

**Honor Code Information Book
For MBC Faculty**

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I. THE HONOR PLEDGES, CURRENT HONOR COUNCIL, AND FACULTY ADVISORS

THE HONOR PLEDGE

Believing in the principles of the Student Government, I pledge myself to uphold the ideals and regulations of the Mary Baldwin College community. I recognize the principles of honor and cooperation as the basis of our life together. I shall endeavor faithfully to live my life accordingly. I will not lie, cheat, steal, plagiarize, or violate my pledge of confidentiality. I will not fail to report others who lie, cheat, steal, plagiarize, or violate their pledge of confidentiality. I will encourage others to fulfill the ideals of the Honor System.

FACULTY HONOR PLEDGE

[Excerpt from Charter Day Pledge by the Dean of the College]

....As Dean of Mary Baldwin College and her chief academic officer, I pledge - both on my own behalf and on behalf of our entire faculty - to continue our support of the honor system, to abide by its principles, and to assist our students in their adherence to it as well.

2009-10 HONOR COUNCIL

Danielle McBride,
Honor Council Chairwoman
Megan Corrigan-Cummins '10
April Lao '11
Ann Philip '11
Niki Ikahihifo-Bender '12
Ali Sanne '12
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2009-10 FACULTY ADVISORS

Alice Araujo, Primary Advisor (8/28/09-10/16/09)
Lisa Keiter, Primary Advisor (10/19/09-4/27/10)
Alice Araujo, Primary Advisor (4/28/10---)
Carey Usher, Secondary Advisor (8/28/09----)

II. STUDENT AND FACULTY ROLES IN THE HONOR SYSTEM

The Honor System of Mary Baldwin College is integral to the academic integrity of the College. It consists of a Code and system that promote a sense of trust among students, and also between students and faculty to create an atmosphere in which everyone can focus on our primary goal – the liberal education of our students. It also is intended to demonstrate to our students how honest interaction with others is a critical requirement for social progress. To the degree that the MBC community observes the Honor Code, a greater sense of trust, responsibility, and personal accomplishment are available to Mary Baldwin students and faculty alike.

The Honor Code prohibits lying, cheating, stealing, plagiarism, and breeches of confidentiality. Each of these has been determined to be an offense that not only injures some or all of the community, but which has consequences that distract and detract from a focus on our academic mission.

The Honor Council has the primary goal of educating Mary Baldwin students that honorable behavior benefits themselves and is essential for the promotion of a successful community. When, however, a violation to the Honor Code is alleged to have occurred, the Honor Council becomes responsible for determining whether an individual has committed an offense, and, if so, what sanction should be imposed. Briefly the sequence of events is as follows. 1) When a student is accused, the Honor Council Chairwoman initiates a student-conducted investigation to

determine if there is probable cause that the accused has committed an offense. 2) A hearing is conducted so the Honor Council may hear testimony and determine whether there is clear and convincing evidence that the accused committed the violation. 3) The Honor Council decides upon the appropriate sanction if the accused is found to be in violation of the Code.

Mary Baldwin's Honor System is not a single sanction system. When a student has been found in violation of the Honor Code, the Honor Council selects from a wide variety of sanctions that are intended not only to be appropriate to the circumstances and severity of the violation, but also of educational benefit to the student found in violation. The sanctions are not designed primarily for punishment, but they indicate to students that there are consequences for behaviors that violate the trust on which a community is based. Sanctions are also intended to give students who are found in violation the opportunity to develop the ethical behaviors required for a productive society. Sanctions range from a warning, to service to the community, to probation, to dismissal.

The Honor System is conducted by and for the students, and all students agree to abide by the Code upon entry to Mary Baldwin. Further, the students determine the provisions of the Code and are responsible for administering it. The Honor Council, which oversees the Code and the enforcement of its provisions, consists of students and is elected by students. The Code itself can be amended only by approval of both the Student Senate and the Executive Committee, a body of student leaders. Students educate other students regarding the fundamental value of honorable behavior; students report and investigate alleged offenses; students determine in a hearing whether fellow students have committed an offense; and, students determine the sanctions for offenders.

