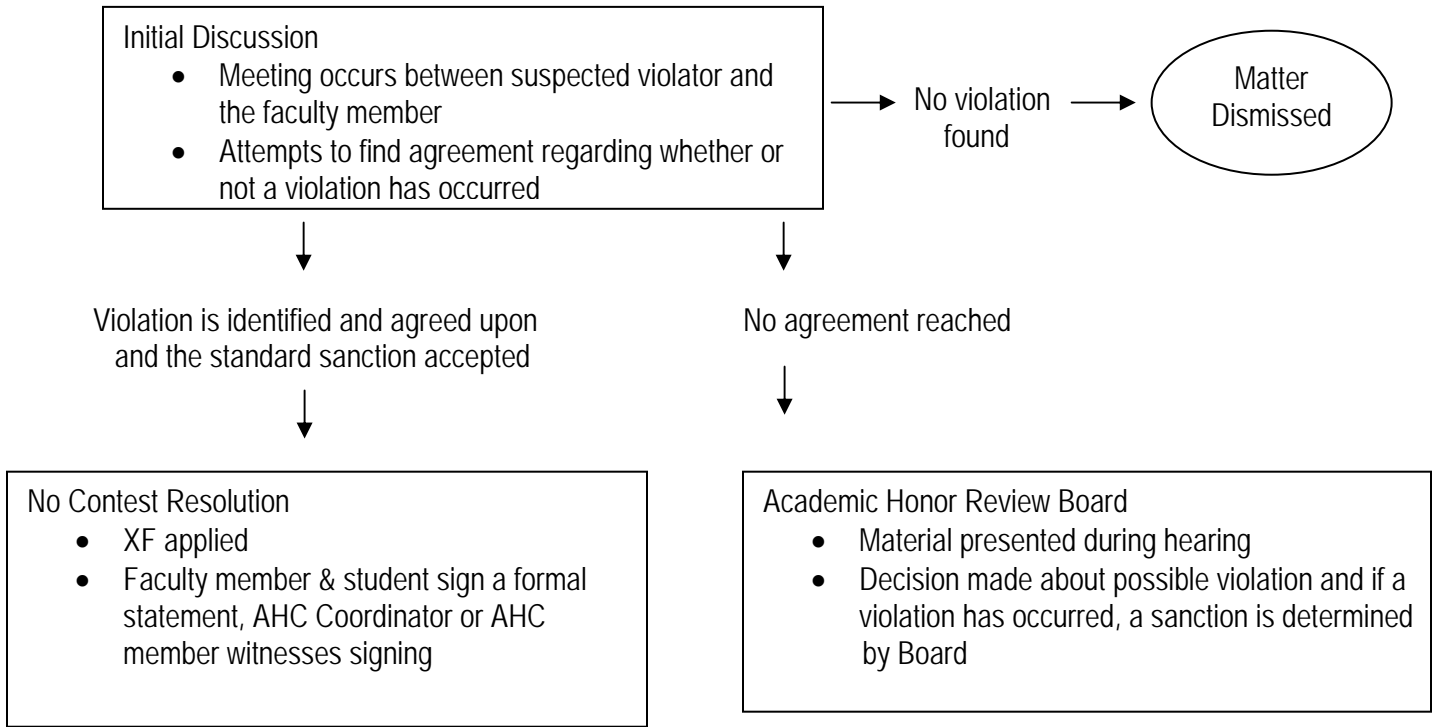
The Seminar can be completed online, but that option is only granted in special circumstances. For instance, a graduating senior may complete the AHC Seminar online during the summer or a student who is permanently leaving the College may use the online process. If a Review Board wishes to extend this option to a student who is not a graduating senior for specific reasons related to that case, the decision passes through the Co-Chairs and the Dean for Academic Development.

The desired outcome for the AHC Seminar is for students to gain better understanding of the academic integrity policies of the college and why they are in place. It is a time for reflection, and the AHC hopes that every member of the class begins to see the larger picture of how academic honor supports the academic and personal success of the student and the entire College community.

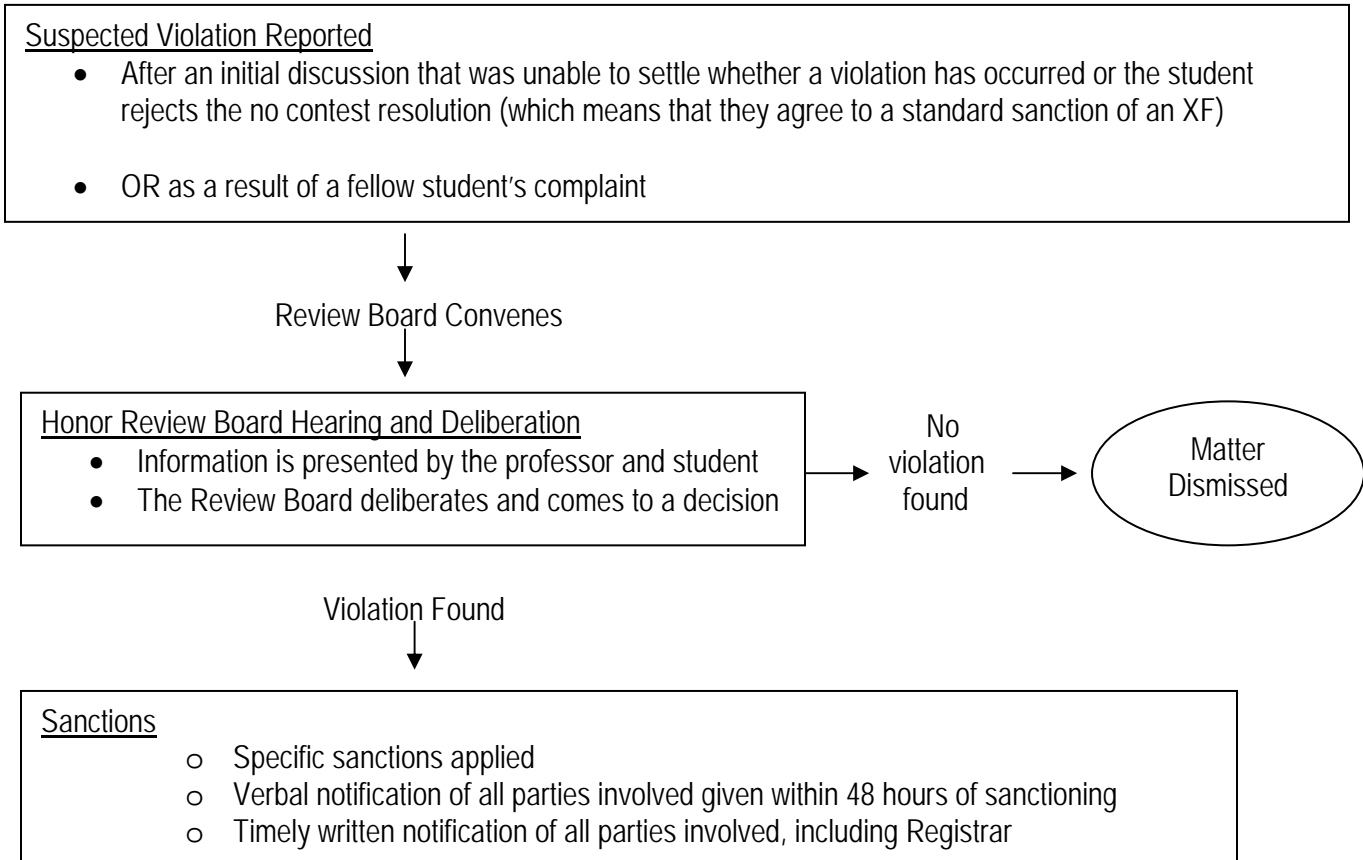
The Seminar is an educational opportunity for the students as well as the seminar leaders but it is not equally successful for every student. As in any Seminar course, everyone has the same responsibility to seize that opportunity and engage in the discussion. Unfortunately, not all the students may understand that they are the keepers of their own learning process. The Co-Chairs' task, as seminar leaders, is not to lecture or enlighten others. Every participant must move his/her own mind to take part in the discourse. Some remain silent or miss the point and speak for artificial reasons. The Co-chairs lead the class so every student can engage if they choose. It must be the student's *choice* to take that step. The final written project of the Seminar provides the AHC with concrete examples of attitude and development, as it addresses what the student's perspective on the process. Students are allowed to be critical, but most take the opportunity to reveal how much they have changed in their perspective as a result of the process. Many suggest that the Integrity Seminar be mandatory for all students and say that had they gone through it before the situation in which they violated the Honor Code, they would likely not have done so.

