



UNIVERSITY OF  
MARYLAND  
UNIVERSITY SENATE

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February 14, 2012

Dr. Eric S. Kasischke  
University Senate Chair  
1153 LeFrak Hall  
University of Maryland  
College Park, MD 20742-8225

RE: Faculty Satisfaction with Student Academic Dishonesty Honor Review Procedures  
(Senate Document #10-11-59)

Dear Dr. Kasischke:

Concerns about the Honor Review Process for cases of student academic dishonesty were raised during the Fall 2010 Semester. Donna Hamilton, Associate Provost for Academic Affairs and Dean for Undergraduate Studies, sent a memo requesting that the Student Conduct Committee (SCC) generate a survey to determine faculty satisfaction with the Office of Student Conduct and the Honor Review Process.

In accordance with Dean Hamilton's request of December 7, 2010, the SCC conducted a survey of the Faculty (including Tenured/Tenure-Track Faculty, Non-Tenured/Tenure-Track Faculty, Adjuncts, Teaching Assistants, Lecturers, Research Faculty, and Clinical Faculty) by randomly contacting 1500 full-time and part-time individuals selected from the University roster of current instructors. We received a response from faculty from each of the 13 colleges/schools at the University. The survey achieved just under a 20% response rate, well within that considered adequate for survey interpretation. In general, the committee believes that responses reflect a system that, although not perfect, is well-regarded by most respondents.

However, the survey has identified areas in which the referrals process and hearings could be improved. Thus, the committee suggests that the appropriate offices on campus facilitate a number of potential changes/improvements in order to effect continuous improvement in how cases of suspected academic misconduct are handled. These suggestions are included in the attached report.

On behalf of the SCC, I respectfully request that the Senate Executive Committee (SEC) forward this report and recommendations to Dean Hamilton.

Thank you.

Sincerely,

A handwritten signature in purple ink that reads "Nan B Ratner".

Nan Ratner  
Chair, University Senate Student Conduct Committee

NR/cb

Cc: Reka Montfort, Executive Secretary and Director, University Senate  
Andrea Goodwin, Director, Office of Student Conduct

## **Senate Student Conduct Committee (SCC)**

### **Faculty Satisfaction with Student Academic Dishonesty Honor Review Procedures (Senate Document #10-11-59)**

#### **Report February 2012**

Concerns about the Honor Review Process for cases of student academic dishonesty were raised during the Fall 2010 Semester. Donna Hamilton, Associate Provost for Academic Affairs and Dean for Undergraduate Studies, sent a memo requesting that the Student Conduct Committee (SCC) generate a survey to determine faculty satisfaction with the Office of Student Conduct and the Honor Review Process.

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However, the survey has identified areas in which the referrals process and hearings could be improved. Thus, the committee suggests that the appropriate offices on campus facilitate the following potential changes/improvements in order to effect continuous improvement in how cases of suspected academic misconduct are handled:

- 1) The SCC suggests that the Office of Student Conduct (OSC) update its factsheets for all members of the Honor Review Process (including the presiding officers, campus advocates, members of the board, faculty complainants, student respondents, etc.) with information about the process and responsibilities. The factsheets should at the least have two major sections: Understanding the Standard of Evidence and Ranges of Sanctions. Participants should be asked to sign or initial the factsheets before the hearing, to show that they received and reviewed the information. The Office of Student Conduct is open to this suggestion.
- 2) The SCC suggests that the Office of Student Conduct (OSC) create a general information factsheet for faculty members on campus, which further describes the Honor Review Process. This factsheet could be available on UMEG. This factsheet would cover information about how to correctly handle cases of suspected academic dishonesty, how to correctly refer the cases, what are the ranges of sanctions, what are the standards of evidence, and what to expect at a hearing. The Office of Student Conduct is open to this suggestion.
- 3) The SCC would like to meet periodically with Chairs Councils to share information on the Honor Review Process.
- 4) The SCC suggests that the Faculty Activities Report (FAR) and Student Activities Report (SAR) could be edited to allow faculty and graduate students to include Honor Board service. Additionally, a special notation could be included on undergraduate transcripts for all students who participate on the University Student Judiciary.

5) The SCC would like to affirm that it believes one of the best ways to reduce cases of academic dishonesty is to clearly specify course specific academic dishonesty policies on course syllabi. Faculty members should be encouraged to include requirements and expectations about academic honesty on their syllabi.

6) Based on the results of the survey, the SCC feels that it may be worthwhile to survey student perception, as well, in order to complement the process. Because most students are not involved in cases of academic dishonesty during their undergraduate careers, it would be most beneficial to focus such a survey on the campus advocates, presiding officers, and student board members, rather than the full undergraduate student body. The SCC is willing to conduct a survey of these identified students to best determine what additional improvements could be made to the process, based on their experiences. The OSC already surveys students who have been referred for academic dishonesty and faculty board members on a regular basis.

## Appendices

Appendix One – Survey Results

Appendix Two – Letter from SCC to Dean Hamilton

Appendix Three – Request from Dean Hamilton to SCC

# Satisfaction Survey of Honor Review Process

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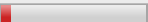

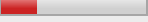
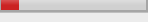
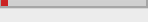
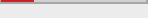
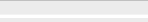

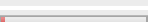


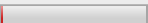
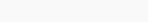
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Total Respondents: 290


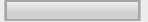
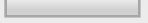
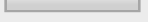
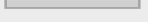
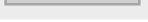
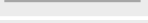
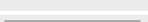
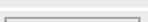
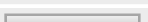

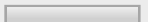

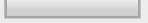
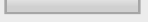
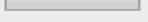
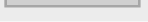
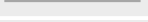
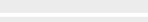
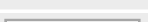
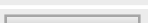


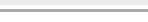

## Q1. What is your faculty status?

Count	Percent		
129	44.33%		Tenured
30	10.31%		Tenure Track
56	19.24%		Faculty Non-Tenured/Tenure-Track
45	15.46%		Adjunct Faculty
1	0.34%		Teaching Assistant
30	10.31%		Other (please specify)
Count	Percent		
1	3.33%		Assistant Research Scientist
1	3.33%		clinical
1	3.33%		clinical faculty
1	3.33%		Emeritus, teaching
2	6.67%		Faculty Research Assistant
1	3.33%		FRA
1	3.33%		FRA/ Gemstone Mentor
1	3.33%		Full-time lecturer, non tenure track
1	3.33%		I have partial appt in Division of Research, but work primarily on an NSF grant
1	3.33%		instructor
2	6.67%		Instructor
1	3.33%		lecturer
3	10.00%		Lecturer
1	3.33%		postdoc
1	3.33%		Postdoc
1	3.33%		postdoctoral fellow
1	3.33%		postdoctoral research fellow
1	3.33%		research assistant
1	3.33%		Research associate
1	3.33%		Research Faculty- non teaching
1	3.33%		Research Scientist
1	3.33%		retired tenure track
1	3.33%		Senior Research Scientist
1	3.33%		supervisor- Elem. Educ. Interns
1	3.33%		working for NASA
291 Respondents			

Q2. In which college do you teach?

Count	Percent		
19	6.53%		College of Agriculture and Natural Resources
4	1.37%		School of Architecture, Planning, and Preservation
73	25.09%		College of Arts and Humanities
37	12.71%		College of Behavioral and Social Sciences
13	4.47%		Robert H. Smith School of Business
67	23.02%		College of Computer, Mathematical and Natural Sciences
24	8.25%		College of Education
28	9.62%		A. James Clark School of Engineering
1	0.34%		The Graduate School
8	2.75%		Philip Merrill College of Journalism
1	0.34%		College of Information Studies
13	4.47%		School of Public Health
3	1.03%		School of Public Policy
291	Respondents		

Q3. What is your department?

Count	Percent		
285	100.00%		
Count	Percent		
1	0.35%		1
1	0.35%		aerospace
1	0.35%		Aerospace
1	0.35%		AGNR
1	0.35%		AIA
3	1.05%		Amst
1	0.35%		AMST
1	0.35%		Animal and Avian Sciences
2	0.70%		ANSC
1	0.35%		Anthropology
1	0.35%		ANTHROPOLOGY
1	0.35%		AOSC
1	0.35%		Arabic
2	0.70%		Architecture
2	0.70%		AREC
3	1.05%		Art
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1	0.35%		Art History
2	0.70%		ARTH
1	0.35%		ARTT
2	0.70%		Astronomy
1	0.35%		Astronomy department
1	0.35%		Atmospheric & Oceanic Science
2	0.70%		BCH

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1	0.35%	<input type="checkbox"/>	Cbmj
4	1.40%	<input type="checkbox"/>	CBMG
3	1.05%	<input type="checkbox"/>	CCJS
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1	0.35%	<input type="checkbox"/>	Curriculum and Instruction
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1	0.35%	<input type="checkbox"/>	Dept of Music
1	0.35%	<input type="checkbox"/>	Dept. of Chemistry and Biochemistry
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1	0.35%	<input type="checkbox"/>	Econ
1	0.35%	<input type="checkbox"/>	ECON
1	0.35%	<input type="checkbox"/>	economics
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1	0.35%	<input type="checkbox"/>	edci
3	1.05%	<input type="checkbox"/>	EDCI

1	0.35%	<input type="checkbox"/>	EDCP
3	1.05%	<input type="checkbox"/>	EDHD
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1	0.35%	<input type="checkbox"/>	Ling

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2	0.70%	<input type="text"/>	Mechanical
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1	0.35%	<input type="text"/>	Mechanical Engineering and ISR
1	0.35%	<input type="text"/>	MIAEK
1	0.35%	<input type="text"/>	MIEH
1	0.35%	<input type="text"/>	MSE
1	0.35%	<input type="text"/>	music
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2	0.70%	<input type="text"/>	School of Music



1	0.35%	<input type="text"/>	School of Music- Opera
1	0.35%	<input type="text"/>	School of Theatre, Dance, and Performance Studies
1	0.35%	<input type="text"/>	Science, Technology & Society
2	0.70%	<input type="text"/>	SLLC
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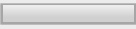
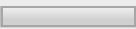

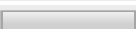

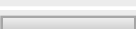

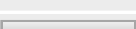
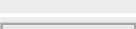
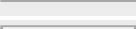

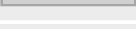
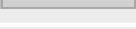
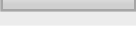
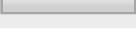
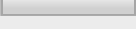
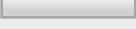
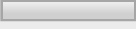
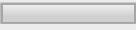
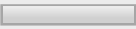





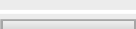
285 Respondents

Q4. How many years of teaching experience do you have?