The students overwhelmingly indicate that the success and importance of the Honor System is based upon the fact that the students, themselves, are responsible for it. They take pride in that ownership and are defensive of it. It is that ownership by the students that leads to two subtle facets of Mary Baldwin's Honor System. The first is that administering the Honor System serves as a valuable training ground for the participants. The responsibility of sitting on the Honor Council quickly reveals to students the complexity of ethical decisions, and it moves them toward a more sophisticated evaluation of the role of ethical behavior in society. They begin to realize that not every issue is clear-cut. The second result of student administration of the Code is that ethically correct decisions are not always straightforward. It is students who report offenses, conduct investigations, and conduct hearings. It is not surprising that the student system occasionally has to make difficult decisions. In that respect, it reflects the legal systems of the larger society that are frequently the focus of great controversy.

Although the Honor System belongs to the students, it requires the cooperation of the faculty in order to succeed. Probably most importantly, faculty are asked to accept the premise that honor, truth, and trust are cornerstones of a productive and free society. In an atmosphere of trust, students and faculty alike are free to devote their full energy to their academic interests. To the degree that deception and distrust exist, both students and faculty devote more and more of their time and energy to the protection of their work, property, and themselves. It is difficult to be enthusiastic about your intellectual development when you are concerned about protecting your work from others. Intellectual growth prospers from the sharing of work, ideas, and discussion in an academic atmosphere of trust, but it is inhibited by secrecy and fear.

It is also important for faculty to create an atmosphere of honor in and out of the classroom, and for them to remind students of the benefits of an Honor System. Faculty can lead by example, but it is very helpful if they actually give voice on occasion to the merits of ethical behavior. Faculty should be very clear that they require ethical behavior from their students, should explicitly delineate their standards for ethical behavior, and should make it clear that they do not tolerate violators. Quite a few violators of the Honor Code have maintained either that they did not know that a faculty member that required the Honor Code be observed, or that they did not believe that the faculty member considered their actions to be dishonest. Students are responsible for their actions whether or not the faculty member specifically proscribes them, but it

is helpful for faculty members to describe what constitutes dishonesty in their classes and in their disciplines.

Faculty members have the responsibility of reporting violations to the Honor Council and participating in the investigation and hearing process. It is important to the students that faculty indicate that they support a system of self-governance that is built on the ideal of generating an ethical community. Patience with the system is also required. There have been recent changes to the procedures that were designed to reduce the time that faculty expend dealing with potential Honor offenses. Nevertheless, expending some time and effort is a necessary part of every investigation and hearing process. To the degree that commitment to the Honor System enhances ethical behavior, it is time well invested.

Faculty advisors to the Honor Council include at least two full-time faculty members. The primary advisor works closely with the Honor Chairwoman at all stages of an alleged honor violation – from deciding whether there is probable cause, to providing advice about an investigation, to participating in hearings. One of the other advisors also is present for each hearing. Faculty with questions about the Honor Code, a potential violation, or the progress of an on-going investigation should always contact one of the faculty advisors.

In summary, the Honor System is designed to improve the ethical climate of the community and encourage a sense of trust among its constituents. It is designed by the students and administered by them; however, it requires the support and the participation of the faculty to be maximally effective. Faculty have the opportunity to enhance the ethical atmosphere of Mary Baldwin by participating in the Honor Code, but they run the risk of detracting from it if they are indifferent.

III. WHAT TO DO IF YOU SUSPECT AN HONOR OFFENSE

- 1) Examine the evidence and keep copies of everything. Take notes at the time of the possible infraction. You will want to have proof or at least strong evidence of cheating or plagiarism before proceeding.
- 2) Contact the Chair of the Honor Council or the Primary Advisor to the Honor Council and explain the situation. This will enable them to be the most helpful in working on your case with the Honor Council. Also, they can help you figure out the best course of action.
- 3) Ask the Accused Student about the incident, and if you believe that an Honor Offense has occurred, ask her to turn herself in to the Honor Council Chairwoman. (The current Chairwoman is listed in the *Student Handbook*.) Tell the student that she has 24 hours to report the suspected offense to the Chairwoman or to her own Honor Council Representative. (This parallels the procedure for students, who are advised to ask a student suspected of an Honor Offense to turn herself in to the Honor Council Chairwoman within 24 hours.)

