

# Faculty Guide to the Student Conduct System

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**LONGWOOD**  
UNIVERSITY



OFFICE OF  
STUDENT CONDUCT  
AND INTEGRITY

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

## **Philosophy of the Honor Code**

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

The Honor Code is one of Longwood's proudest traditions. For over 100 years the student-based Honor and Conduct Board has protected the basic values of honor and academic integrity. The Honor Creed is prominently displayed in Greenwood Library, and each classroom contains a copy of the Honor Pledge.

*No legacy is so rich as honesty.*

William Shakespeare

## **Research on Academic Integrity**

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

- On most campuses, over 75% of students admit to some cheating. In a survey of 2,100 students on 21 campuses across the country, about one-third of the participating students admitted to serious test cheating and half admitted to one or more instances of serious cheating on written assignments.
- Academic honor codes effectively reduce cheating. Three surveys involving over 12,000 students on 48 different campuses, demonstrate the impact of honor codes and student involvement in the control of academic dishonesty. Serious test cheating on campuses with honor codes is typically 1/3 to 1/2 lower than the level on campuses that do not have honor codes. The level of serious cheating on written assignments is 1/4 to 1/3 lower.
- Internet plagiarism is a growing concern on all campuses as students struggle to understand what constitutes acceptable use of the Internet. In the absence of clear direction from faculty, most students have concluded that 'cut & paste' plagiarism - using a sentence or two (or more) from different sources on the Internet and weaving this information together into a paper without appropriate citation - is not a serious issue.
- Members of the faculty are reluctant to take action against suspected cheaters. In a survey of over 1,000 faculty on 21 campuses, one-third of those who were aware of student cheating in their course in the last two years, did nothing to address it. Students suggest that cheating is higher in courses where it is well known that faculty members are likely to ignore cheating.

(Information provided by the Center for Academic Integrity)

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

Samuel Johnson

## **Strategies to Promote Academic Integrity**

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

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

Make sure your students understand what plagiarism is, and how to properly cite sources. The Office offers an online Canvas module that educates students on ethical research practices. If you would like to enroll your students in that module or utilize it as a resource, please contact the Office. Other resources can be found on the Student Conduct and Integrity website: [www.longwood.edu/studentconduct](http://www.longwood.edu/studentconduct) as well as Greenwood Library.

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

## **Faculty Guidelines for Responding to Violations of the Honor Code of Conduct and/or Code of Conduct**

It is quite simple to report an incident! What reporting does:

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

## **How to Report Violations of the Honor Code of Conduct and/or Code of Conduct**

1. Confront the student with your allegations; allow them to explain.
2. If, after consultation, the instructor believes that the suspicion is valid, the instructor should immediately bring the matter to the attention of the Office of Student Conduct and Integrity. It is strongly advised that the instructor not attempt to resolve the matter independently but follow the process for reporting such violations and allow the case to be adjudicated. There is a time limit to file charges.
3. Reporting forms may be downloaded from the Student Conduct and Integrity web page: <http://www.longwood.edu/studentconduct/forms/>. If you need assistance or advice in completing the form(s), please do not hesitate to contact the office.
4. Cases are assigned to the appropriate hearing body based on a variety of factors including the alleged violation(s), nature of the case and timeframe. Typically, but not always, faculty may encounter one of a variety of hearing bodies: an Administrative Hearing and Agreed Resolution Officer, the Honor and Conduct Board, or University Disciplinary Board. The complainant (instructor) is asked to attend in order to present their information regarding the alleged violation(s).
  - Administrative Hearings are held during business hours (8:15AM – 5:00PM), Monday through Friday. Hearings usually take 30-45 minutes.
  - Honor and Conduct Board hearings are held on Monday evenings at 5:45PM, and Tuesday / Thursday afternoons at 4:00PM. Hearings usually take 45-60 minutes.
  - University Disciplinary Board hearings are held based on the availability of the complainant (instructor) and respondents (students). Hearings usually take between 2-3 hours.