The Reporting Process

The procedure for a suspected violation in a course is as follows:



For faculty members, the AHC created a flowchart to outline the Review Board process:



The History of the Academic Honor Council

The Academic Honor Council (AHC) is a student and faculty group at Saint Mary's College born out of a need for better, more focused policies dealing with the issue of academic integrity. The ideas and procedural details surrounding its formation are embodied in the full Academic Honor Code, which was approved by the Faculty Senate and the Associated Students of Saint Mary's College during the academic year 2002-2003. During 2003-4 there was an implementation effort to prepare for the formal launch of the Honor Code the following year. The AHC has been a fully functional body since the fall semester of 2004.

Before the Academic Honor Code, Saint Mary's had what was known as the Academic Dishonesty Policy. In 2001, the Admissions and Academic Regulations Committee (AARC) of the Educational Policies Board, composed of six elected faculty already serving on the EPB, assumed responsibility for evaluating the policy then in effect and considering any future modifications. Through their investigations, the AARC decided a new procedure for dealing with academic dishonesty was needed.

Under the original policy, the first time a student was found responsible for academic dishonesty, that student failed the assignment on which s/he was found to be in violation. The AARC came to believe that students were encouraged to try to cheat at least once, since they could at worst only get the same failing grade they would otherwise have earned.

The AARC, with the help of Don McCabe from the Center for Academic Integrity (CAI), also conducted surveys of the Saint Mary's College community and found the general sentiment to be: "students do whatever they can get away with." With many issues to face, it was clear Saint Mary's needed to change. The AARC researched alternatives to the policy, worked with the CAI, and decided an academic honor code was the best solution. 16 students and some staff joined the six faculty members on the AARC, and the new, larger committee began the process of writing a proposal for the Faculty Senate and the Associated Students, which was passed by both in the fall of 2002. The proposal included the composition of the Academic Honor Code, the process for putting the council together and all the rest of the initial policies the council operated on.

Once the resolution passed through the Faculty Senate, another year was spent by an academic integrity task force putting together the procedures for the council: how a review board should work, how students should be introduced to the code, what the Honor Pledge would say, and all the other day-to-day operational issues. The task force, composed of faculty members Shawny Anderson and Jose Feito, and a number of students, including several student athletes, started conducting mock reviews. The goal was to begin setting precedents without violations actually involved. The task force was considering what constituted a mitigating circumstance, what sort of violations should receive standard sanction, and what constituted a reason for a modified sanction.

In the summer of 2004, the task force also facilitated a training session for faculty. At least one faculty from every department was present. The vast majority of reported cases in the following year, the first year of the AHC, were submitted by faculty who attended the summer training sessions.

The academic integrity task force was disbanded at the end of summer 2004, and the fall marked the first term of the Saint Mary's College Academic Honor Council. The council took on the role of educating the community about the code, reviewing reports of suspected academic dishonesty, making policy decisions

regarding its own procedural activities, and choosing its own chairpersons and members. It was placed under the oversight of the Dean for Academic Development, Frank Murray, and has been coordinated by full-time staff member Monica Mendenhall.

Over its five years of operation, the Academic Honor Council has made an energetic and dedicated effort to fulfill its responsibilities to the Saint Mary's community. The national data has indicated that during the first two or three years after a school embraces an Honor Code, there is a seeming increase in the number of reported incidents of suspected academic dishonesty as the community adjusts to a heightened awareness of and focuses on these matters. In subsequent years schools often see a decrease in the number of cases. The AHC has seen this pattern played out in its first five years of operation, with a higher number of cases initially and a decrease in cases, particularly those involving first-year students, as educational outreach has become more effective. The results of the most recent administration of the McCabe survey support the conclusion that the AHC has been effective in raising awareness and holding the community more accountable for clear and consistent standards of academic integrity.

The Evolution of AHC Policies and Procedures

As with any fledgling organization, new policies come about as the need for them arises. The Academic Honor Code specifically empowers the AHC to review and when necessary revise the Code or its procedures. The Academic Honor Council began without any precursor, therefore during the first years of operation the AHC often found itself in uncharted waters. The first policy challenge came about as the Council and Code were accused of unfair treatment towards athletes. The accusation was that since an "X" on the transcript would make athletes unable to participate, they were receiving a sanction higher than the actual one agreed upon by the Hearing Board. In reviewing the Code, it became clear that this restriction applied not only to athletes but also to any leadership positions on campus. According to the Code no student may represent the College in athletics or in a leadership position while there is an "X" on the student's record. The Council came to the decision that any consequences that came about because of a sanction (such as the loss of the privilege to compete) did not in and of itself increase the severity of the sanction. The foundation of this decision was based on the fact that participating in leadership positions and athletics is not a right that students possess, but a privilege. The policy was adapted to say that no special treatment when it came to violations of the Honor Code would be made for individuals participating in leadership and athletic activities. In addition, the Council recognized that special efforts had been taken during the implementation of the Code to alert coaches and teams to this provision of the Code.

The next policy question arose when graduating seniors or students transferring out of Saint Mary's received a sanction that required the student to take the Academic Honor Council Seminar either as part of the sanction itself, or as the only way to remove an X from a course. These students, who would no longer be attending Saint Mary's, would not be able to take the seminar. As a result of this dilemma, the Council decided to create an online seminar for those students who could not take the seminar in person.

The issue of precedent became a major issue in 2005-06, and continues to come into question regarding the consistency of sanctioning. The Academic Honor Council does not adhere to the practice of basing sanctions upon past cases, though they are often used as reference for the sake of consistency and fairness. Each case is unique in its circumstances. Though the voting members of a Review Board have the opportunity to inquire about what was done in the past when certain factors were present in a case, they are not bound to making the same decision. The whole reason for a Hearing Board is to allow a student and a faculty member to present relevant information about a specific incident and have that incident evaluated by the Board.

A major concern for the Council came about in regards to the Advisor position when students were contacting their advisors in the middle of the night, whether by phone or by showing up at the door, to find out the results. This issue arose when Review Boards concluded late at night and Advisors did not find it appropriate to contact students after hours. It was established that Advisors should set a time and place to meet the day after the Review Board to discuss the outcome.

Numerous cases came in the first few years, and with a limited number of members, each member heard a large number of cases. In particular, the two faculty members were called upon to participate in a large number of Review Boards, one of them in over fifty. It was decided, as a result of the overwhelming number of cases, that more members would be included on the Council. In 2005-6 the membership was expanded sixteen students and six faculty; two years later student membership was further expanded, to its

current number, eighteen students (to help when a student member is temporarily gone, for example, on a study abroad).

As the Council gained experience, there was unanimous agreement that guidelines should exist for the Review Boards in order to keep things structured and consistent from Board to Board. From this decision, the Facilitator Script was created as a way of organizing the Review Board happenings.

Due to the misconception of Review Boards as trials, there came requests for character witnesses to be allowed into the Boards. In order to keep the Review Board process structured and efficient, the policy states that testimonies regarding the character of the student being reviewed would only be accepted in a written format unless the individual or individuals have specific information directly relevant to the matter being considered.