There may be cases where it is not practical or realistic to ask a student to turn herself in within 24 hours, such as at the end of a semester or right before a school vacation. If that is the case, report the case to the Honor Council Chairwoman or Primary Honor Council Advisor yourself.

- 4) Be prepared to explain exactly how the student has cheated or plagiarized. For example, find and underline specific examples of cheating on tests or make copies of sources from which students have plagiarized, highlighting the plagiarized sections. Also, keep copies of everything that you turn over to the Honor Council or hand back to a student. It is recommended that you keep the original copies of all papers and tests that are involved. Also, make and have available copies of other relevant documents. (These may include

syllabi in which you explain your policies about what kinds of student collaboration are or are not allowed, copies of assignments in which you explain the citation methods students are expected to use, or any other related information.)

The Honor Council Chairwoman assigns Student Investigators to examine the evidence in each case. However, the more evidence gathering and explaining you can do yourself, the more quickly and efficiently the whole case will be resolved. Be prepared to explain the cheating or plagiarism several times: to the Primary Honor Council Advisor, to the Honor Council Chairwoman, to the Investigators, and while testifying in a hearing, if the case goes to a hearing. You will want to be especially specific when explaining the offense to the Investigators and during a Hearing.

- 5) Know that YOU, not the Honor Council, issue the student's grade for the assignment and class. Honor Procedures recommend that professors give students a zero on any plagiarized work. You may use your judgment about whether to grade the student's work before or after the outcome of the case. If the Honor Council finds the student in violation of the offense, they will assign sanctions that are not related to a student's grade.
- 6) Please be patient and tolerant, cooperate with the student leaders on the Honor Council, and recognize that the Honor System is student-run. The student Honor Council representatives take their job very seriously and try to arrive at fair conclusions to all cases as quickly as they can. Do not hesitate to contact the Primary Honor Council Advisor at any time to find out the status of your case. Keep in mind that investigations are sometimes delayed due to breaks in the school schedule or uncooperative students.
- 7) The Honor System depends on confidentiality. Most faculty have good reasons to discuss their case with a colleague or two, but please use good judgment and be discreet. Don't mention the case casually to people who have no reason to know about it. Keep in mind that information can easily reach other parties, and that it is an accused student's right to keep her case confidential. Do not discuss the case with other students.

IV. WHAT TO DO IF A STUDENT REPORTS AN HONOR OFFENSE TO YOU

If a student in your class comes to you and tells you that she suspects an Honor violation has taken place, know that she wants your help. She may not be comfortable confronting the Accused Student on her own. Listen to the accusing student and quickly decide whether or not the accusation is warranted. If you agree that the violation has probably taken place, call in the Accused Student and ask her to turn herself in. Then follow steps 2-7, above.

You may not agree with the accusation of the student who approaches you. Help the student look at the situation realistically. However, if the accusing student feels strongly that an Honor violation has taken place, encourage her to turn in the case to the Honor Council Chairwoman, herself.

If a student approaches you about a potential Honor violation that has nothing to do with your class, you should encourage her to either turn in the case herself, or to approach the Accused Student and ask her to turn herself in. Always encourage students to take the Honor Code seriously and to work with the system. Avoid shrugging off a student's concerns—they may be more serious than they initially appear. When in doubt, contact the Primary Honor Council Advisor.

V. FREQUENTLY ASKED QUESTIONS

1. *Will my case go to a hearing?*

Not all cases go to a full hearing. For example, if an Accused Student admits to the offense, the Honor Council Chairwoman, in consultation with the Honor Council Advisor, usually assigns sanctions without taking the case to a hearing. Also, an accused student has the right to leave school to avoid a case, although she will have to resolve the case before being allowed to come back to Mary Baldwin.