Count Percent



288 100.00%  (enter 0 for new faculty)

Count	Percent	<input type="text"/>	
1	0.35%	<input type="text"/>	54
1	0.35%	<input type="text"/>	48
2	0.69%	<input type="text"/>	42
7	2.43%	<input type="text"/>	40
1	0.35%	<input type="text"/>	39
5	1.74%	<input type="text"/>	38
3	1.04%	<input type="text"/>	37
2	0.69%	<input type="text"/>	36
6	2.08%	<input type="text"/>	35
2	0.69%	<input type="text"/>	34
2	0.69%	<input type="text"/>	33
1	0.35%	<input type="text"/>	32
2	0.69%	<input type="text"/>	31
14	4.86%	<input type="text"/>	30
2	0.69%	<input type="text"/>	29
2	0.69%	<input type="text"/>	28
2	0.69%	<input type="text"/>	27
4	1.39%	<input type="text"/>	26
		<input type="text"/>	

13	4.51%		25
5	1.74%		24
6	2.08%		23
2	0.69%		22
3	1.04%		21
19	6.60%		20
3	1.04%		19
5	1.74%		18
5	1.74%		17
7	2.43%		16
8	2.78%		15
5	1.74%		14
6	2.08%		13
9	3.13%		12
4	1.39%		11
17	5.90%		10
4	1.39%		9
9	3.13%		8
6	2.08%		7
15	5.21%		6
11	3.82%		5
17	5.90%		4
13	4.51%		3
9	3.13%		2
6	2.08%		1
21	7.29%		0
1	0.35%		1.5





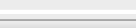
288 Respondents

Q5. Are you full time or part time?

Count	Percent		
230	79.04%		Full time
61	20.96%		Part time

291 Respondents

Q6. As an instructor at the University of Maryland, how many suspected cases of academic dishonesty have you come across during the current academic year (including this semester and last semester)?

Count	Percent		
199	68.38%		None
73	25.09%		1 - 3
12	4.12%		4 - 6
3	1.03%		7 - 9
4	1.37%		10 or more

291 Respondents

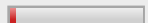




Q7. As an instructor at the University of Maryland, how many suspected cases of academic dishonesty have you come across during academic years prior to the current year?

Count	Percent		
103	35.40%		None
137	47.08%		1 - 5
24	8.25%		6 - 10
13	4.47%		11 - 15
14	4.81%		16 or more
291 Respondents			

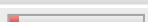
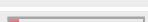
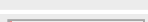
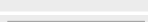
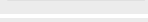
Q8. Of the suspected cases referenced in the previous questions, did you report any to the Student Honor Council or the Office of Student Conduct for review under the Code of Academic Integrity?

Count	Percent		
107	52.45%		Yes
97	47.55%		No
204 Respondents			

Q9. How satisfied were you with the following? - The case decision

Count	Percent		
13	12.75%		Very dissatisfied
11	10.78%		Moderately dissatisfied
10	9.80%		Neither satisfied nor dissatisfied
13	12.75%		Moderately satisfied
55	53.92%		Very satisfied
102 Respondents			
<b>Top 2</b>	23.53% (24)	<b>Bottom 2</b>	66.67% (68)
<b>Mean</b>	2.16	<b>Std Deviation</b>	1.49
<b>Median</b>	1.00	<b>Std Error</b>	0.15
<b>Mode</b>	1	<b>Confidence Interval @ 95%</b>	1.87-2.45

Q10. How satisfied were you with the following? - The sanction

Count	Percent		
15	14.71%		Very dissatisfied
15	14.71%		Moderately dissatisfied
10	9.80%		Neither satisfied nor dissatisfied
22	21.57%		Moderately satisfied
40	39.22%		Very satisfied
102 Respondents			
<b>Top 2</b>	29.41% (30)	<b>Bottom 2</b>	60.78% (62)
<b>Mean</b>	2.44	<b>Std Deviation</b>	1.49
<b>Median</b>	2.00	<b>Std Error</b>	0.15
<b>Mode</b>	1	<b>Confidence Interval @ 95%</b>	2.15-2.73

Q11. How satisfied were you with the following? - The process

Count	Percent		
14	13.73%		Very dissatisfied
11	10.78%		Moderately dissatisfied
10	9.80%		Neither satisfied nor dissatisfied
23	22.55%		Moderately satisfied
44	43.14%		Very satisfied
102 Respondents			
<b>Top 2</b>	24.51% (25)	<b>Bottom 2</b>	65.69% (67)
<b>Mean</b>	2.29	<b>Std Deviation</b>	1.46
<b>Median</b>	2.00	<b>Std Error</b>	0.14
<b>Mode</b>	1	<b>Confidence Interval @ 95%</b>	2.01-2.58

Q12. Please indicate your level of agreement with the following statements regarding the manner in which the report/s of academic dishonesty were handled: - The case(s) were handled in a timely manner.

Count	Percent		
50	49.02%		Strongly agree
32	31.37%		Moderately agree
6	5.88%		Neutral
8	7.84%		Moderately disagree
4	3.92%		Strongly disagree
2	1.96%		Not applicable
102 Respondents			
<b>Top 2</b>	82.00% (82)	<b>Bottom 2</b>	12.00% (12)
<b>Mean</b>	4.16	<b>Std Deviation</b>	1.11
<b>Median</b>	4.50	<b>Std Error</b>	0.11
<b>Mode</b>	5	<b>Confidence Interval @ 95%</b>	3.94-4.38

Q13. Please indicate your level of agreement with the following statements regarding the manner in which the report/s of academic dishonesty were handled: - The outcome(s) were fair.

Count	Percent		
48	47.06%		Strongly agree
22	21.57%		Moderately agree
12	11.76%		Neutral
8	7.84%		Moderately disagree
9	8.82%		Strongly disagree
3	2.94%		Not applicable
102 Respondents			
<b>Top 2</b>	70.71% (70)	<b>Bottom 2</b>	17.17% (17)
<b>Mean</b>	3.93	<b>Std Deviation</b>	1.33
<b>Median</b>	4.00	<b>Std Error</b>	0.13
<b>Mode</b>	5	<b>Confidence Interval @ 95%</b>	3.67-4.19

Q14. Please indicate your level of agreement with the following statements regarding the manner in which the report/s of academic dishonesty were handled: - The administrative staff with whom I had contact provided prompt service.

Count	Percent		
70	68.63%		Strongly agree
14	13.73%		Moderately agree
7	6.86%		Neutral
2	1.96%		Moderately disagree
4	3.92%		Strongly disagree
5	4.90%		Not applicable
102 Respondents			
<b>Top 2</b>	86.60% (84)	<b>Bottom 2</b>	6.19% (6)
<b>Mean</b>	4.48	<b>Std Deviation</b>	1.01
<b>Median</b>	5.00	<b>Std Error</b>	0.10
<b>Mode</b>	5	<b>Confidence Interval @ 95%</b>	4.28-4.69

Q15. Please indicate your level of agreement with the following statements regarding the manner in which the report/s of academic dishonesty were handled: - I received sufficient information or materials in advance to help me prepare or respond.

Count	Percent		
46	45.10%		Strongly agree
24	23.53%		Moderately agree
10	9.80%		Neutral
10	9.80%		Moderately disagree
3	2.94%		Strongly disagree
9	8.82%		Not applicable
102 Respondents			
<b>Top 2</b>	75.27% (70)	<b>Bottom 2</b>	13.98% (13)
<b>Mean</b>	4.08	<b>Std Deviation</b>	1.15
<b>Median</b>	4.00	<b>Std Error</b>	0.12
<b>Mode</b>	5	<b>Confidence Interval @ 95%</b>	3.84-4.31

Q16. Please indicate your level of agreement with the following statements regarding the manner in which the report/s of academic dishonesty were handled: - I was adequately informed about the process by which academic dishonesty cases are resolved.

Count	Percent		
49	48.04%		Strongly agree
22	21.57%		Moderately agree
9	8.82%		Neutral
14	13.73%		Moderately disagree
5	4.90%		Strongly disagree
3	2.94%		Not applicable
102 Respondents			
<b>Top 2</b>	71.72% (71)	<b>Bottom 2</b>	19.19% (19)
<b>Mean</b>	3.97	<b>Std Deviation</b>	1.27
<b>Median</b>	4.00	<b>Std Error</b>	0.13
<b>Mode</b>	5	<b>Confidence Interval @ 95%</b>	3.72-4.22

Q17. Do you have any comments about process, including composition of Honor Boards, advocates, speed of process, etc.?