One of the most recent policies involves the issue of how student learning disabilities should be handled by Review Boards. The Council came to the conclusion that its members are not in any way experts on such things. In addition, the College's Counsel warned that there were potential legal issues that would arise from the Board making a decision on a matter covered by Federal law. With the professional advice of those charged by the College to administer the policies regarding learning disabilities, the AHC developed a policy because that any consideration of "disability" would be investigated and determined by the College officials designated to do so. A report would then be made to the AHC if there was a determination that a learning disability did affect the matter under consideration. Otherwise, every student was to be treated in the same way, that is, as responsible for his or her actions in an academic context. Jennifer Billeci, Coordinator of Student Disability Services, has provided the following summary of the Council's involvement with disabilities:

Although a disability is never justification for dishonest behavior, occasionally disability symptoms can be misinterpreted and thought to be issues of integrity when they are in fact not. For example, regardless of disability, all students are expected to follow the student code of conduct or face disciplinary action.

However, there are times when symptomatic behavior of a disability is subject to interpretation. Mannerisms such as pacing, nervousness, and lack of eye contact have been thought to be a student's attempt to hide something or evidence of being under the influence of drugs. The behavior was in actuality the effect of a social disability and an anxiety disorder. I am also aware of a couple of instances where a student was suspected, and accused, of plagiarism because a source had not been cited correctly. In each of these cases, the specific nature of the citation errors was congruent with the students' conditions. Consideration of disability should have been weighed when determining the students' intent and subsequent consequences. Each of these situations resulted in the students and their parents bringing serious complaints to Student Disability Services of unfair treatment.

According to AHEAD (Association on Higher Education And Disability), there have been legal cases where institutions have been held liable when a student with a disability has shown that s/he was treated unfairly because their disability was not appropriately considered during honor council proceedings. AHEAD recommends that honor council

teams include a representative from student disability services to add a professional voice when assessing and weighing disability related issues.

In order for Saint Mary's College to stay within compliance of disability law, and to serve students with disabilities with integrity and commitment, I urge you to reconsider the council's position regarding the potential impact of a disability on individual students before and after they are brought before the Honor Council. I welcome the opportunity to work with you and/or your committee to find processes and language which meets the needs of the institutional while serving all of our students. I also recommend that once you are ready to publish your policy that you invite Larry Nuti, Legal/General Counsel, to review the text for legal compliance.

These recommendations led to the current policy.

During the initial years of the Council, there arose a concern about consensus during voting. Hearing Boards were occasionally caught in long debates that intended to reach a 5-0 consensus decision, but which resulted in some voting members feeling that they were being pressured to vote with the majority rather than according to their judgment and conscience. The problem could be exacerbated when a student voting member felt that the faculty voting member might appear to be arguing as if only the faculty member's position was "right." Gradually the AHC realized that the goal of the Hearing Board is not to come to a unanimous decision, but to a majority agreement. Each voting member should feel comfortable with making decisions based on what they have learned and what they have discussed during deliberation. The idea of having a Review Board with five voting members is that each member brings in a different point of view. The faculty vote has the same influence as a student vote and a 3-2 decision is just as valid as a 5-0 decision.

A recent procedural decision of the Council has been to limit the time period after a Review Board during which an appeal may be made. When there is an appeal based on a violation of procedure or based on the severity of the sanction, a student has 15 school days from the time of the original Review Board result to request an appeal. There is no time limit for an appeal based on new evidence.

An appeal (called a "reconsideration" in the language of the Academic Honor Code) requires a revisiting of the case, the Facilitator's notes must be clear and legible so all Council members reviewing the work of the original Review Board can understand the issues involved in each case. The decision was made to have all Facilitator notes typed up and archived on the Academic Honor Council computer.

The Council has consented as well to the Co-Chairs of the Council making the decision of whether an appeal will go to the entire Council or if a new Review Board will be assembled in order to come to a final decision.

A handbook is currently in the works to help members understand each of their roles on the Council. Prior to this, all training information about the roles was passed on by word of mouth and hands-on training in workshops and mock reviews. Due to the gaps in training and the inconsistency of passing information on, the Council decided to gather all pertinent information into a handbook that may be added to or changed over the course of time. This handbook will be a foundation to work from instead of relying on the method of rebuilding the group's knowledge each year new members come on board.

Training for AHC Members

Student Member Training Assessment

During the first few years of the Council, training was wrapped up in recruitment, involving social gatherings with current members and mock review boards. For a few years, members also went through a training program focused on the Lasallian Core Principles. Often the belief held that students would learn by doing, using review boards as their classroom. Though members were given the tools necessary, they were not entering review boards with confidence or appropriate knowledge of the history of the Council.

Beginning in the 2008-09 school year, new member training was changed. New members were required to attend a number of training sessions. New members were required to read through the Academic Honor Code, take notes, and ask questions of the Coordinator, Dean, Co-Chairs, and position coordinators. The Coordinators also held workshops about specific roles on the Council (facilitator, advisor, and voter). The current members described what each role implied, related its challenges, and gave tips based on experience. Part of the training also required that the new members participate in a mock review board, in which they would make up the voting members in a style not unlike mock trials. Many of the new members reported that they found the training helpful during the mock review, and used many of the tips they had learned.

New member training is an area in which the Council can improve. It can be an intimidating experience being put on review boards after only a few training sessions. It is suggested that the Council improve on new member training in a number of ways. First, it should be highly recommended that new members sit in on an actual review board before serving as a voting member (though there are confidentiality and fairness issues with this approach). Second, part of training should cover review board etiquette, an area that has been neglected during training in the past. New members are encouraged to dress casually, yet respectfully. For instance, men are not allowed to wear baseball caps. Women should refrain from wearing revealing clothing. Third, mock review boards are an engaging and educational experience, so we will continue to develop the activity. The Council learns as it grows, and with it the training process will continue to grow and improve.

Faculty Member Training Assessment

Faculty members are selected by the Dean for Academic Development with the assistance of the AHC Coordinator and the recommendations of the AHC students. The Dean interviews each candidate and appoints tenure track faculty that teach in the various departments within the College. The Dean requires individual training with each new faculty member, and they are usually placed on Review Boards with the experience of having been a reporting faculty in the past. Initially a two-year commitment, we currently have four of our six faculty members fulfilling their fourth year of work on the Council.

Tutor Training Assessment

In the fall of 2008 the AHC Coordinator trained all SMC academic tutors on the fundamental policies and procedures of the Honor Code and the reporting process, along with the underlying educational meaning behind the Code. In subjects such as Accounting, Anthropology, Biology, Math and English, student tutors are required to complete this training session in order to pass their .25 credit TASC training course.

The goal of the training is to better enable the tutor to transform a negative tutoring experience with a student that may be unwilling to do their own work, into a positive discussion about academic integrity and

the effect this has on one's life, our community, and on one's future beyond SMC. The relationship between tutor and student can often provide a "teaching moment". One potential improvement of this training process would be an evaluation at the conclusion of training. This follow-up could help in assessing the quality of the training, and the tutors' overall understanding of the code. A follow-up questionnaire or evaluation at end of each semester could also provide valuable feedback to the Council regarding some of the possible unidentified disadvantages of this in-the-moment teaching experience. Furthermore, this may help to distinguish which factors need more face-time in the training and what may need revision in the training process itself.

Center for Academic Integrity Conference

Saint Mary's College began sending representatives to the national Center for Academic Integrity Conference the year before the council became an entity. Since the Academic Honor Council's establishment, two to three members have been sent as representatives each year, and Saint Mary's can send up to five students each year.