2. *Will I be informed of the result of the case?*

Yes. Either the Honor Council Chairwoman or the Honor Council Advisor will contact you with the results of the case if you are directly involved with that case. You should keep the information confidential.

3. *What if I don't agree with the result of the case?*

This happens sometimes, just as it does in any legal system. Keep in mind that you are the one who is responsible for assigning a grade to the accused student for the assignment or test in question, and for the overall course. Also, if you think that a student has been given too harsh a sanction, know that she may appeal a sanction of suspension or dismissal.

4. *How long will it take for my case to be resolved?*

This can vary. Simple cases that involve few witnesses and in which all parties are cooperative, might be resolved within two weeks. Those involving more people and/or uncooperative students may take several weeks. Delays may also be caused by school vacations or scheduling difficulties, or if the Honor Council is dealing with several cases concurrently.

You can help get your case resolved more quickly by responding promptly to Honor Council members who try to reach you and by being as flexible as you can be when it comes time to schedule a hearing. Periodically checking with the Primary Honor Council Advisor about the status of your case can also help ensure that your case moves along as quickly as possible.

5. *When do hearings usually take place?*

Hearings usually take place in the evenings or on weekends.

6. *Do results of hearings become public knowledge?*

Yes, but names and details are withheld. At the end of each term, the Honor Council Chairwoman posts results of all cases where the accused was found in violation of the Honor Code. The posting only names the offenses committed and the respective sanctions. Accordingly, you should keep your knowledge of the details of the case confidential.

7. *What should I expect at a hearing?*

Hearings typically take place in the evening or on a weekend. The Honor Council Chairwoman will tell you when the hearing will be, what time it will start, and what time you should arrive to give testimony. When the Chairwoman contacts you about scheduling the hearing, keep in mind that finding a time when all parties are available can be difficult, and please be as flexible as you can be in terms of your own schedule.

Those present at the hearing are the Honor Council Representatives, the accused student, the accused student's Advocate, two Honor Council Advisors, and the Honor Council Chairwoman. (The Chairwoman presides over the hearing but does not vote.) Students involved in the hearing always dress professionally. At the hearing's onset, everyone is given a copy of the Investigation Report, which the Student Investigator reads out loud into a tape recorder. That report will include your testimony. Each Honor Council Representative may also have copies of other relevant documents, such as tests or papers in question, copies of original sources, or instructions for assignments. You were probably the one who provided the Council with a copy of those relevant documents. Therefore, if you have circled, underlined, or highlighted certain sections and made clear notes in the margin, the Honor Council Representatives will quickly be able to see the evidence of cheating or plagiarism.

(Notes in the margin might include: "Compare this paragraph with the circled paragraph on page 74 of the Smith article.") Remember that any documents will be photocopied in black-and-white for the Council, so please don't color-code items.

When it comes time for you to testify, you will first be sworn in. Your testimony will be tape recorded, just as all parts of the hearing (excluding deliberation) are taped. Then the Honor Council Chairwoman will ask you how you are involved in the case. Even though everyone will have your written testimony in front of her, you should go through "what happened" from start to finish, as succinctly as you can. This may seem redundant, but remember that the Council is encountering everyone's testimony for the first time, so hearing your testimony again will help the information sink in. You should also go through the tests or papers in question and point out instances of cheating or plagiarism, even if you have made careful notes in the margins. Keep in mind that what is clear to you may not be clear to the students; many of them may not have experience in your discipline, for example. Also, since your written testimony will be in front of you, you should check it for any errors or omissions and point them out to the Council.