## What is involved in a Hearing?

Being involved in a hearing, whether as a complainant (person filing charges) or respondent (person who allegedly violated honor and/or conduct standards), requires preparation. Time spent preparing for a hearing is well spent because the individuals who make up the hearing body will better understand your position, arguments, and evidence when you understand and articulate them well.

The hearing body's role in a hearing is to determine and make recommendations about whether the Honor Code of Conduct and/or Code of Conduct has been violated as alleged. The hearing body will make its determination based only on the information presented.

There are essentially three questions which must be affirmatively answered before the hearing body can make a recommendation that the respondent is responsible for the alleged violation(s). They are: (1) Did the alleged incident occur? (2) Did the accused student(s) commit the alleged infraction? (3) Did the conduct violate the Honor Code of Conduct and/or Code of Conduct?

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

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

**Complainant:** Your "standard" is to present the facts, and evidence convinces the hearing body that the "greater weight of evidence" rests with your side. You need to provide the hearing body with enough evidence to show that the alleged incident did occur, that who you say did it, did indeed do it, and that what happened is a violation of the Honor Code of Conduct or Code of Conduct.

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

**Personal Advisor:** Both the Respondent and Complainant have the right to a personal advisor of their choice to assist and advise them during the hearing. A personal advisor may be an attorney, faculty member, parent, or friend who can advise the participant but is not able to speak or ask questions during the hearing. Hearings and/or meetings will not be scheduled based on a personal advisors schedule and/or availability.

**Witnesses:** Essential witnesses will be notified to attend the hearing. Witnesses called by the parties involved should have substantial, relevant, and material information to offer the hearing body. Character witnesses are not allowed to present information.

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

**Deliberation:** When both parties have finished their presentations, the hearing body meets in closed session to determine recommendations for responsibility. After deliberations are complete, the Respondent returns to hear the hearing body's recommendation. The recommendation of the hearing body is a recommendation to the

Associate Dean of Conduct and Integrity who either accepts the recommendation or alters the recommendation and issues the final decision. The decision of the Associate Dean will be made in writing and sent to the Respondent via email, the University's official form of communication.

**Appeals:** Respondents have the right to appeal a decision made by the hearing body. These appeals are based on three criteria: (1) due process, as defined by the student handbook, of the respondent in question was violated; (2) the sanction is disproportionate to the violation; or (3) new evidence can be presented that was not available at the time of the hearing. For issues of academic integrity, appeals are heard by an Academic Integrity Appeals Board comprised of the Vice President of Student Affairs, one faculty member and one student. For issues of Code of Conduct Charges or Honor Code of Conduct Charges not associated with academic integrity, appeals are heard by the Vice President of Student Affairs.

*Possible Sanctions:*

All sanctioning is done so as appropriate under the circumstances of the case. Instructors have the freedom to impose a reduced or failing grade; the hearing body makes recommendations for disciplinary sanctions based on behaviors.

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

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

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

If you have any questions or concerns, contact the Office of Student Conduct and Integrity at 434-395-2490.

### **Optional Syllabus Language for Faculty**

#### **Mandatory Reporting of Crimes and Sexual Misconduct**

In accord with its history and mission, Longwood University believes that each individual should be treated with respect and dignity and that any form of crime or violence is incompatible with Longwood's commitment to the dignity and worth of the individual. Longwood University is committed to providing a healthy living, learning and working environment which promotes personal integrity, civility and mutual respect. If you have been the victim of a crime or sexual misconduct we encourage you to report this. If you disclose this to a faculty member or employee (with the exception of our Limited Reporting and Confidential Reporting Resources; for example, the Counseling and Psychological Services (CAPS) staff), they are required by law to notify the appropriate University officials. The faculty member or employee cannot maintain complete confidentiality and is required to report the information that has been shared. Please know that all reported information is treated with discretion and respect and kept as private as possible. For more information about your options at Longwood:

<http://www.longwood.edu/titleix>

<http://www.longwood.edu/police/crimereports.htm>