Saint Mary's College sends representatives with several goals in mind. The college hopes the members who go will personally benefit from the opportunity to meet representatives from other colleges with similar integrity issues and values, and hopes the Saint Mary's community will benefit from the new ideas those members bring back from their collaboration with other schools. Also, although it is not a primary goal, sending representatives to the conference advertises Saint Mary's College to other institutions around the country, cementing Saint Mary's reputation in a community of colleges and universities with strong values around academic integrity and strong policies around those values.

The Saint Mary's College Academic Honor Council has seen positive growth as a result of attending the annual conference. Even before there was a council, representatives from the task force in charge of evaluating the Academic Dishonesty Policy of Saint Mary's College worked with the Center for Academic Integrity to help determine if an academic honor code was the right way for the college to deal with these issues. In addition to the Academic Honor Code itself, other valuable ideas and techniques brought back from the conference have included other schools' stances on the question of how precedent should or should not affect later cases, better ways to educate the community about the Academic Honor Code, and how the council might gather, use, and interpret academic integrity survey data.

These are only a few of the many considerations the council has brought away from the conference. Many of the day-to-day procedures of the council were also born, or at least reconfirmed, at the Center for Academic Integrity Conference. Included among these are the ways the council treats graduating seniors, considerations for summer review boards, the question of the permanent 'XF', and the initial meeting process with a reported student. A significant portion of the council's business as usual has been affected and refined through Saint Mary's participation in the conference.

Certainly the single most visible procedure to have come back from the conference is the 'John Law' workshop. This workshop, implemented in essentially the same form in which it was brought back from the conference, has become the new standard at Saint Mary's for introducing first year students to the Academic Honor Code. Following their first seminar, during Weekend of Welcome, first year students are asked to read a case study about John Law, a graduating senior who has 'cheated,' and done very well, on a capstone project. The students are broken into groups and asked to evaluate the case from multiple perspectives: the student in question, fellow classmates, professor in the class, and the student's potential employers.

Just this year, ideas from the conference include proposing a January Term class centered around academic integrity, starting an independent student organization whose goal is to promote a culture of integrity at Saint Mary's alongside the Academic Honor Council, ideas about recognition for faculty who work with the council through service or reporting, and better ways to follow up with students after a case is reviewed. These ideas would not have found their way to Saint Mary's without the conference.

Outreach

One of the prominent features and pertinent aspects of the Academic Honor Council is outreach: the way the Council supports students and faculty. There are many areas under the umbrella of outreach in which the Council excels and many others with aspirations for growth.

Initially, the Council held a Pledge Ceremony for all incoming freshmen. Council members read the pledge out loud and the class signed the pledge. The first year the pledge ceremony took place in the Redwood Grove, which included the participation of faculty from all departments, the Council members, and about much of the freshmen class. Although moving to those in attendance, it did not reach the entire class as desired.

In 2004, the Pledge Ceremony was held in the Redwood Grove just after dinner on the Friday of Weekend of Welcome. Over 60 faculty and staff dressed in academic regalia and formed an "honor guard" for the first-year students as they entered. More than 200 students participated, but the distance from central campus and the timing seemed to be a big impediment. In 2005, the Pledge Ceremony was held on the Chapel Lawn at noon, and although there were approximately 600 freshmen in attendance (over 90% of the entering class), they were seated in uncovered chairs and the extreme temperatures at that hour of the day made for an uncomfortable and inattentive audience, not a positive trade-off for the increased attendance.

Striving to improve on this, in 2006 the Pledge Ceremony was held in McKeon Pavilion during New Student Orientation. Although this was a moderate success, the Council still felt like something was missing, and there was a lack of interest and focus in the freshman group. The aim for the following year was to engage students in the contract that they were agreeing to in hopes that they would remain engaged. In 2007, the Council held a "John Law" workshop with each freshmen Collegiate Seminar section after the New Student Orientation. These workshops serve as an opportunity to introduce the Honor Code and the council members to new students as well as addressing fact and myth about the code: what it means to violate it, as well as promoting the theme of "my own work, my own words" by asking them to take on the perspective of one of many parties that are affected by each case of academic dishonesty. After partaking in the workshop the students sign the code which acknowledges that they understand the terms and conditions of plagiarism. These workshops familiarize the student with the council as well as the code and hope to serve as a preventative measure against violations. Considered by all to be a successful educational process, the Council received a great deal of positive feedback from faculty and students alike. The AHC continued this process in 2008 and plans to do so in 2009.

Council members in the Student Advising roles also provide support to the student and faculty involved in the case. Prior to a hearing, Advisors explain the process to their advisee and answer any relevant questions. After all, the Review Board is meant to serve as a learning experience rather than a punitive one.

In 2008 the AHC Coordinator and members of the Council began personally training all SMC academic tutors, and the Academic Advising Achievement staff, on the Honor Code. This was a very successful project, and the Coordinator is working on incorporating the training into the actual .25 credit classroom training that the tutors are required to pass.

Presentations have been offered to faculty members teaching introduction classes. The student presenter offers specific examples of when students fall into challenging academic choices, offers support, and solutions in these situations. The process of the Council is explained and students are encouraged to speak out and ask questions about the Council, process, and how the professor interaction can support students.

In the future, there a few areas in which the Council would like to see an increase in their level of outreach; particularly in the area of following up with students and faculty. Although the AHC Coordinator follows up with many students, the Council members could improve by reaching out and checking in on students after the process of a violation, as well as after the Academic Honor Council Seminar. There is hope that in the future more work will be done with professors so that there is a more cohesive experience for students.

The Academic Honor Council continues to be a learning process and is always seeking improvement. More options of preventative education in that regard are currently being researched by the Council. The Council has come along way, seeing as the number of cases and violations has decreased significantly since its existence. The Council is always under development and maintains its focus to bridge communication between council members, students, and faculty.

Future Objectives

As a council, after being renewed in our five-year review, we would like to continue efforts to help keep our council going strong. The main focus from the council will be an even greater emphasis on the areas in which we are involved. By a continued effort to spread awareness to the rest of the student body, working to enhance faculty involvement in the council, monthly policy meetings, involvement of council members, Co-Chair responsibilities, the AHC Seminar, and recruitment of new members.

As the AHC attempts to spread awareness throughout campus, the first need is to start with the new incoming students. This will be accomplished by holding the "John Law" workshop as apart of the Week of Welcome as done in the past two years. To measure the progress of the students who participated in the "John Law" workshop, the AHC will conduct a follow up survey for the sophomore class to determine their understanding of the code one year later. The AHC intends to emphasize Honor Code training for tutors, who work closest with students, so they may properly aide students in their tutoring. Utilizing community time by having information sessions and being present at club fairs. Ensuring that those who have questions about the council or the Honor code can have their questions answered.

Also an increase in faculty support for the council can be accomplished by providing more assistance for faculty that may be reporting; with this approach faculty may feel more inclined to report cases in which they may have not done in the past. Other steps include: working with faculty who dedicate time to the council maintaining open lines of communication to receive feedback about how the council is working and meeting with specific schools and departments within the Saint Mary's community to provide information and support about the code.

To continue to improve the council's effectiveness, there are three areas of internal function that will get future attention: monthly policy meetings, sustaining involvement of council members throughout the academic year, and Co-Chair responsibilities. In continuing monthly policy meetings the Co-Chairs will create an environment in which all members are involved with the discussion of the code, especially by following up on unusual cases and discussing them as a whole to determine the effect those cases may have on our policy. Current council members will be highly encouraged to take a more active role in aiding the Co-Chairs in all facets of the Honor Council. Co-Chairs will take on the role of delegating work with members of the council to ensure a community of student involvement. A strong emphasis will be placed on the accomplishment of tasks by deadlines set by the Co-Chairs.

The AHC Seminar will be taught by the Co-Chairs to ensure a peer-based environment. By doing so the students participating will continue to have a private seminar where they can openly discuss with the Co-Chairs and their fellow classmates. A structured syllabus will remain the backbone of the course, with the ability to adjust to fit the need of the students enrolled.