After you have given your testimony, the Honor Council Representatives, Honor Council Advisors, the accused student, and the accused student's Advocate will ask you questions. You are allowed to make statements during the questioning period, if you need to add something to your testimony, or if the student's questions lead you to believe that you need to clarify something. Throughout, stick to information that is relevant to the case. For example, there is no need to offer statistics about the accused student's performance in a different class of yours or that the student failed this class once and is now retaking it, unless the information is somehow directly related to the present case. Likewise, if you have knowledge of the accused student's involvement in prior Honor Council or Judicial Board cases, you cannot reveal that information in the hearing. (Prior sanctions will be revealed to the Council only after they find a student "in violation," when they are deliberating on penalty.) On the other hand, a Council Representative may ask you how the accused student was doing in your class prior to the alleged offense. (This might be relevant in that it could help show the likelihood that the accused committed the offense.) While you may answer such a question, you won't want to give a lot of specific details about particular grades. Know that you will not have to determine relevance on your own: the Chairwoman or an Honor Council Advisor will intercede if a topic is irrelevant. If you are unsure, feel free to ask "May I answer this?" or "Is it okay to mention this?" right there in the hearing.

At the conclusion of the questioning period, the Chairwoman will ask the Council if they think they will have other questions for you. In most cases, the Council will not think they will have additional questions for faculty members, and you will be free to leave. You will not be informed when the hearing has concluded unless you request that someone call you to notify you. Within a day or two, the Primary Advisor or the Honor Council Chairwoman will let you know the result of the hearing. If for some reason you are not contacted, you should go ahead and contact the Primary Advisor yourself.

You should consult the Primary Honor Council Advisor if you have any questions about the hearing process or about your testimony.

8. *In a hearing, will I have to wait a long time before testifying?*

You shouldn't have to wait long. Under the revised set of Honor Procedures, the Chairwoman will usually schedule a specific time for you to show up to the hearing. If multiple faculty members are involved in the case, she will probably arrange to call you shortly before your time to testify so that you can come to the hearing then. She will give you an estimated window of time that she'll call. (And you may decide to wait for the phone call in your office or at home—this will be up to you.)

9. *Are students allowed to talk to faculty about their cases?*

Yes. According to the Honor Procedures as listed in the Student Handbook, students are allowed to talk with MBC faculty or staff, the Honor Council Chairwoman, and their parents. Accused students will also have a Student Advocate, with whom they will discuss their case. On the other hand, students are not allowed to talk with other students about the case. If a student talks to you about her case, you should keep the information confidential.

10. *Am I supposed to keep everything confidential?*

You should definitely talk with the Primary Honor Council Advisor about your case. Other than that, be as discreet as you can be, keeping in mind that the Honor System depends on confidentiality. Most faculty have good reasons to discuss their case with a colleague or two, but use good judgment and be discreet. Don't mention the case casually to people who have no reason to know about it. Keep in mind that information can easily reach other parties, and that it is an accused student's right to keep her case confidential. Above all, do not discuss the case with other students.

11. *Might I ever have to be involved in a case that does not involve a student in my class?*

Yes. You might be called upon as a character witness, witness, or advisor to the accused.

Character Witnesses

Every accused student whose case goes to a hearing has the right to call up to two character witnesses to testify on her behalf. Many students call upon faculty as character witnesses. If you are called as a character witness, you may not give testimony about the case at hand, and you might not even know what the accused student is being accused of. (Usually students do explain the situation to the faculty or staff members they ask to be character witnesses, and this is completely within their rights. Although accused students are not permitted to talk about their cases with other students, they may discuss their cases with faculty or staff.)

Character witnesses are only called if the student is found in violation of the Honor Code. The testimony of a character witness is intended to help the Honor Council make good decisions about appropriate sanctions. Because character witnesses are only called in the event of an "in violation" verdict, your testimony as a character witness will take place toward the very end of the hearing and may be late at night. You will not have to wait on campus—the accused student will call you if you are needed to testify, so that you can come to campus at that point. If you have agreed to be a character witness, you should talk to the Primary Honor Council Advisor before the hearing, so that you can get a good idea of when you might have to testify and so that the Advisor can answer any questions you might have.

Character witnesses are not directly involved with a case, and so you will not be automatically notified of a case's outcome if you were only a character witness. However, the accused student is allowed to tell you the results of her case, and the typical student will want to tell you the result, herself.

Witness

You will obviously be called as a witness if a student is accused of committing an Honor Offense in your class. You could also be called as a witness if you were involved in a case in some other way.