Count	Percent

Count	Percent	
1	2.04%	<input type="checkbox"/> 1) i just got to UMD, so in a way you can ignore my survey. Another point of view is that there is nothing special about UMD compared to the other large state institution i used to teach for, and I am making a comment about academic dishonesty and cheating in general. I have seen much more of it than when i went to school. Our universities are turning degrees into commodities i feel, and we lack the resources and vision to provide individual supervision/intervention as well as whatever it means to be 'educated.' I see things like 'physics education' which we think is a joke here, or outside majors like family science, and i wonder what service a degree provides these people. I see people cheat when two things happen: a strong need or drive to succeed combines with a lack of character. education and supervision can help instill character --for example with a nice moral-philosophy component to education, or if the students themselves understand what the value in education is. Or you can continue with 'general business' degrees, like a vocational school; churning out people who can do accounting but have not thought about their broader impact in the world or how their work might have meaning. pre-med and medicine is essentially a vocational education if the Dr learns biochemistry/surgery etc without learning about empathizing with patients or how economics and public policy effect who they see in the ER. Do you want a Dr that hates the welfare cases that come for treatment, or one that understands how poor urban areas developed, can sympathize with the patient, and might work in the community? cheating is a symptom of people trying to achieve things through all means necessary, and helping 'build character' (calvin and hobbes) at the university can help reduce it. (p.s. I taught mostly premeds in the past, who will do 'anything' to get into med school, and about every year or two as a TA then lecturer i catch them)
1	2.04%	<input type="checkbox"/> A graduate student was caught in a flagrant attempt to fraudulently claim ownership of large expanses of text that he had plagiarized from unsourced online sites. His punishment, in part because he has a powerful patron/professor, was extremely light: no suspension, no expulsion, but only a fast "reintegration" into the culture of the department. I would have preferred to be consulted by the Honor Board, but as the student "self-referred" (after being caught), this was not the case. Had he fully confessed his action and understood it was not mitigated by being under pressure from his job with the military, I was prepared to argue he should be given another change, and I would have felt at ease with the no-expulsion penalty. As things were, I thought the whole thing, from my catching it, to the finish, was a waste of time.
1	2.04%	<input type="checkbox"/> All the above questions have answers that are totally dependent on the individual cases. In general, I feel that there should be a much wider range of approved sanctions. I don't want to refer someone for cheating on one exam or copying a sentence or two and have them end up with expulsion or an XF, but the other option is handle things informally and without generating a paper trail or else do nothing. In the one case that went to trial, the outcome was a miscarriage of justice.
1	2.04%	<input type="checkbox"/> Andrea Goodwin is excellent to work with.
1	2.04%	<input type="checkbox"/> As a faculty member who has served on many honor panels, overall, I have an extremely high opinion of the students who are active in student judiciary. My one complaint is where presiding officers all hearings to drag on way too long by allowing participants, both members of the board and others to get off topic, to repeat the same points endlessly, and to allow the introduction of "new" evidence that cannot be verified. Hearing in which the responding party pleaded responsible should not take as long or longer than those in which a responding party pleads not responsible.
1	2.04%	<input type="checkbox"/> As Director of Undergraduate Studies, I advised on all complaints of academic dishonesty that involved teaching assistants and new faculty. The process is slow. And in cases of plagiarism, my colleagues and teaching assistants have been disappointed time and again that students received no sanctions.
1	2.04%	<input type="checkbox"/> Both times that I was involved in a case before the board, the board proceeded w/out the requisite number of faculty members present; both times the student representatives appeared to be wholly unfamiliar with the case, despite the exhaustive preparation of materials & documents, all of which had been provided weeks before the hearings. Both times, I was subject to questioning as though I were capriciously harassing a student -- by the student members of the board; in both instances the faculty present had read the complaint. Such experiences depress faculty willingness to bring cases to the board.
1	2.04%	<input type="checkbox"/> Cheating continues to be rampant. If 80% or more of a large class (~60 students) are participating, especially in a homework type of setting where proctoring cannot reasonably be practiced and despite repeated clear instructions/warnings/signing of honor pledges etc, what is an instructor to do? Refer all ~50 students to the Student Honor Council and get reprimanded for not being duely diligent?
1	2.04%	<input type="checkbox"/> Cumbersome and uneven
1	2.04%	<input type="checkbox"/> For the second time in as many cases... I felt that the student(s) were not sanctioned as they should have been. I wasn't looking for them to get an "XF", but I think there was little acknowledgement of the seriousness of what transpired and the students involved will now feel empowered to continue their suspicious behaviors. After the two times I have gone through this process, I still wonder what it would take to actually get a sanction. My guess is that I would probably need photos and video (and fingerprints and DNA) in order to actually

			get a satisfactory result.
1	2.04%	<input type="checkbox"/>	generally satisfied, but seems has been sizable variation between boards
1	2.04%	<input type="checkbox"/>	I found it frustrating that the student was let off when I and a TA observed him copying from another student's exam. I was told it was a case of "your word against his". I will likely not bring another case to honors council. I felt I wasted my time.
1	2.04%	<input type="checkbox"/>	I have also served as a faculty adviser to the Student Honor Board and was very impressed by the way they handled the cases I observed there.
1	2.04%	<input type="checkbox"/>	I have several complaints about the Honor Board process. - Based on attending multiple Honor Board hearings, it appears to me that what is considered "clear and convincing" evidence of academic dishonesty is being interpreted as being a much higher standard than intended. Evidence presented that a certain outcome (e.g., similar answers) has very low probability (e.g., 1 in a million statistically, repeated over multiple assignments) is not viewed as sufficiently convincing. In a second case, both the faculty and TA testified that the test score was X, yet the Board did not accept the testimony as a finding of fact (since there was no physical evidence). I have served on actual jury trials in the US where the standard "beyond a reasonable doubt" was interpreted less stringently than than the UMD Honor Board. I think the Honor Board needs to be given more concrete examples of what is considered "clear and convincing" so that it does not become "beyond a shadow of a doubt". - The Honor Board treats the faculty presenting the case as a biased witness, discounting his/her testimony as hearsay. For instance, in a case where a student was accused of altering grading marks on an exam, the faculty stated "these marks don't resemble my writing". Similarly, in another case the faculty presented statistical evidence that similarity was too great to be coincidence (software analysis showed 1 in a million similarity over multiple assignments between same pair of students). Yet the Board did not accept these as findings of fact. I think the Board needs to be told that except in rare cases, faculty members do not have an axe to grind against students, and are essentially putting a lot of time and effort participating in the Honor Hearing simply out of a sense of fairness to the non-cheating students. Unless there is reason to suspect the faculty are intentionally distorting evidence, their testimony should be viewed as non-biased expert testimony. - There is no disincentive for students to lie to the Honor Board, since the penalty (XF) is the same whether they admit to academic dishonesty. I reported 19 students to the Honor Board. 15 students admitted guilt and accepted their XFs. 4 students went to the Honor Board and were let off (due to the previous 2 points) without penalty, even though evidence of their cheating was even stronger than for most of the students who admitted guilt. I think this is a horrible lesson for the students involved, since they learn it is better to lie about cheating than to admit their guilt. I believe intentionally lying to the Honor Board is a much greater ethical lapse than simply cheating on an exam or project, and deserves suspension and/or expulsion if students are found guilty. In that way students have to weigh the risk of suspension vs. accepting an XF. - There needs to be a way for faculty to appeal the decision of the Honor Board decision. Right now only students may appeal decisions.
1	2.04%	<input type="checkbox"/>	I have stopped referring cases since my experience, as a faculty member teaching and serving as an examiner, has been so disappointing. I tried to resolve cases on my own.
1	2.04%	<input type="checkbox"/>	I only had contact with Andrea Goodwin. She helped me resolve the case before it appeared before the Honor Board. She was VERY quick in responding to all my questions.
1	2.04%	<input type="checkbox"/>	I received little or no information except for times to report to the council. I did not know what the process entailed.
1	2.04%	<input type="checkbox"/>	I think if a faculty member discovers cases of academic dishonesty, then they should be allowed to immediately turn over the "research" of the problem to Office of Academic Integrity. I don't think busy professors should have to spend hours of their time scanning the internet (or library) to document the issues -- especially during busy grading periods. I believe there is software available to find out if students are plagiarizing from the internet -- which was the case with my cases. I spent far too many hours finding all the places the students lifted text, and I think there should be more support for this from OAI.
1	2.04%	<input type="checkbox"/>	I was very impressed by the director of the office and the proceedings. Once i had this experience I took a number of steps to minimize the students' ability to cheat - lots of proctors, we provide the calculators. I felt that I had given the students a situation where they were tempted to cheat and I wasn't going to make that mistake again.
1	2.04%	<input type="checkbox"/>	I wish I had known that the process was quasi-judicial. At a few points in the process, I interrupted the proceedings because I didn't understand the process thoroughly.. But I finally figured it out.
1	2.04%	<input type="checkbox"/>	I would very much like to have heard the reasoning that went into the final decision. I was quite torn myself about what I thought the outcome should be. The student was either really ignorant or lying, and I don't see how a decision could be made. He clearly took the work of others improperly, but he claimed he didn't know better, and that may truly have been the case.
1	2.04%	<input type="checkbox"/>	I'm unclear about the difference between "case decision" and "sanction" in questions 9 and 10. Generally, decisions and sanctions have been reasonable, though on an occasion or two unnecessarily lenient (the offending student seems to have told a persuasive story of woes to explain away bad intentions). I value working with the Office of Student Conduct as a way of getting a second opinion on situations. However, I have some concern that, once I

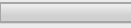
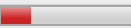