Lastly, recruitment of new members to the Council is a key to the successful continuation of the effectiveness of the AHC. By bringing a diverse group of students to the Council, the SMC community will see itself reflected in the AHC and more readily recognize that academic integrity affects everyone. Applications will be available throughout the school year; however, there will be a specific final deadline for application at the end of the spring semester.

Appendix I: Review Board Statistics 2004-2009

This first data table shows the overall number of reports of suspected academic dishonesty for each academic year (with the 2008-9 data current as of April 24, but not complete—at the end of the semester there are usually 8-10 more incidents related to final papers and exams).

Academic Year	Total Reports	No Violation	XF	Modified	X's Removed
2004-2005	77	6	51	17	43
2005-2006	73	2	56	15	30
2006-2007	58	11	36	10	15
2007-2008	41	9	24	7	17
2008-2009* (as of 4/24/09)	20	1	13	14	6

The next data table shows totals for the five-year period:

5 Year Figures	Reports	No Violation	XF	Modified	Suspensions	Expulsions
2004-2009	269	29	180	49	6	2

The AHC also keeps track of the kinds of classes in which violations occur (see next table). It is not surprising, for example, that charges of plagiarism would occur in Collegiate Seminar, where there is a very clear rule about not using outside sources and therefore, both faculty and students share an understanding that such behavior, if it occurs, is not acceptable. Yet, given the large number of students taking Seminar and writing essays in any given semester (approx. 1500 x approx. 3 essays each), it is actually surprising is how few that total number is. Contrary to the prevailing wisdom that there is a lot of "cheating" going on in Seminar, particularly "sharing papers," the AHC has found that there is much less than expected.

Academic Year	Reports	SEM	COMP	TRS	Other SOLA	SOS	SEBA
2004-2005	77	19	2	18	15	12	10
2005-2006	73	26	7	8	26	8	5
2006-2007	58	10*	15	5	14	18	0
2007-2008	41	7	6	1	12	9	5
2008-2009	20	9	1	2	4	3	0

*In addition, while it is very difficult to attribute a cause and effect relationship, it seems quite likely that the use of Turnitin.com in the majority of Seminar sections beginning in the 2006-7 academic year has at least contributed to a decline in reports of plagiarism from that set of classes.

Both students and faculty have been dedicated in their service to the AHC. While the usual term of office is two years, the current student Co-Chairs have both served for four and four of the six current faculty members have also served for that long. The table below indicates student and faculty participation in AHC over the five-year period, though from year to year there has been overlap, so the total number of discreet student and faculty members has been: 43 students, 12 faculty.

AHC Member Total	Students	Faculty
2004-2005	12	2
2005-2006	16	6
2006-2007	16	6
2007-2008	18	6
2008-2009	18	5*

(spring sabbatical for one)

Appendix II:

McCabe (2008) Survey

Student Survey

The most recent (Fall, 2008) McCabe survey was filled out by 145 students and 79 faculty, a somewhat low but similar level of response as for the first McCabe survey in Spring, 2004. There are some interesting points of comparison that show how SMC perspectives have changed since the advent of the Academic Honor Code.

In the original survey, one of the key findings was:

Policy questions (answer range: very low to very high):

2004

Student understanding of (old) policy 78% Very Low to Medium

Student support of (old) policy 79% Very Low to Medium

2008

Student understanding of (new) policy 53% Very Low to Medium

Student support of (new) policy 60% Very Low to Medium

Faculty and students working on the new academic integrity policy knew that these findings were consistent with their own sense of the difficulties of the system then in place. As a result, they wanted to design a system that would increase the educational awareness of both students and faculty. Results from the 2008 survey (see comparison above and full data below) indicate that that goal has been achieved. **90%** of SMC students were "informed about the academic integrity policies on campus." Roughly half of the students who participated in the survey learned about the academic integrity policies during their first year orientation and from faculty members. This data shows that the Honor Council's freshman orientation programs have had a lasting affect on the students. Also, the survey shows that many SMC professors include a paragraph concerning the Academic Honor Code on their syllabi. The students reported that their professors often discussed plagiarism and properly citing sources. SMC students reported that they learned little from the campus website, Deans or other administrators. Many students will not go so far to learn about the honor code and the AHC. Interestingly, less than half of the students reported that they learned "some" to "little" about the academic integrity policies on campus from their advisors, friends, and student handbooks.

The students reported that SMC faculty members had a very high understanding of the academic integrity policies and supported the academic integrity policies. A high percentage of students thought the AHC gave severe penalties. It is difficult for students to understand the severity of SMC's honor code when they do not compare it to the penalties of other schools. (Students are often surprised to learn that at most "honor code" schools, a first violation results in suspension. Saint Mary's adopted the "modified" code that assigns an XF grade for a fist offense and allows a student to repair his/her record over time by having the X removed after completing the Integrity Seminar and then retaking the course so that the student's GPA is no longer affected by the F.)

Roughly half of the students in the survey believe plagiarism "seldom" occurs on written assignments, and compared to the 2004 data, there has been a sharp drop in those who think it occurs "often" or "very often."

However, the students still believe "inappropriate sharing in group assignments" occurs about as frequently as it did in years past. In fact, when asked about their own behavior, 65 % of students report that working with others on what is supposed to be an individual assignment [Inappropriate Collaboration, as it is called] is either "not cheating" or "very minor cheating" and only 9% consider it "serious cheating."

The majority of students believe cheating during exams "seldom" to "very seldom" occurs, with fewer than a quarter believing that it happens "often" or "very often." More than half of the students reported that they have never seen a student cheat during an exam. Since SMC has very small class sizes, professors can easily keep an eye on their classes. Thus, we suspect students would recognize the high probability of getting caught cheating during an exam.

2004

Plagiarism:	49% say "Often" or "Very Often"
Inappropriate Collaboration:	55% say "Often" or "Very Often"
Cheating during tests/exams:	38% say "Often" or "Very Often"

2008

Plagiarism:	25% say "Often" or "Very Often"
Inappropriate Collaboration:	51% say "Often" or "Very Often"
Cheating during tests/exams:	23% say "Often" or "Very Often"

A majority, 95%, of students have never reported another student for cheating. We can explain this data through two pieces of information. First, roughly half of the students in the survey said they were "unlikely" to report a person who they observed cheating. Second, SMC students believe cheating only occurs at rare instances at SMC. The survey asked the students what they thought the frequency of 27 different forms of cheating was at SMC. Roughly more than half of students believed the 27 forms of cheating "never" occur at SMC. Furthermore, the majority of the students reported that the 27 forms of cheating should be categorized as "serious cheating." Thus, the majority of SMC students are unlikely to report a person cheating when it isn't "serious" and the majority of students do not believe "serious" cheating occurs at SMC.

The majority of students believe the investigation of suspected cheating is fair, and that faculty members report cases of cheating. These two facts support the role and existence of the AHC. Also, SMC students were not sure if students should monitor other's integrity. This fact further supports the role and existence of the AHC because students seem to prefer the existence of a student body to "monitor" the integrity of SMC students.

Student data:

How would you rate: (%)

	Very Low	Low	Medium	High	Very High
Severity of penalties	1	5	28	46	20
Student understanding of policy	4	16	33	34	14
Faculty understanding of policy	1	2	16	45	36
Student support of policy	3	13	44	32	8
Faculty support of policy	1	3	19	45	33
Effectiveness of policy	3	11	35	37	13

Have you been informed about the academic integrity policies on campus?