Advisor

Every student whose case goes to a hearing will have an advisor to help her through the process and to help make sure that her side of the story comes out. Most students will choose a Student Advocate. The Student Advocates are a relatively new division of Mary Baldwin's Student Government Association. They are well trained, and their sole purpose is to serve as experienced, knowledgeable advisors to students accused of either Honor or Judicial Offenses.

While most accused students will choose a Student Advocate as their advisor, some will opt to ask a faculty or staff member from the Mary Baldwin community to serve as an advisor. Should a student ask you to be her advisor, consider advising that the student choose an experienced Student Advocate in your place, unless you have significant experience with the Honor System. You will want to be the best support you can for your student, and her needs will not be well-served by an advisor who is not substantially familiar with the system. In the event that you do decide to take on the role of Advisor to the Accused Student, you should seek guidance from the Primary Honor Council Advisor.

VI. A FACULTY MEMBER'S GUIDE TO PROMOTE STUDENT INTEGRITY

GENERAL STEPS

- * Make sure students know you **expect honorable behavior**. It is difficult to believe that students accused of Honor offenses have occasionally mentioned that they did not know the faculty member involved cared whether they were honest.
- * Take **reasonable precautions** to encourage honorable behavior. Recognize that even students who engage in ethical behavior can be tempted if no precautions are taken. A small effort on your part, however, can help students to make the ethical decision when temptation is in front of them.
- * Let students know that you **trust them** to engage in honest behavior. Extreme precautions or paranoia are likely not to be rewarded. They are not required for most students, and they are likely to be ineffective in deterring the truly clever, determined cheater. Adopt a policy of reasonable precaution mixed with a sense of trust.
- * Be sure to **specify what constitutes honest behavior** in your classroom. There are many differences of opinion of what is acceptable, and students need to know where you stand on the issue.
- * Try to talk about following honorable practices in a **non-judgmental, unemotional** tone. You can address honesty in your classroom in a straightforward, sincere manner that points out the advantages of engaging in honorable behavior and the consequences of not doing so in your classroom.

SYLLABUS

- * State in your syllabus that **honest (ethical) behavior is expected** and the Honor Code will be observed. Once you've stated your policy for one syllabus, you can copy it to others. Refining it on subsequent syllabi or tailoring it for a given course should not require much time or effort.
- * **Specify what constitutes honest behavior** on your syllabus.
 - Make clear **the degree students can collaborate** on papers, homework, projects, computer assignments, etc. **Emphasize any exception** you wish to apply to your normal collaboration policy.
 - Clarify **rules about test** conditions. Make clear the rules for take home tests, and for closed book or open book tests. Specify what aids are allowed and whether there are location restrictions.
 - Specify which **set of citation rules** (e.g., APA style) applies to research papers and other student written papers. Based on your experience, point out any commonly misunderstood scholarship errors that result in plagiarism. For example, if it's a problem, differentiate between primary and secondary sources.

- Make a several sentence statement reflecting **your philosophy** about what constitutes dishonesty on papers.

* At the first of the year, when going over your syllabus, indicate that you **support the Honor Code** and that you expect (and trust) the students to observe it. Mention it at several other times during the semester. The class period before a test is a good time to remind the class briefly of your policy.

* **An example** of an entry on a syllabus follows:

7) *Observe the provisions of the Honor Code.* All homework, labs, tests, and the final exam will be administered under the provisions of the Mary Baldwin College Honor Code. Cooperative study is encouraged, but either sharing or copying answers to homework or lab questions constitutes a violation of the Honor Code. You may discuss how to work a homework or lab problem, but you must not ask for or provide answers to specific problems. Neither may teaching assistants provide homework answers, although you are encouraged to seek their help when you do not understand how to work a problem. Please remember, it is a violation of the Honor Code or either give or receive unauthorized help. If in doubt, ask the instructor.

When using a computer as a word processor or to analyze statistics, you must enter all information personally. You are not allowed to copy or modify someone else's word processing program. You must enter your own data into the computer. You may not use someone else's data, and you may not have someone else enter it for you. It is acceptable for you to be receiving guidance while entering the data, however.