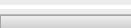

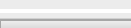
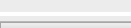

			submit the case to the judicial process, I lose control over the outcome. I have no way of ensuring that the staff and board's views of appropriate mercy in cases where I am sympathetic with students will be the same as mine. I.e., the virtue of the process is its formality, and the risks in the process pertain to its formality. Andrea Goodwin has been extraordinarily helpful to me in thinking about situations over the years.
1	2.04%	<input type="text"/>	I've had two cases referred to the office of academic integrity. One was handled extremely well. The process was clear and timely; the result was fair and appropriate. The second and most recent case was not satisfactorily resolved. A PhD student flagrantly cheated on a final exam by wholesale copying from websites. This was a closed book, no outside resources exam. I reported the issue to the program director and to the department chair. I reported it also to the office of academic integrity. The department chair was on January holiday and did not respond until his return in late January. The OAI staff were entirely professional. I, however, felt substantial pressure from the department chair and a ranking member of the faculty not to have reported the suspected issue and, having reported it, not to pursue it. As a result, I compromised in the sanctions agreed to in lieu of an honor board hearing. The department chairman informed me that I was not to have reported the matter to OAI without his express permission; further, he indicated that more experienced faculty knew not to report these sorts of things to OAI. When I reminded him of the university's policies, he was dismissive. This incident troubles me. The department rallied around a PhD student who flagrantly cheated on an exam while putting pressure on me as an adjunct to withdraw the allegation. As an adjunct I am somewhat free of the economic pressures of full-time, tenure track faculty and felt that I could comply with the university's policy on academic dishonesty with relative impunity. However, my husband works in the same program as the director and because of his potential for losing his position over this issue, I feel that I was forced to compromise... If the university is serious about academic integrity, then assuring that reporting faculty members are free of departmental interference and/or retaliation is essential. I did not feel that there was any recourse in resolving this departmental pressure other than compromising on the resolution of this referral.
1	2.04%	<input type="text"/>	I found the process clear, fair, and very helpful (in the sense that it is essential to have neutral third party evaluate these cases). My sense was, however, that some students were not aware of the severity of the potential sanctions, though I imagine you do disseminate that information widely.
1	2.04%	<input type="text"/>	In the one case I referred to the board, I got a letter and a phone call at the time the case was opened, but I never heard from the board again. As far as I know, the case was simply dropped. I was never informed of the outcome. In the phone conversation I had with someone from the board, I had the feeling they were not planning to take it as seriously as it seemed to me was necessary.
1	2.04%	<input type="text"/>	Individuals on the Board that are trying the case should have general familiarity with the field being tried. For example, a case involving a student in a science class should be heard by Board members that include individuals in that discipline to help explain nuances, etc.
1	2.04%	<input type="text"/>	It is difficult to firmly determine the point or extent of infraction to which a student should be identified and submitted for an Honor Code violation - that is, how much evidence is needed/required to proceed without risking professional repercussions. I have many faculty colleagues who don't think it is worth the effort and potential negative consequences, particularly to their teaching evaluations. I think this is a problem and may be one reason there are so many students who violate the Honor Code. Professional training and guidance would likely be very helpful. Perhaps case studies or examples as well.
1	2.04%	<input type="text"/>	It's a relatively slow process and one loses track of students once they have left your course, so the outcome has diminished impact for the instructor. Not sure it should have any relevance - it's mostly about student - but it's nice to have matters resolved and lessons learnt while you can remember the student.
1	2.04%	<input type="text"/>	Maybe scheduling some hearings during the day time hours would be helpful to accommodate schedules.
1	2.04%	<input type="text"/>	My case was resolved with a admission of guilt without requiring an Honor Board
1	2.04%	<input type="text"/>	My comment does not concern the process, but the pledge, which is ungrammatical. Because of that, I find myself embarrassed to ask my students to write it word for word on assignments and exams. It should read: "I have neither given nor received ..." If you could fix that, please, I'd find myself much more inclined to use it.
1	2.04%	<input type="text"/>	Not applicables above are due to the fact that my TAs grade papers and, while they check with me before referring plagiarism cases to the honor board, they, not I, handle the paperwork and pursue the process.
1	2.04%	<input type="text"/>	The cases this past year were a sham. The evidence against the students was absolutely clear. The Honor Board held the students to be not responsible. I as a faculty member was on trial. My colleagues told me that the process was ridiculous, and I thought otherwise before these cases. Now I am convinced that the system is worse than useless: It gives an appearance of a fair hearing when the decisions are at the whim and prejudices of an ill-trained board.
1	2.04%	<input type="text"/>	The cases of academic dishonesty that we could prove (note that qualifier) came through a TA in my large lecture course. There are other cases that I/we suspected but couldn't find the source. Just wanted to note that.




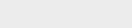
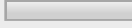
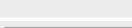
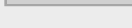

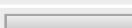
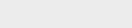
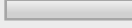


1	2.04%	<input type="text"/>	The hearing process cumbersome, and the boards lack sufficient understanding of technical disciplines like computer science. The sanctions are simply too low. the grade of XF (which can be converted to an F in one year) is not sufficient to discourage cheating. A rational student faced with a failing grade and the chance of not getting caught has little incentive not to cheat. The default penalty for a first offense should be raised to a one semester suspension.
1	2.04%	<input type="text"/>	The hearings ALWAYS make us feel like the instructors are on trial and or guilty in some way. We come with full documentation, including copies of papers & exams in question and email exchanges, and still we are treated as if we are the guilty party on trial. I'm seriously rethinking whether to continue to encourage our instructors to report incidences to the council.
1	2.04%	<input type="text"/>	The office of student conduct has been very helpful whenever I have called with questions or referred a case.
1	2.04%	<input type="text"/>	The problem the Honor Board can't address has to do with the cases of cheating where the prof. cannot find the source. Students use essay services (which now seem to disguise the prose), and they use essays submitted in earlier semesters. It's a real problem.
1	2.04%	<input type="text"/>	The process hasn't concluded yet, so I have no real opinion about it.
1	2.04%	<input type="text"/>	The referring faculty should be kept notified when a case is going through the process. I have referred cases and don't know what stage it has reached at a given time -- it might have been informally resolved and I haven't heard the outcome yet or it may still be coming up before a board. Other than that, I think the guidance available about what to expect next is provided. There are many faculty members, though, in this department that do not know how to prepare the materials needed to present a good case at to the board - they do not get the outcomes they would like because they don't know to prepare the evidence correctly. These faculty members feel the process is bad, but it is partly because they don't know the work they must do to have the process work for them.
1	2.04%	<input type="text"/>	The ruling was too lenient.
1	2.04%	<input type="text"/>	The student was judged responsible, which was justified. However, the honor council gave him a reduced penalty based on his claims of a difficult life a month before the event. This was absurd, and soured me on the process.
1	2.04%	<input type="text"/>	The way the process is set up, students who are referred to the integrity office can submit very low evaluations of instructors who refer them to the integrity office and can speak out amongst their friends against the instructor making the referral which can lead to further negative evaluations. I believe that the lowest student evaluation(s) of instructors should be disregarded for this and other reasons. It might also be fair to disregard an equal number of the highest evaluation. It appears in writing and I was told in advance that the entire process is handled by the integrity office after the referral from the instructor (an excellent system) with sanctions imposed by the office - not the instructor. At the same time, after I made a referral, the integrity officer repeatedly informed me that the student was asking for clemency - with the decision left to me. This back-and-forth puts the sanctions back onto the instructor, which is poor system and very time consuming for instructors. I will continue to make referrals to the integrity office (as required by the university procedures). Again, the process is generally most excellent; but I will not again become involved in clemency discussions.
1	2.04%	<input type="text"/>	The woman whom I spoke with in the office was extremely professional and helpful. I think she helped to find a solution that was extremely fair and in line with the offense. I was very comfortable talking to her about the case.
1	2.04%	<input type="text"/>	There is often too long a lag between reporting a student and that student being contacted by your office. at the same meeting where I informed them that they were being reported, what the process was, and how long it might take to receive word about it from your office. In general, student have no clue and are often taken quite off guard when they are finally notified.
1	2.04%	<input type="text"/>	There were too many students which favored excusing the student in what I felt was an open and shut case of direct plagiarism; also I felt having the student's parents present at the proceeding was not appropriate. In addition, I felt being instructed by the director of the proceedings to approach the student at the end and issue my own apology (!) since he was acquitted wildly out of line. On the whole (with the exception of how absurdly inequitable the pay scale is on this campus), it was my worst experience at this institution.
1	2.04%	<input type="text"/>	When I brought the case to the committee, I was told the first response would come in a matter of days. However, unless I contacted the office, I would usually not hear back about the case for weeks. I do thank the Honor Board for minimizing the time I had to spend on the case.
1	2.04%	<input type="text"/>	When I have submitted cases to the honor council each time they have been resolved informally without going to a hearing. This is a great option. The student realizes the severity of what they have done and receives a fair punishment that the instructor is able to help determine. The infraction is also recorded on their record.
1	2.04%	<input type="text"/>	Would recommend that the advocates get in touch with me several days in advance - I only met my advocate in the few minutes before the hearing.