Yes	90%
No	10%

How much have you learned about these policies from: (%)

	Learned little	Learned some	Learned a lot
First Year Orientation	32	47	21
Campus website	57	33	10
Student handbook	28	45	27
Program Counselor, Resident Advisor, etc.	50	32	18
Other students	52	37	11
Faculty	4	30	67
Teaching Assistants	64	27	10
Deans, other administrators	69	21	9
Other	86	7	7

In past year, how often, did your instructors discuss policies concerning:(%)

	Never	V. seldom	Seldom	Often	V often
Plagiarism	3	12	28	36	21
Group work/collaboration	6	15	30	36	13
Proper citation/referencing - written sources	4	10	20	39	28
Proper citation/referencing - Internet sources	4	11	21	37	27
Falsifying/fabricating lab data	21	19	25	22	13
Falsifying/fabricating research data	19	19	25	25	13

How frequently do you think the following occur on campus? (%)

	Never	V. seldom	Seldom	Often	V often
Plagiarism on written assignments	2	25	48	20	5
Inapprop. sharing in group assignments	2	14	34	35	16
Cheating during tests or examinations	5	36	35	16	7

How often, if ever, have you seen another student of cheating during a test/exam? (%)

	Never	Once	Few times	Several times	Many times
	54	14	23	7	3

Have you ever reported another student for cheating?

Yes	5%	No	95%
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Specific Behaviors

Frequency of: (%)	Never	Once	> Once	NA
Fabricating or falsifying a bibliography.	83	7	2	8
Working w/ others when asked for individual work.	56	18	20	6

Working w/ others electronically on individual work.	74	9	10	7
Getting Q/A from someone who has already taken test.	73	13	11	3
Copying another student's computer program.	68	4	2	27
Helping someone else cheat on a test.	88	6	3	3
Fabricating or falsifying lab data.	68	6	3	23
Fabricating or falsifying research data.	77	4	1	18
Copying during test with other's knowledge.	90	4	2	3
Copying during test w/o other's knowledge.	89	6	3	3
Getting help electronically during an exam.	90	4	2	3
Receiving unpermitted help on an assignment.	76	12	8	4
Copying (by hand or in person) another's homework.	72	14	12	3
Copying (electronically) another student's homework.	90	4	3	3
Copying few sentences from written source w/o citing.	69	15	11	5
Turning in paper obtained from term paper "mill" or site.	93	2	<1	4
Copying from electronic source w/o footnoting.	68	17	11	4
Turning in paper purchased from term paper "mill".	94	1	1	4
Using unpermitted crib notes during test.	90	5	3	3
Using electronic crib notes during test.	91	4	2	3
Using electronic device as unauth. aid during exam.	94	1	1	3
Copying material, word for word, from written source.	93	3	1	3
Turning in paper copied from another student.	92	4	1	3
Using false excuse to obtain extension.	82	10	5	3
Turning in work done by someone else.	94	3	1	2
Cheating on a test in any other way.	88	6	2	4

How serious is: (%)

	Not cheating	Trivial cheating	Moderate cheating	Serious Cheating
Fabricating or falsifying a bibliography.	8	32	37	23
Working w/ others when asked for individual work.	20	45	26	9
Working w/ others electronically on individual work.	19	45	27	9
Getting Q/A from someone who has already taken test.	9	16	30	46
Copying another student's computer program.	5	8	32	55
Helping someone else cheat on a test.	4	5	18	73
Fabricating or falsifying lab data.	6	21	37	35
Fabricating or falsifying research data.	5	14	36	45
Copying during test with other's knowledge.	4	4	14	78
Copying during test w/o other's knowledge.	4	2	11	83
Getting help electronically during an exam.	4	3	14	79
Receiving unpermitted help on an assignment.	11	31	38	21
Copying (by hand or in person) another's homework.	7	28	36	30
Copying (electronically) another student's homework.	7	25	36	31
Copying few sentences from written source w/o citing.	8	28	38	26
Turning in paper obtained from term paper "mill" or site.	4	3	10	83
Copying from electronic source w/o footnoting.	8	26	37	29
Turning in paper purchased from term paper "mill".	4	2	9	85
Using unpermitted crib notes during test.	4	5	20	71
Using electronic crib notes during test.	4	5	21	70
Using electronic device as unauth. aid during exam.	4	6	23	67
Copying material, word for word, from written source.	4	3	14	79
Turning in paper copied from another student.	4	4	25	66

Using false excuse to obtain extension.	13	23	33	31
Turning in work done by someone else.	5	4	20	71
Cheating on a test in any other way.	5	6	23	66

If you have copied from written/electronic source w/o cite, how accessed:

Electronic sources only	39%	Paper sources only	5%
Primarily electronic sources	31%	Primarily paper sources	4%
Used both equally	22%		

Have you ever offered an online test or exam at JSU? Yes 25%

Are you aware of students who have done any of the following on an online test/exam?

Students collaborating during an online test or exam when not permitted?	7%
Students using notes or books on a closed book online test or exam?	18%
Students receiving unauthorized help from someone an online test or exam?	6%
Students looking up information on the Internet when not permitted?	8%

How likely is that: (%)

	Very unlikely	Unlikely	Likely	Very likely
You'd report an incident of cheating you observed?	23	47	24	6
The typical student would report an incident?	24	59	16	2
A student would report a close friend?	79	17	3	1

How strongly do you agree or disagree with the following statements? (%)

	Disagree strongly	Disagree	Not sure	Agree	Agree strongly
Cheating is a serious problem on campus.	10	35	43	10	3
Investigation of suspected cheating is fair.	3	7	57	28	4
Students should monitor other's integrity.	16	32	33	35	5
Faculty report suspected cases of cheating.	2	12	35	41	10
Faculty change exams, etc. regularly.	3	11	28	43	15

Amount of work is reasonable.	3	11	12	59	15
Degree of course difficulty reasonable.	3	10	13	59	15
Assessments effective in evaluating learning.	4	11	16	59	11
Assessments help me learn.	3	11	15	60	12

If you cheated in a class, how strongly would the following disapprove? (%)

	Very strongly	Fairly strongly	Not very strongly	Not at all
A close friend	27	29	29	15
Acquaintance/another students	17	33	39	12
Your parents	76	17	4	3

Class Standing

First year	27%	Soph	25%	Junior	21%	Senior	27%
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Gender	Female	65%	Male	35%
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College/School:

Business	19%	Health Sciences	9%
Education	8%	Science	10%
Arts	8%	Engineering	2%
Soc Sci/Humanities	24%	Communicaitons	3%
Other		5%	

Extracurricular activities: (%)

	Do not partic.	1 to 9 hours	10 to 19 hours	20 or more hrs.
Paid employment	35	17	22	27
Care for dependent	82	5	1	12

Student comments from the survey:

"A discussion at the beginning of the year with core teachers (Seminar and English) and/or elective teachers which highlight the importance of honesty."

"Faculty shouldn't emphasize the Honor Code only at the beginning of each semester. It should be referred to often, but casually, and not as a wordy intimidating piece of work/legislation."

"I don't support the mandatory use of Turnitin.com in certain classes, and a minority of professors agree with this. Turnitin.com does not significantly deter plagiarism, it creates more work for faculty and students, and leads to distrust between them. Other than that, I am satisfied with the academic integrity enforcement here. I am uncomfortable with the idea that students must turn in other students when they see cheating, but students should definitely make sure not to participate in it. However, I am happy that students have strong representation in the Academic Appeals Committee and even stronger representation on the Academic Honor Council, which mediates academic disputes, including integrity violations."

"I don't think anything specific needs to change. I actually believe the system we have in place to take care of cheaters is fantastic. The only questionable part of the process is the catching of the cheater and whose hands that falls into."

"I think more effort and attention needs to be paid to the Academic Honor Council. Professors do a great job of using the Academic Honor code. However, many professors seem oblivious to the cheating that occurs in their classrooms. I believe more attention and resources should be given to the Academic Honor Council, and something should be done by the Honor Council to make professors aware of the possible cheating in their classrooms."