All tests and the final examination are closed book. Cooperative study and discussion prior to the test are allowed. For the tests you should bring and may use: 1) a calculator; 2) a ruler; 3) a pen or pencil; and, 4) your statistical tables. The first three items should be brought to the final exam, but a set of statistical tables will be supplied to you for the final. No other notes, books, conversation, or aids of any kind are permitted while a test or the exam is being administered. Until the instructor informs you that everyone has taken a test or exam, you may not discuss it in any way with anyone other than the instructor. You will be asked to sign a statement on each test and on the exam that you have followed the provisions of the Honor Code.

TESTS: BEFORE THE TEST

* During the class periods before the test, **remind the class** about your boundaries for honest behavior.

- Indicate whether studying from **old tests** is allowed (maybe you should provide some).

- Indicate any **special provisions** you will impose.

* **Safeguard your test materials** before the test. Do not leave them in unattended classrooms, where they are highly visible in your office, or in locations where students might have access to them (such as in faculty secretary offices). Limit student access to your disks, files, or computers that have test material stored on them, and take normal security precautions regarding the materials on your computer.

* Stress with **staff or student personnel** what safeguards you wish to observe.

TEST MATERIALS

* **Number the tests.** There will be no ambiguity about whether you have all copies of the test if you number them.

* **Provide a cover sheet** for the test questions. On the cover sheet, remind students that the Honor Code applies. Include a **pledge** on the back. An **example** follows:

<p>***The Mary Baldwin Honor Code strictly applies.</p> <p>*** Please sign the Honor Pledge on the back of this cover.</p> <p>(next page)</p> <p>I certify that I have observed the Mary Baldwin Honor Code while preparing for and taking this taking this test.</p> <p>_____</p> <p>(Signature)</p>

* For exams, **mark or label exam envelopes with special instructions** (e.g., indicate open/closed-book rooms). Since your instructions will probably not change within a course from exam to exam, **print a set of labels for each course** and stick them to the front of the exam envelope. To save time and labor, **save and reuse the exam envelopes** for a given course.

* If you do not wish copies of your test to circulate, include a **statement banning copying**.

TESTS : TEST DAY

* On test days, make the **physical setting** conducive to honest behavior, if possible. (*Visibly* making this effort is probably more important than how effectively you can actually achieve it.) Some suggestions include:

- Allow **only test materials** in the room. Students can leave backpacks, etc. in the hall.
- Have the students **clear all desks and tables** and **spread the students out** as much as possible.

* Give **oral instructions**.

- Go over the **rules/materials allowed**.
- Indicate if they are **not to discuss test**; allow them to do so after everyone takes it.

* **Remain visible.** Stay in the classroom and work on something. If you do not wish to stay, visit the classroom to ask if there are questions once or twice during the testing period.

TAKE HOME and CORRESPONDENCE TESTS

* **Take precautions** with take-home and ADP Tests. There is likely no practical way to prevent cheating with a take-home or ADP test, but you should **let the student know you are interested and vigilant**.

- **Seal them** (use clear plastic sheet protectors scotch-taped at the top with a clear sheet of paper on the back if necessary to obscure the questions). Have them opened in the presence of an approved proctor
- Include a **sheet of paper of test taking instructions outside the sealed test envelope** so the student can read the instructions without opening the test. Specify such things as permissible locations and materials, whether a proctor is needed, and time limits, if any. Have the proctor verify with a signature that the procedures specified have been followed.

RETESTS

* **Discourage retests**. Take active steps to encourage as many students as possible to take tests when they are scheduled.

- When students know in advance they have a conflict, schedule them to **take the test early** and **get a personal commitment** from them that they will not discuss the test with other members of the class.
- Offer an **incentive** for taking the test on time. Even a small incentive will work.
- If you feel punitive, require all retests for a single administration at the **end of the semester**.

* If a retest is necessary, **make clear the rules** under which the retest is to be taken to the students taking the test and to the rest of the class.

FINAL EXAMS

In spring 2005 the faculty approved new rules governing on-campus final exams.