53	51.96%		No
102 Respondents			

Q18. Why have you not referred a suspected case to the Student Honor Council or the Office of Student Conduct for review under the Code of Academic Integrity? (Check all that apply to past decisions not to refer)

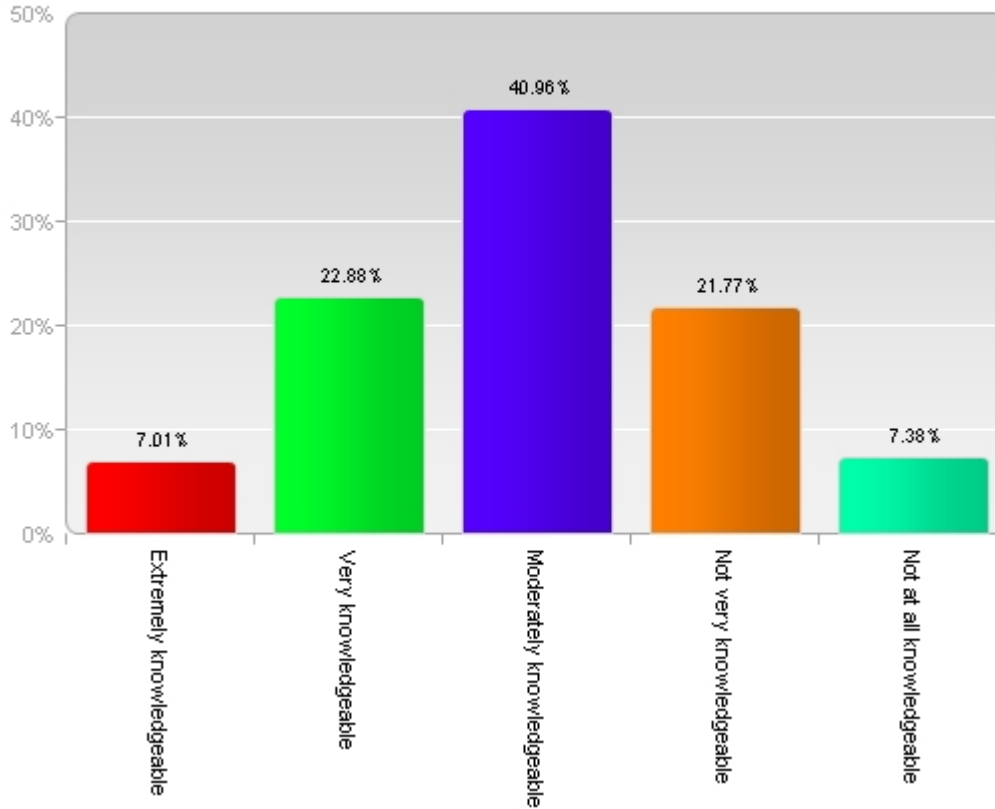
Count	Respondent %	Response %	
1	1.04%	0.58%	 Never had reason to suspect academic dishonesty
51	53.13%	29.82%	 Handled it myself
23	23.96%	13.45%	 Handled it within my department/college
6	6.25%	3.51%	 Not familiar with the process
42	43.75%	24.56%	 Not enough evidence
16	16.67%	9.36%	 Difficult to detect academic dishonesty
7	7.29%	4.09%	 Too much work
8	8.33%	4.68%	 Heard that few cases are resolved in favor of the instructor
6	6.25%	3.51%	 Did not want to get the student in trouble
11	11.46%	6.43%	 Other (please specify)

Count	Percent	
1	9.09%	 Department policy
1	9.09%	 determined students didn't understand how to correctly cite a source
1	9.09%	 gave student benefit of the doubt - international student, different prior expectations about paper writing, citing, paraphrasing, etc.?
1	9.09%	 I was either not directly in charge of the student--she wasn't technically my student. The second instance I wasn't in charge of the course at that time--I was a TA.
1	9.09%	 In each case it was student re-submitting work carried out elsewhere, and after I explained that this was not appropriate, the work was not included in assessment.
1	9.09%	 reiterated the cheating policy and stopped assigning book problems
1	9.09%	 The student was already failing the course--as well as other courses--and, as I had suspected, he did not return the next year anyway
1	9.09%	 They were homework related and I wanted to give the students one chance to 'get their act together'.
1	9.09%	 Thought the prescribed punishment too severe in this case.
1	9.09%	 was told that without a source for the (obviously) plagiarized text there was no point in pursuing it further. I have not returned to the Office of Student Conduct for similar cases for that reason. What's the point?
1	9.09%	 Your program often described as "broken"

96 Respondents  
171 Responses

Q19. How knowledgeable are you regarding the process of referring students for academic dishonesty within your program?

Q19. How knowledgeable are you regarding the process of referring students for academic dishonesty within your program?



Q20. How knowledgeable are you regarding the campus's general guidelines for referring students for academic dishonesty?

Count	Percent		
19	7.01%		Extremely knowledgeable
60	22.14%		Very knowledgeable
120	44.28%		Moderately knowledgeable
57	21.03%		Not very knowledgeable
15	5.54%		Not at all knowledgeable
271 Respondents			
<b>Top 2</b>	29.15% (79)	<b>Bottom 2</b>	26.57% (72)
<b>Mean</b>	3.04	<b>Std Deviation</b>	0.97
<b>Median</b>	3.00	<b>Std Error</b>	0.06
<b>Mode</b>	3	<b>Confidence Interval @ 95%</b>	2.93-3.16

Q21. If I suspected academic dishonesty, my first move would be to:

Count	Percent	
246	100.00%	
Count	Percent	
1	0.41%	Try to confirm that it indeed was dishonesty.
1	0.41%	you have to be very careful. first i like to check there is a real problem, and once i have my evidence straight, i will talk to the student directly to resolve the issue. but at the moment i talk to the student, i have thought about whether that conversation ends with me saying that i am going to take action. it depends very much on the student's honesty and if i made a mistake myself.
1	0.41%	...contact my department chair.

1	0.41%	<input type="text"/>	1) Make a judgment as to the severity or degree of dishonesty 2) Determine weight of the evidence
1	0.41%	<input type="text"/>	1. Call the Assoc. Director for Academic Affairs in SLLC and let her know what is happening; 2. Call the Office of Student Conduct.
1	0.41%	<input type="text"/>	1. In case of a term paper, keep a copy of the paper. In case of cheating during an exam, confiscate the exam and give the student a new exam book. 2. Notify the student that I suspected academic dishonesty, discuss with him/her the issues, and tell her/him that I will be formally filing a complaint with the Office of Student conduct. 3. Complete the necessary form for a complaint with full documentation.
1	0.41%	<input type="text"/>	A) Discuss the matter with the student and B) Discuss the matter with the school administration responsible for such matters
1	0.41%	<input type="text"/>	address the question by making academic dishonesty less appealing. For example, in one case I suspected that the students were copying quiz answers from each other. I prepared two quiz versions with the right answer the opposite of each. Then I stacked the two versions such that if you copied from your neighbor you ended up with a negative score, which stuck. It was a much worse outcome that taking the quiz on your own. This was enough to shut down the behavior. In other cases you can print the same quiz on two different colored sheets of paper to suggest that they are different. Moving the questions around also helps. In one case, a student raised his hand and told me during an exam that his exam was not the same as his neighbors. I told him to just take his own exam. It was funny and shut down the behavior.
1	0.41%	<input type="text"/>	Address the student directly.
1	0.41%	<input type="text"/>	Allow the student to complete the exam and note my observations. I might ask the student about the work, saying that I was puzzled or wondered about some particular portion of the exam. Since I am in music, most of our "exams" are performance-related and honesty is not an issue. I have the information in my files about the next steps, and I would consult it and ask for advice from the academic coordinator.
1	0.41%	<input type="text"/>	Approach the student and express my suspicion.
1	0.41%	<input type="text"/>	As a new faculty member, my first move was to speak to the undergraduate director about the problem, who provided guidance about procedures. Now, I would contact the Office of Academic Integrity and follow the procedures outlined on the website.
1	0.41%	<input type="text"/>	Ascertain if my suspicions could be verified in order to forward concrete evidence to the Honor Board.
1	0.41%	<input type="text"/>	ask him or her the reason for doing it
1	0.41%	<input type="text"/>	ask advice/guidance of senior faculty
1	0.41%	<input type="text"/>	Ask the student for an explanation
1	0.41%	<input type="text"/>	Assuming the event has already happened, gather evidence and assess whether anything is likely to be provable.
1	0.41%	<input type="text"/>	Attempt to verify, then privately confer with the student, then confer with the dept. chair
1	0.41%	<input type="text"/>	be entirely convinced that the case warranted confronting the student
1	0.41%	<input type="text"/>	Call in the student and talk to the relevant advisors
1	0.41%	<input type="text"/>	call the honor council and talk about my options.
1	0.41%	<input type="text"/>	Call the Office of Student Conduct
1	0.41%	<input type="text"/>	Call the office of student conduct and ask for advice regarding how to approach the issue
1	0.41%	<input type="text"/>	call the student into my office to see if they admit anything additional to include in the honor report.
1	0.41%	<input type="text"/>	check if I had enough evidence and speak with student
1	0.41%	<input type="text"/>	Check it via Google searches, like every other faculty member
1	0.41%	<input type="text"/>	Check written faculty policy for documenting the issue, then talk to senior faculty (without names) of how best to approach if any gray areas (there always seem to be)
1	0.41%	<input type="text"/>	Collect data to be sure I have a good case to present. Then have someone else who teaches in my department review it to see if they are equally convinced. If they are convinced I submit it to the department staff who officially do the referring of the cases.
1	0.41%	<input type="text"/>	Collect evidence and consult my associate chair.
1	0.41%	<input type="text"/>	Collect evidence and then present it to the student
1	0.41%	<input type="text"/>	Collect information on the specific case, including documents such as any suspected of being plagiarized, or written testimony/description of TA actions, and any supporting testimony from other students (in the form of email, written doc, etc.)