"I think there should be more resources on how to properly cite sources. For example, a web page with this information could be helpful."

"Many members of the faculty are very supportive of the Academic Honor Council, however, I feel that there needs to be a more unified and consistent level of support from all faculty for true success."

"Students should have to do some type of course or workshop EACH YEAR (not just freshman year), in order to make sure they are aware and understand the AHC."

"I think that cheating is a serious issue on our campus and that the policies and procedures taken into consideration at our school are fair and justifiable even though many students do not agree with them. I think every year the Student Honor Council has done a great job and it keeps getting better and more changes are being made for the better."

Faculty Surveys

The data produced by the faculty is very similar to that of the students. The faculty members believe they have a medium level of understanding the academic integrity policies on campus, and the students have a low level of understanding the academic integrity policies on campus. More than half of the faculty believes the academic integrity policies on campus are effective and they support the academic integrity policies on campus. As noted above, more than half of the SMC faculty discuss the academic integrity policies in their syllabi and on individual assignments. Thus, SMC faculty seems to inform their students of the Academic Honor Code on a frequent basis. Similar to the students, the faculty learned about the academic integrity policies from their faculty handbook and through other faculty.

It is important to note that the SMC faculty believes "plagiarism on written assignments" and "inappropriate sharing in group assignments" occurs "seldom" to "often." Roughly half of the SMC faculty believes cheating "seldom" occurs during exams. Roughly less than half of the faculty who participated in this survey has never seen a student cheat during an exam." If faculty were to catch a student cheating on a major assignment or exam, 60% would give the student an F on the assignment. Only 25% would report the student. 28% of the faculty reported that they often lacked proof when they suspected a student of cheating. Some professors deal with cheating "in house," meaning that they take care of the student without the assistance of other administrators.

More than half of the faculty members who had reported students to the AHC were "very satisfied" with the outcome of the AHC's sanction. The survey listed 27 forms of cheating. Like the students, the faculty thought the majority of the 27 forms of cheating "never" occurred at SMC. However, the faculty members thought "working with others when asked for individual work, copying homework, copying a few sentences from written source without citing, and copying material, word for word, from a written source" occurred more "than once" at SMC. Also like the students, the faculty thought the majority of the 27 forms of cheating should be classified as "serious cheating."

Faculty data

How would you rate: (%)	Very Low	Low	Medium	High	Very High
Severity of penalties	11	24	46	18	3
Student understanding of policy	11	37	37	14	2
Faculty understanding of policy	4	19	41	29	7
Student support of policy	8	29	45	16	2
Faculty support of policy	3	15	38	34	10
Effectiveness of policy	12	28	44	14	2

When, if at all, do you discuss with students your policies concerning (%):

	Do not discuss	On individ, assigns.	In syllabus	Start of semester	Other	Not relevant
Plagiarism	5	34	64	63	9	6
Group wrk/collab.	6	52	31	40	6	10
Written source citing	9	58	23	28	12	14
Internet source citing	9	58	23	28	12	14
Falsif. research data	19	26	18	22	8	33
Falsifying lab data	19	14	9	12	6	52

Primary sources of information on student integrity policy (%):

Orientation program	24%	Results of hearings	8%
Students	3%	Other faculty	38%
Faculty handbook	46%	University catalog	29%
Dean, other staff	23%	Other	14%
Dept. chair	31%	Not informed	12%
Website	21%		

How frequently do you think the following occur on campus?

	Never	V. seldom	Seldom	Often	V often
Plagiarism on written assignments	<1	8	43	37	11
Inapprop. sharing in group assignments	1	10	39	35	15
Cheating during tests or examinations	2	28	45	19	6

How often, if ever, have you seen a student of cheating during a test/exam? (%)

Never	Once	Few times	Several times	Many times
39	13	34	10	4

If a student had cheated on a major test/assign., what would be your likely reaction? (%)

Reprimand/warn	36%	F in course	19%
Report to DOS	25%	Redo test/assign.	22%
Lower grade	19%	Other	10%
Inform Chair/Dir./etc.	43%	Do nothing	1%
F on test/assign.	60%		

Have you ever ignored an incident of cheating in one of your courses for any reason?

Yes	36%	No	64%
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Factors influencing these decisions:

Lacked proof	28%	Student will suffer	4%
Cheating was trivial	7%	Didn't want to deal w/ it	6%
Lack of support	6%	No time	4%
Other	5%		

Have you ever referred a case of suspected cheating to anyone?

Yes	47%	No	53%
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If yes, how satisfied were you with the outcome?

Very satisfied	Satisfied	Neutral	Unsatis.	Very Unsatis.
55%	13%	27%	10%	8%

Specific Behaviors

Frequency of: (%)	Never	Once	> Once	NA
Fabricating or falsifying a bibliography.	48	9	19	24
Working w/ others when asked for individual work.	34	8	43	16
Working w/ others electronically on individual work.	50	4	23	23
Getting Q/A from someone who has already taken test.	57	7	23	14
Copying another student's computer program.	25	4	12	58
Helping someone else cheat on a test.	60	11	18	11
Fabricating or falsifying lab data.	33	3	7	58
Fabricating or falsifying research data.	43	5	7	45
Copying during test with other's knowledge.	57	11	22	10
Copying during test w/o other's knowledge.	49	13	28	10
Getting help electronically during an exam.	76	5	5	15
Receiving unpermitted help on an assignment.	50	7	29	14
Copying (by hand or in person) another's homework.	41	10	38	11
Copying (electronically) another student's homework.	65	5	16	15
Copying few sentences from written source w/o citing.	18	6	63	13
Turning in paper obtained from term paper "mill" or site.	60	10	14	16
Copying from electronic source w/o footnoting.	23	8	57	13
Turning in paper purchased from term paper "mill".	68	6	9	18
Using unpermitted crib notes during test.	61	10	15	14
Using electronic crib notes during test.	76	4	5	15
Using electronic device as unauth. aid during exam.	74	6	6	14
Copying material, word for word, from written source.	33	17	40	10
Turning in paper copied from another student.	53	12	25	11

Using false excuse to obtain extension.	48	11	34	7
Turning in work done by someone else.	55	13	27	6
Cheating on a test in any other way.	58	7	20	16

How serious is: (%)

	Not cheating	Trivial cheating	Moderate cheating	Serious Cheating
Fabricating or falsifying a bibliography.	2	8	39	51
Working w/ others when asked for individual work.	3	12	52	34
Working w/ others electronically on individual work.	3	11	49	38
Getting Q/A from someone who has already taken test.	2	3	15	80
Copying another student's computer program.	1	3	15	81
Helping someone else cheat on a test.	1	1	11	87
Fabricating or falsifying lab data.	2	2	11	86
Fabricating or falsifying research data.	1	1	7	91
Copying during test with other's knowledge.	1	1	6	92
Copying during test w/o other's knowledge.	1	1	8	90
Getting help electronically during an exam.	1	1	5	93
Receiving unpermitted help on an assignment.	1	10	51	38
Copying (by hand or in person) another's homework.	1	6	34	60
Copying (electronically) another student's homework.	1	4	33	63
Copying few sentences from written source w/o citing.	1	12	47	39
Turning in paper obtained from term paper "mill" or site.	1	<1	3	96
Copying from electronic source w/o footnoting.	1	11	46	42
Turning in paper purchased from term paper "mill".	1	1	3	96
Using unpermitted crib notes during test.	1	1	12	86
Using electronic crib notes during test.	1	1	9	89
Using electronic device as unauth. aid during exam.	1	1	13	85

Copying material, word for word, from written source.	1	1	7	91
Turning in paper copied from another student.	1	1	10	88
Using false excuse to obtain extension.	4	26	43	37
Turning in work done by someone else.	1	1	8	90
Cheating on a test in any other way.	1	2	13	84

If students copied from written/electronic source w/o cite, how accessed:

Electronic sources only	23%	Paper sources only	3%
Primarily electronic sources	51%	Primarily paper sources	3%
Used both equally	19%		

Have you ever offered an online test or exam? Yes 24%

If yes, have you ever been aware of: (% yes)

Students collaborating during an online test or exam when not permitted?	4
Students using notes or books on a closed book online test or exam?	2
Students receiving unauthorized help from someone an online test or exam?	3
Students looking up information on the Internet when not permitted?	2

How strongly do you agree or disagree with the following statements? (%)

	Disagree strongly	Disagree	Not sure	Agree	Agree strongly
Cheating is a serious problem on campus.	3	14	39	33	12
Investigation of suspected cheating is fair.	3	8	53	29	6
Students should monitor other's integrity.	4	23	21	39	13
Faculty report suspected cases of cheating.	6	24	39	26	6
Assessments are effective in evaluation	1	1	7	60	31
Assessments help me learn	1	1	7	60	32

What safeguards do you employ to reduce cheating in your courses? (Check all that apply.)