1. **Exam periods** are
8:30 a.m. – 12:00 noon
1:30 – 5:00 p.m.
6:30 – 10:00 p.m. (Two times during exam week)
Exams cannot be picked up before the starting times noted above. They must be picked up no later than 1 ½ hours after the stated beginning time; that is, 10:00, 3:00, and 8:00.
2. The **following items are prohibited** from ALL rooms: book bags, purses, computers, cell phones or cell phone/calculator combinations, all auditory devices including i-pods, tape players, and CD players. Students must leave proscribed items in the exam distribution area (i.e., under the faculty table) until they return the exam. Faculty who are on duty will hold all prohibited items that are brought into the exam areas.
3. Students **may take exams anywhere** in the building where the exams are issued **except** for the following prohibited areas: faculty offices, computer labs, restrooms, elevators, and stairwells in all buildings. Additional prohibited areas in Carpenter include: faculty lounge areas, hallways in the faculty office area, hallways on the ground floor, and the sitting areas in the back of the halls in the faculty office area.
4. Students may not take an exam **outside the building** where it was issued.

5. Students must turn in their exams before they leave the building and are **not allowed to leave** the building and return during the exam period..
6. If a student **does not return an exam by the end of the exam period**, the faculty member in charge will notify the chair of the honor council with a note identifying the student, exam, and problem. The Honor Council will evaluate the situation as a possible honor violation.

PAPERS

* **Make very clear the rules of citation** for your course.

- Direct them to **resources** such as the APA Publication Manual or numerous texts on writing research papers and reports, e.g., *Scott, Koch, Scott, & Garrison (2002)*.

- Provide them with **examples** of appropriate citation. Provide an abbreviated version of a paper you have written and mark it to illustrate types of citation.

- Provide them with a set of **summarized rules**, if available, e.g., *Scott et al. (2002)*.

- Suggest they **refer to the articles they are citing for examples** of appropriate citation.

* Explain the **ethical and scholarly purpose** of citation.

* Make clear **which sources are permitted**.

- If **only primary sources** are permitted, say so.

- If particular types of **resources are out of bounds** (e.g., review articles, popular magazines, Cliff Notes, television shows, etc), say so.

* **Verbally summarize, several times, the heart of what constitutes plagiarism.** Do not assume that students are clear on what requires citation.

- When **exact words** are taken from a source, quotation marks and citation are required, even for passages as short as phrases.

- When an idea, concept, or thought is **neither original with the student nor common knowledge**, its source must be cited even if the passage is extensively reworded or condensed. (Students often believe that when they "put it in my own words", it is then their thought.) Students **frequently do not understand** this requirement.

* Indicate that **overcitation** is preferable to **undercitation**.

* Obtain **some evidence** of the references cited by the student. (Early in the literature review process, require a Xerox copy of the first and last pages of the articles. Among other things, it will let you know they have probably seen the articles they are citing.)

INTERNET AND ETHICS

* A good **all-purpose site** for information on ethical student behavior is www.academicintegrity.com.

- It contains **numerous links** that provide a wide variety of information and discussion about academic integrity. It also contains the **Honor Codes** for many institutions.

* An example of an **antiplagiarism site** is www.turnitin.com.

- It produces "Originality Reports", usually within 24 hours. They are copies of the submitted papers with **any plagiarized or paraphrased portions underlined or color-coded and linked**.

- Faculty member testimonials suggest that announcing the service to a class is **preemptive**.

- **Free trials** for a month are available to faculty members.

- **Annual fees:** \$100 for a single faculty member. Service for up to 6 classes and 100 reports. Service limited to a single faculty member. (It cannot be 6 faculty members applying it to one class each).

\$750 for a department. Service for 50 classes and unlimited papers. Service limited to a single department.

Single campus licenses are also available and prorated by FTE.

REFERENCES

American Psychological Association. (2001). *Publication manual of the American Psychological Association* (5th ed.) Washington, D.C.: Author.

Scott, J.M., Koch, R., Scott, G. M., & Garrison, S.M. (2002). *The psychology student writer's manual*. (2nd ed.). Upper Saddle River, NJ: Prentice Hall.