1	0.41%	<input type="checkbox"/>	Collect sufficient evidence to convince myself academic dishonesty has occurred.
1	0.41%	<input type="checkbox"/>	Collect the evidence and talk to the student
1	0.41%	<input type="checkbox"/>	Collect the facts of the case; meet with student to tell them I am referring the case to JP (not to seek their explanation - they can save that for the honor board)
1	0.41%	<input type="checkbox"/>	Collecting evidence
1	0.41%	<input type="checkbox"/>	conduct a search, within reason, of the original source of the material in question
1	0.41%	<input type="checkbox"/>	Confirm my suspicions with a colleague or supervisor, discuss with the student, then refer to Honor Council if no resolution was found.
1	0.41%	<input type="checkbox"/>	Confirm, then give a zero for the assignment. For cheating on an exam, or repeated cheating, I would refer the case to the Honor Council
1	0.41%	<input type="checkbox"/>	Confront student and seek advice from chair or other advisor in math department.
1	0.41%	<input type="checkbox"/>	CONFRONT THE STUDENT
1	0.41%	<input type="checkbox"/>	Confront the student and ask for an explanation
1	0.41%	<input type="checkbox"/>	confront the student directly about it.
1	0.41%	<input type="checkbox"/>	Confront the student with the evidence and ask for an explanation. If I were not satisfied with the explanation, I would refer the case to the program director for further action.
1	0.41%	<input type="checkbox"/>	Confront the student.
1	0.41%	<input type="checkbox"/>	Consider the scale and scope of the assignment (is it a 1-page reflection paper or is it a term paper requiring footnotes), consider circumstances (in a "group project" setting did students actually share all their research, as assigned, or leave one student in the dark), for a minor assignment only consider student contact with me and statements of intention to admit fault and repair the relationship between themselves and their instructor (me, but sometimes including an undergrad T.A.). I do realize that I'm supposed to "hand it over" without speaking to the student or handling it myself.
1	0.41%	<input type="checkbox"/>	consult a colleague or department chair.
1	0.41%	<input type="checkbox"/>	Consult department
1	0.41%	<input type="checkbox"/>	consult my department's undergraduate director
1	0.41%	<input type="checkbox"/>	consult senior faculty in the department before further actions.
1	0.41%	<input type="checkbox"/>	consult the associate chair for undergraduate (or graduate) studies (depending on the course)
1	0.41%	<input type="checkbox"/>	Consult with my program and the Honors Board about appropriate actions to take, depending on each particular case.
1	0.41%	<input type="checkbox"/>	Contact a more senior member of the faculty in my department or the school's dean.
1	0.41%	<input type="checkbox"/>	contact Andrea Goodwin!
1	0.41%	<input type="checkbox"/>	Contact Associate Dean in the College
1	0.41%	<input type="checkbox"/>	Contact director of undergraduate studies for my college
1	0.41%	<input type="checkbox"/>	Contact Gemstone Staff
1	0.41%	<input type="checkbox"/>	Contact Honors.
1	0.41%	<input type="checkbox"/>	Contact Judicial Programs for advice
1	0.41%	<input type="checkbox"/>	contact my chair
1	0.41%	<input type="checkbox"/>	Contact my department's undergraduate director to verify proper procedure.
1	0.41%	<input type="checkbox"/>	Contact my Executive Dean
1	0.41%	<input type="checkbox"/>	Contact my faculty mentor, then the Honor Board
1	0.41%	<input type="checkbox"/>	Contact my supervisor/director
1	0.41%	<input type="checkbox"/>	contact my undergraduate director and/or department chair for guidance and direction.
1	0.41%	<input type="checkbox"/>	contact office that deals with academic dishonesty (having learned the hard way that this best)
1	0.41%	<input type="checkbox"/>	Contact student for explanation.
1	0.41%	<input type="checkbox"/>	Contact the appropriate department official
1	0.41%	<input type="checkbox"/>	Contact the dean

1	0.41%	<input type="checkbox"/>	contact the Department Head for guidance
1	0.41%	<input type="checkbox"/>	Contact the director of my department
1	0.41%	<input type="checkbox"/>	contact the director of the office on the student honor code
1	0.41%	<input type="checkbox"/>	Contact the honor board
1	0.41%	<input type="checkbox"/>	Contact the honor code council office
1	0.41%	<input type="checkbox"/>	contact the Honor Council
1	0.41%	<input type="checkbox"/>	Contact the Office of Dept Chair
1	0.41%	<input type="checkbox"/>	contact the office of student conduct
1	0.41%	<input type="checkbox"/>	contact the Student Honor Council
1	0.41%	<input type="checkbox"/>	Contact the student with the evidence and remind them of the honor code. They are also told they would get a 0 grade on that particular homework assignment. So far, the student's have usually agreed; and we move on without any problems. I do not give take home exams and actively proctor exams to ensure this issue does not arise during exams.
1	0.41%	<input type="checkbox"/>	Contact the student, (first contact office of student contact if I had a question)
1	0.41%	<input type="checkbox"/>	Contact the student, TA and then the Honor Board.
1	0.41%	<input type="checkbox"/>	Contact the vice-chair for undergraduate education in my department, Prof. Richard Ellis.
1	0.41%	<input type="checkbox"/>	Copy all work from students (ie 5th homework assignment or 2nd exam) and contact my department representative with the information..
1	0.41%	<input type="checkbox"/>	copy the material in dispute, fill out the form, and send everything to the Honor Council
1	0.41%	<input type="checkbox"/>	Dear sir/ma'am, I am a postdoc fellow, I do not teach nor grade students. Thus, I am incapable of answering these questions.
1	0.41%	<input type="checkbox"/>	depends on my degree of certainty. if i was completely certain a serious offense occurred, i'd email a dean. otherwise, i'd confront the student
1	0.41%	<input type="checkbox"/>	Determine how strong the evidence was
1	0.41%	<input type="checkbox"/>	Determine known facts in the case
1	0.41%	<input type="checkbox"/>	Discuss it with my dept chair.
1	0.41%	<input type="checkbox"/>	Discuss it with the Chair.
1	0.41%	<input type="checkbox"/>	Discuss it with the individual
1	0.41%	<input type="checkbox"/>	Discuss it with the person accused.
1	0.41%	<input type="checkbox"/>	Discuss it with the student.
1	0.41%	<input type="checkbox"/>	discuss the incident with the student first, then the Chairman of the Department.
1	0.41%	<input type="checkbox"/>	Discuss the issue with colleagues, and with the department chair, and seek their guidance.
1	0.41%	<input type="checkbox"/>	Discuss the issue with the student.
1	0.41%	<input type="checkbox"/>	Discuss the questionable behaviors with student
1	0.41%	<input type="checkbox"/>	discuss the situation with my supervisor, unless it was a minor/limited case of improper citation of others' work. In that situation, I've explained the problem to the student, and given them one chance to rectify the problem.
1	0.41%	<input type="checkbox"/>	Discuss with department contact in charge of academic dishonesty.
1	0.41%	<input type="checkbox"/>	Discuss with my chair and the student
1	0.41%	<input type="checkbox"/>	Discuss with my colleagues
1	0.41%	<input type="checkbox"/>	Discuss with my Dept. Chair
1	0.41%	<input type="checkbox"/>	Discuss with the Asst Dean for Students
1	0.41%	<input type="checkbox"/>	discuss with the student
1	0.41%	<input type="checkbox"/>	Discuss with the student(s)
1	0.41%	<input type="checkbox"/>	Discuss with the student. Some cultures have a different approach on what is considered Academic Honesty. A discussion often leads to a solution
1	0.41%	<input type="checkbox"/>	Discuss with the undergraduate/graduate director of the department
1	0.41%	<input type="checkbox"/>	Discussing with students

1	0.41%	<input type="text"/>	do not contact student, report evidence to honor council
1	0.41%	<input type="text"/>	Document suspicions then confront suspects
1	0.41%	<input type="text"/>	document the case (collect evidence) without stopping an exam/test if it is in progress
1	0.41%	<input type="text"/>	Document the suspected event/assignment and call the faculty liason for academic dishonesty.
1	0.41%	<input type="text"/>	Document what I observed as completely as possible.
1	0.41%	<input type="text"/>	Double check the evidence before me so that I am sure, and do not falsely accuse a student.
1	0.41%	<input type="text"/>	Evaluate the severity of the case and determine how much evidence there was to prove the case.
1	0.41%	<input type="text"/>	Find out about the procedures
1	0.41%	<input type="text"/>	First I would discuss the situation with the student involved. If I still suspected academic dishonesty after that discussion, I would move on to Student Honor Council proceedings.
1	0.41%	<input type="text"/>	First meet with the student to discuss the perceived act(s) and/or evidence
1	0.41%	<input type="text"/>	Gather all documentation and statements from my teaching staff. Then call the office and make sure I don't mess up before I send things over
1	0.41%	<input type="text"/>	gather and document the act
1	0.41%	<input type="text"/>	gather data and submit case
1	0.41%	<input type="text"/>	Gather evidence
1	0.41%	<input type="text"/>	Gather evidence and confront student with my concerns
1	0.41%	<input type="text"/>	Gather evidence.
1	0.41%	<input type="text"/>	Gather infoirmation
1	0.41%	<input type="text"/>	gather information about the issue inquire of student alert department chair and program director alert OAI
1	0.41%	<input type="text"/>	Gather information to determine the facts.
1	0.41%	<input type="text"/>	Gather substantial evidence, then discuss it with my academic advisor for the department, Grace Crussiah.
1	0.41%	<input type="text"/>	Gather whatever evidence is available, such as obtain supporting information from a TA. If the case appeared valid, then I would contact the student honor council.
1	0.41%	<input type="text"/>	Give a warning.
1	0.41%	<input type="text"/>	give the student a D-
1	0.41%	<input type="text"/>	Given my recent experience, I would probably not turn to the campus system.
1	0.41%	<input type="text"/>	I owuld follow the university rules as I understand them. I would collect the evidence and present it to the integrity office in accordance with the university rules. This is the procedure prescribed in the universty rules. Instructors have no discretion under the rules. The instructor must make the referral; and the office must decide whether there has been an infraction, e.g. plagiarism, and the sanction. By the way, your question 18 is not properly phrased. I am only aware of university-wide procedures for making referrals. In making a referral last year (my first referral at UMD), I discussed the matter with my department chair and he indicated that the university procedures were the only procedures.
1	0.41%	<input type="text"/>	I will talk to the student
1	0.41%	<input type="text"/>	I would report it to your office... but I'd have low expectations as to the fairness of the result.
1	0.41%	<input type="text"/>	I would talk to the student.
1	0.41%	<input type="text"/>	If it was significant (rather than a potential misunderstanding of homework 'rules') I would refer to the academic honesty website and proceed.
1	0.41%	<input type="text"/>	in small instances, my first student is to warn student and try to remove temptation
1	0.41%	<input type="text"/>	Inform my department's director of undergraduate studies
1	0.41%	<input type="text"/>	Inform my program director.
1	0.41%	<input type="text"/>	Inform the student that I was referring them to the Council
1	0.41%	<input type="text"/>	Inform the student that they are under investigation and then refer the case and my supporting evidence to the powers that be.
1	0.41%	<input type="text"/>	Interview the students involved to see if their descriptions of what happened match and if