None	4%	Discuss views on integrity	66%
Internet to confirm plagiarism	30%	Remind students of policy	46%
Info on cheating in syllabus	68%	Closely monitor exams	70%
Change exams regularly	68%	Other	18%
Different versions of exam	42%		

Rank

Instructor	24%	Full Professor	22%
Assistant Professor	23%	Other	8%
Associate Professor	24%		

Gender	Female	47%	Male	54%
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Major:

Arts	3%	Health Sciences	7%
Science	8%	Education	6%
Soc Sci/Humamities	37%	Communications	1%
Business	12%	Other	7%
Engineering	2%	Missing	17%

How long have you been teaching at the university level?

<5 years	24%
5 - 9 years	21%
10 - 14 years	17%

15 - 19 years	13%
20 or more years	24%

Faculty comments from the survey:

Q: Why Unsatisfied with Handling of Suspected Cheating "Meaning no criticism of my colleagues, The Academic Honor Council, the Chairs, or Deans, or anyone else, my being "unsatisfied" pertains to the system that has evolved as a consequence of a sad contagion that has afflicted academia. While not denying the pervasive problem, I strongly believe that plagiarism is an educational, not an administrative, problem. The teacher teaches, the student studies. Writing is a response to the specifics of texts and the teacher's assignments. As such, then, plagiarism is a communication disorder. Philosophically, psychologically, speaking, it may be analyzed for its rational and emotional implications, certainly, yet they are subsumed in the teacher-student relationship. If a student expects that lip-synching to a Sinatra recording may pass the scrutiny of the instructor, previous instruction was probably of the routine sort which might be delivered by recording--and evaluation of writing was probably done by the faculty equivalent of speed-reading: a skim and scan to identify key topics and apparent conformity to the designated style-sheet. [UC Davis, for example, gives graduating seniors a composition test that Teaching Assistants assess at the rate of a 90-second scan for thesis statement, obvious solecisms, and a consequent conclusion. A brilliant but witty argument against its assumptions, by a 4.0 Honors graduate, was failed therefore. I know, because I refereed, successfully, a protest against this ridiculous and moronic process.] To return to my point: it should be the professor's responsibility to know and understand his students; to recognize thinking and style, the way he does faces and voices. In a Ionesco play, a professor's child or spouse might show up at the dinner table night after night with a different surgically altered physiognomy that goes unremarked, but in my Saint Mary's courses when a student submits a plagiarized essay I perceive a sad symptom of corrupted educational process--and I want to connect with that student to begin a healing. This has worked for forty years, without committees. As a failed communication between teacher and learner, a plagiarized essay can be treated only as a fact by an external entity like an Honor's Committee. But "fact" is the lowest level of understanding. How it feels, what pattern it fits, what it means and portends, intellectually and spiritually, is the province of the teacher who has been trying to navigate the currents between his realm of understanding and many individuals new to the process. When this is taken out of the teacher's hands--it is taken out of mind and heart of both teacher and student. Whether the violation proceeds from fear or opportunism is but a difference in emphasis. The teacher is present to prove that fraud fails; that ignorance is fertile ground for sprouting new growth; that fear--as Aristotle implies--is requisite for courage to arise and prevail. The most important thing a student may derive from an entire degree program might have to face his victim, be forgiven but held to account; be personally bound to make amends by correcting course. A committee is a third party with many heads to confront the miscreant but no single human face in whose eyes his better self may be reflected. I'm sure that proper authorities will make the proper defense of the proper committees as they always have--and would not be surprised to learn from the student, were it possible, that he is the product of oh so many committees. A plagiarism is an instance of bungled communication between individuals; a committee is a third party that lacks actual experience, unless it is enrolled in the course, and has no inkling and thus no appreciation of nuance. At best, it is a sort of machine for abstraction and generalizing. The individual, in the "face" of committees, has reason to doubt. Lack of confidence, or an excess thereof when contaminated by opportunism and entrepreneurialism offering to swap solutions for pecuniary consideration to solve irksome problems of

meaningless busywork, alike depend upon the absence of anything personal that might recognize them for who they are, expect something of them personally, and hold them responsible. They slip through, unacknowledged, and feel it were better they were mistaken for their betters--who have a knack for knocking out routine junk of the academic mill. All that being said, let me emphasize that my colleagues at SMC are admirable, caring, hardworking, dedicated; they intend the very best for students here. The great majority of the students are wonderful: ambitious, diligent, productive, and committed to community service and social justice. Still, I would prefer to deal one on one with any student who falters. For decades this was sufficient and successful. The internet has introduced temptations that too easily mirror typical high school authority-based education and standardized testing. Our Collegiate Seminar method of Shared Inquiry is a great antidote thereunto."

Q: Other Safeguards Used to Reduced Cheating

"All possessions except pencils and water have to be put at the front of the class. No one can leave class after the test is started. I give back tests to be examined in class and then I collect them and keep them."

"Ask them to sign a declaration that the work is their own."

"Provide time in class for academic honor council members to speak."

Q: Role Faculty Should Play in Promoting Integrity

"Faculty must take cheating as an opportunity to educate students. Ignoring it or failing to follow up because of time demands or the stress of the situation does not help students, and it undermines their belief in the integrity of the educational process."

"Faculty should play a very active role in these areas, discussing them openly with students and following up with consequences when necessary."

"I think the faculty should play a major role, and utilize methods that send the clear and consistent message to students that their work needs to be their work, and not someone else's. Unfortunately, many of our faculty believe that academic integrity or a system designed to develop/ensure that among our students "Violates the faculty-student" relationship. I tend to disagree."

Q: Final Open-ended Comments

"A policy is only as good as its enforcement. If we have policies that say cheaters will face the consequences, they should. Otherwise, why bother with the whole process?"

"I believe there needs to be continued conversation among faculty about this because they generally do not support or report academic dishonesty due to some misconceptions about the process and its role at our school. There should also be more conversations with faculty and students about it - both in the classroom and in general gatherings to develop understanding of how both groups view academic integrity."

"I have some concerns that the most recent Honor Councils have become too lenient in their sanctions for academic dishonesty. In particular, I have heard that they are lessening the standard sanction much more often than and for reasons that in the past have not been considered valid. I am concerned that this kind of "drift" toward more leniency might continue to occur over the years if the Council does not institute some

safeguards such as keeping records of precedent setting cases and communicating these to new Honor Council members.”

“One of the problems is that certain faculty refuse to acknowledge the problems with cheating on campus and turn a blind eye to it when it occurs. I think this is in part because it is a burdensome project to confront students, submit a written report to the Academic Honor Council and then meet with the board if the student decides s/he wants a hearing. They refuse to participate in submitting papers to Turnitin. It would help a great deal if there was a more united effort to confront this problem. I am very glad that we have an Honor Council and that we have the option to use Turnitin.”