			anything described to me vilolates university policies.
1	0.41%	<input type="text"/>	Investigate
1	0.41%	<input type="text"/>	investigate further and collect evidence
1	0.41%	<input type="text"/>	investigate it online, then speak with the student.
1	0.41%	<input type="text"/>	Investigate suspicion
1	0.41%	<input type="text"/>	Investigate the case (verify and collect evidence if necessary)
1	0.41%	<input type="text"/>	Investigate the data thoroughly, advise the students, and refer the case as appropriate.
1	0.41%	<input type="text"/>	Investigate the matter thoroughly
1	0.41%	<input type="text"/>	it depends. I might talk to the student to clarify the situation, or I might talk to our undergrad advisor, or go right to the Academic Council
1	0.41%	<input type="text"/>	Keep mouth shut
1	0.41%	<input type="text"/>	Look at the facts.
1	0.41%	<input type="text"/>	look into it
1	0.41%	<input type="text"/>	Look up the policies in the faculty guidelines and then move to discuss any perceived incursions with my supervisor.
1	0.41%	<input type="text"/>	Make sure I am correct
1	0.41%	<input type="text"/>	My first respose is to check my course documents, my memory of what I said, and to talk with my TAs about they told students. Only after I am certain that a student was informed on more than one occasion and in more than one way about what is appropriate and inappropriate, will I write up a referral and forward all my evidence to the office of student conduct.
1	0.41%	<input type="text"/>	Notify our director of UG studies
1	0.41%	<input type="text"/>	Obtain evidence
1	0.41%	<input type="text"/>	Personally address with student
1	0.41%	<input type="text"/>	Program Director
1	0.41%	<input type="text"/>	question the act
1	0.41%	<input type="text"/>	Read the campus policy on academic dishonesty; but with regard to international students where the case may be an inadvertent incident, I contact our Director of the office of international student initiatives in the College of Education for further advice. If it is a clear case of breaking the honor code/pledge, then the honor board representatives would be my next step.
1	0.41%	<input type="text"/>	read the honor code and talk to the organization in charge of enforcing it.
1	0.41%	<input type="text"/>	Refer it to the honors office
1	0.41%	<input type="text"/>	Refer the student to our Director
1	0.41%	<input type="text"/>	report it to department chair
1	0.41%	<input type="text"/>	Report it to the chair of our department.
1	0.41%	<input type="text"/>	report it to the my department chair & undergraduate or graduate director.
1	0.41%	<input type="text"/>	report it to the office of academic conduct
1	0.41%	<input type="text"/>	Report the student to the Honor Board.
1	0.41%	<input type="text"/>	report to Dean, then discuss how to deal with the student
1	0.41%	<input type="text"/>	Report to Director of Undergraduate Studies
1	0.41%	<input type="text"/>	report to Honor Council if not a citation issue
1	0.41%	<input type="text"/>	Research it and confirm it to the best of my ability. In other words, before confronting or referring a student, I want to be sure (on my end).
1	0.41%	<input type="text"/>	Review our policies and seek some advice.
1	0.41%	<input type="text"/>	Review the policy.
1	0.41%	<input type="text"/>	Search for the original source. My second would be to talk directly to the student, which I usually do even if I haven't found the source. Many times a student will confess.
1	0.41%	<input type="text"/>	Search the web for material that may have been plagiarized.
1	0.41%	<input type="text"/>	See if I could verify it on my own via the internet (this is what I had done previously and how



I discovered that the student had lifted his prose from someone else's essay).

1	0.41%	<input type="checkbox"/>	Seek evidence, then talk to student (possibly talk to colleagues first if I desired guidance due to circumstances).
1	0.41%	<input type="checkbox"/>	send a letter, plus relevant supporting materials, to the office of academic integrity.
1	0.41%	<input type="checkbox"/>	Speak with my department head.
1	0.41%	<input type="checkbox"/>	Speak with my unit coordinator, then contact the student and express my suspicion/facts
1	0.41%	<input type="checkbox"/>	Speak with the chair of the department
1	0.41%	<input type="checkbox"/>	Speak with the Chair of the Department where applicable
1	0.41%	<input type="checkbox"/>	Speak with the department's Chair or the Undergraduate Adviser
1	0.41%	<input type="checkbox"/>	Speak with the student
1	0.41%	<input type="checkbox"/>	Speak with the student.
1	0.41%	<input type="checkbox"/>	Speak with the undergraduate chair of our department
1	0.41%	<input type="checkbox"/>	start Googling the suspected plagiarism, then print out all the cribbed sources.
1	0.41%	<input type="checkbox"/>	take it straight to the honor board without mentioning it to my college's administration. Our system in our college has been first to take it to the dean, but in a recent case, our dean refused to send a blatant case of test cheating to the honor board for adjudication and dealt with it himself, against my wishes.
1	0.41%	<input type="checkbox"/>	talk in person with the student
1	0.41%	<input type="checkbox"/>	talk to colleagues in my department
1	0.41%	<input type="checkbox"/>	talk to my department chair
1	0.41%	<input type="checkbox"/>	Talk to my department director of undergraduate studies or director of graduate studies, per department policy.
1	0.41%	<input type="checkbox"/>	talk to my Department's adviser
1	0.41%	<input type="checkbox"/>	Talk to our undergraduate director and the department chair
1	0.41%	<input type="checkbox"/>	talk to senior colleagues
1	0.41%	<input type="checkbox"/>	talk to student
1	0.41%	<input type="checkbox"/>	Talk to the associate chair of the department
1	0.41%	<input type="checkbox"/>	Talk to the dean of the department,
1	0.41%	<input type="checkbox"/>	Talk to the program director
3	1.22%	<input type="checkbox"/>	talk to the student
1	0.41%	<input type="checkbox"/>	Talk to the student
1	0.41%	<input type="checkbox"/>	Talk to the student about it in a one-on-one meeting.
1	0.41%	<input type="checkbox"/>	talk to the student and then the dean
1	0.41%	<input type="checkbox"/>	Talk to the student to tell them about my concerns. I'm not inclined to bring another case to honors council.
1	0.41%	<input type="checkbox"/>	Talk to the student.
1	0.41%	<input type="checkbox"/>	talk to the undergraduate advisor (Dave Straney) in my department as to the best course of action.
1	0.41%	<input type="checkbox"/>	talk to the undergraduate/graduate chair
1	0.41%	<input type="checkbox"/>	talk with director of undergraduate studies
1	0.41%	<input type="checkbox"/>	Talk with other faculty who may have experience with violations.
1	0.41%	<input type="checkbox"/>	talk with our undergraduate director for advice
1	0.41%	<input type="checkbox"/>	talk with the director of my program
2	0.81%	<input type="checkbox"/>	Talk with the student
1	0.41%	<input type="checkbox"/>	Talk with the student about it.
1	0.41%	<input type="checkbox"/>	Talk with the student, with the evidence in hand.
1	0.41%	<input type="checkbox"/>	Talk with the student.

1	0.41%	<input type="checkbox"/>	Tell my colleagues about it
1	0.41%	<input type="checkbox"/>	Tell my deparmeny head
1	0.41%	<input type="checkbox"/>	tell my director
1	0.41%	<input type="checkbox"/>	The "first move" depends on the situation. My first step in "suspecting" is to find evidence to support or refute my suspicions. If they are supported, then there are still situational concerns. A paper wholly plagiarized from a published source is different from an unattributed quotation, for example. In both instances, however, I would first give the student an opportunity to explain himself, w/out accusing him of anything. Generally, I initiate a conversation that begins, "I had some concerns about your work. Is there anything that you were concerned about that you'd like to discuss with me?" Usually that has the desired result: the student will rewrite the work, talk to me about what happened, where he fell apart. Sometimes the student will say "What concerns?" and I will say that it appears that the work is someone else's and that I will be consulting with the OJP.
1	0.41%	<input type="checkbox"/>	To contact Student Conduct for advise on how to properly handle the situation before contacting the student.
1	0.41%	<input type="checkbox"/>	to contact the Honors Council office
1	0.41%	<input type="checkbox"/>	to discuss it with my colleagues
1	0.41%	<input type="checkbox"/>	to discuss it with the student in question
1	0.41%	<input type="checkbox"/>	to discuss with colleagues. I don't actually teach.
1	0.41%	<input type="checkbox"/>	To have an informal conversation with the individual concerned about the incident
1	0.41%	<input type="checkbox"/>	to look at the web page to refresh my mind on the rules and procedures
1	0.41%	<input type="checkbox"/>	To seek to find the sources for the essay. My second step is to speak to the student.
1	0.41%	<input type="checkbox"/>	to speak with the student
1	0.41%	<input type="checkbox"/>	To talk to director of the program.
1	0.41%	<input type="checkbox"/>	track down original
1	0.41%	<input type="checkbox"/>	Try to confirm it for myself--e.g., by tracking down a plagiarized passage.
1	0.41%	<input type="checkbox"/>	Try to determine whether a Review Board would conclude the student was "responsible".
1	0.41%	<input type="checkbox"/>	Try to find my file on Academic Dishonesty or online material. Then contact Office of Student Conduct.
1	0.41%	<input type="checkbox"/>	Try to find out whether my suspicions are correct!
1	0.41%	<input type="checkbox"/>	Try to verify information to check if indeed there is basis for suspicion and (if grounds for suspicion) and then accurately provide information of suspected dishonesty to the Honor Board
1	0.41%	<input type="checkbox"/>	Validate my accusation
1	0.41%	<input type="checkbox"/>	verify
1	0.41%	<input type="checkbox"/>	Verify it as far as I was able
1	0.41%	<input type="checkbox"/>	Verify that there is, in fact, plagiarism or fabrication in the work and then send the case to Judicial Programs (or whatever it's called these days).
1	0.41%	<input type="checkbox"/>	Warn student.

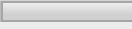
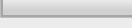
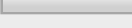
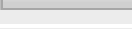
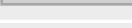

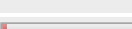

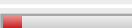
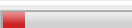
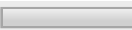
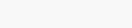
246 Respondents

Q22. Have you served on an Honor Board?

Count	Percent		
52	19.26%	<input type="checkbox"/>	Yes
218	80.74%	<input checked="" type="checkbox"/>	No
270 Respondents			


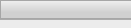
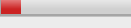
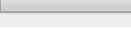
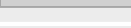
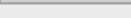
Q23. On how many Honor Boards have you served?

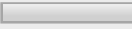
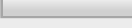
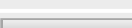
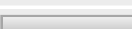


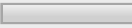
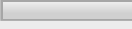
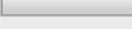
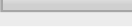
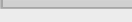
Count	Percent	
49	100.00%	<input checked="" type="checkbox"/>
Count	Percent	

1	2.04%		25
2	4.08%		15
1	2.04%		12
4	8.16%		10
1	2.04%		8
2	4.08%		6
6	12.24%		5
6	12.24%		4
1	2.04%		3
11	22.45%		2
12	24.49%		1
2	4.08%		0

49 Respondents

Q24. Why have you not served on an Honor Board? (Check all that apply)

Count	Respondent %	Response %	
173	80.09%	57.10%	 I've never been asked
20	9.26%	6.60%	 Don't know how to volunteer
69	31.94%	22.77%	 Don't have enough time
6	2.78%	1.98%	 Timing of meetings
21	9.72%	6.93%	 No incentives
14	6.48%	4.62%	 Other (please specify)

Count	Percent	
1	7.14%	 been meaning to but don't get around to it
1	7.14%	 I already serve on numerous committees and this type of work is not highly valued by the department salary committee
1	7.14%	 I am a productive, busy scholar/teacher!
1	7.14%	 I am only a postdoc...
1	7.14%	 I only work part time and I'm not certain I would have time.
1	7.14%	 I probably could not handle the stress.
1	7.14%	 I'm an adjunct and I suspect the time committment and bureaucracy would be too daunting
1	7.14%	 New faculty and was not aware of this service position.
1	7.14%	 not interested
1	7.14%	 Part - time faculty
1	7.14%	 short-term faculty

216 Respondents

303 Responses



UNIVERSITY OF  
MARYLAND  
UNIVERSITY SENATE

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Tel: (301) 405-5805 Fax: (301) 405-5749  
<http://www.senate.umd.edu>

April 26, 2011

Dr. Donna B. Hamilton  
Professor and Dean  
Office of Undergraduate Studies  
2110 Marie Mount Hall  
University of Maryland  
College Park, MD 20742-5251

Dear Dean Hamilton:

In January 2011, Dr. John Zacker, who serves as a non-voting ex-officio member of the Senate Student Conduct Committee, informed the committee of the request in your memo dated December 7, 2010. It is our understanding that concerns about the student honor review process for cases of academic dishonesty had been raised last semester. Per the memo's instruction, Dr. Zacker requested that the Senate Student Conduct Committee generate a survey to determine faculty satisfaction with the Office of Student Conduct and the Honor Review Process.

During the course of the Spring 2011 Semester, the Senate Student Conduct Committee drafted such a survey. The survey questions have been finalized. Dr. Zacker's office is currently working with an external assessment and consulting company, StudentVoice, to complete the online formatting of the survey. Dr. Zacker will organize the dissemination of this survey to a random sampling of 1500 faculty members on campus. As per our earlier correspondence, we would appreciate any help your office can provide in creating incentives (gifts, etc.) that might convince faculty to participate. We had hoped to use UMEG to distribute the survey to all current instructors, but understand if you would prefer another method of promotion and circulation.

The results of the survey will be shared with you once collected. Thank you.

Sincerely,

A handwritten signature in purple ink that reads "Nan B. Ratner".

Nan Ratner  
Chair, University Senate Student Conduct Committee

NR/cb

Cc: Reka Montfort, Executive Secretary and Director, University Senate  
John Zacker, Director, Office of Student Conduct

**UNIVERSITY SENATE STUDENT CONDUCT COMMITTEE  
SATISFACTION OF HONOR REVIEW PROCESS SURVEY**

1) What is your Faculty Status? (select one)

- Tenured
- Tenure Track
- Faculty Non-Tenured/Tenure-Track
- Adjunct Faculty
- Teaching Assistant
- Other, please specify \_\_\_\_\_

2) In which College do you teach? (select one)

- College of Agriculture and Natural Resources
- School of Architecture, Planning, and Preservation
- College of Arts and Humanities
- College of Behavioral and Social Sciences
- Robert H. Smith School of Business
- College of Computer, Mathematical and Natural Sciences
- College of Education
- A. James Clark School of Engineering
- The Graduate School
- Philip Merrill College of Journalism
- College of Information Studies
- School of Public Health
- School of Public Policy

3) What is your Department? (fill in the blank) \_\_\_\_\_

4) How many Years of teaching Experience do you have?  
(enter 0 for new faculty) \_\_\_\_\_

5) Are you Full-time or Part-time? (select one)

- Full-time
- Part-time

6) As an instructor at the University of Maryland, how many *suspected* cases of academic dishonesty have you come across during...

The current academic year (including this semester and last semester)?

- None
- 1-2
- 3-4
- 5-6
- 7 or more

Academic years prior to the current year?

- None
- 1-2
- 3-4
- 5-6
- 7 or more

7) Do not display if Q6 = 0: Of the suspected cases referenced in the previous questions, did you report any to the Student Honor Council or the Office of Student Conduct for review under the Code of Academic Integrity?

- Yes
- No

If Yes:

How satisfied were you with the case decision?

Please rate from 1 (very dissatisfied)  
Moderately dissatisfied  
Neither satisfied nor dissatisfied  
Moderately satisfied  
5 (very satisfied)

How satisfied were you with the sanction?

Please rate from 1 (very dissatisfied)  
Moderately dissatisfied  
Neither satisfied nor dissatisfied  
Moderately satisfied  
5 (very satisfied)

How satisfied were you with the process?

Please rate from 1 (very dissatisfied) t  
Moderately dissatisfied  
Neither satisfied nor dissatisfied  
Moderately satisfied  
5 (very satisfied)

Please indicate your agreement with the following statements regarding the manner in which the report/s of academic dishonesty were handled:

Strongly Agree Moderately Agree Neutral Moderately Disagree Strongly Disagree  
Not applicable

- The case/s were handled in a timely manner
- The outcome/s were fair
- The administrative staff with whom I had contact provided prompt service
- I received sufficient information or materials in advance to help me prepare or respond
- I was adequately informed about the process by which academic dishonesty cases are resolved

Do you have any Comments about process, including composition of Honor Boards, advocates, speed of process, etc. ?

Yes, please specify (Fill in the blank: \_\_\_\_\_)

No

If No:

Why have you not referred a suspected case to the Student Honor Council or the Office of Student Conduct for review under the Code of Academic Integrity? (check ALL that apply to past decisions not to refer)

- Never had reason to suspect academic dishonesty
- Handled it myself
- Handled it within my department/college
- Not familiar with the process
- Not enough evidence
- Difficult to detect academic dishonesty
- Too much work
- Heard that few cases are resolved in favor of the instructor
- Did not want to get the student in trouble
- Other, please specify \_\_\_\_\_

8) How knowledgeable are you regarding the process of referring students for academic dishonesty within your program?

- Extremely knowledgeable
- Very knowledgeable
- Moderately knowledgeable
- Not very knowledgeable
- Not at all knowledgeable

How knowledgeable are you regarding the campus's general guidelines for referring students for academic dishonesty?

- Extremely knowledgeable
- Very knowledgeable
- Moderately knowledgeable
- Not very knowledgeable
- Not at all knowledgeable

9) If I suspected academic dishonesty, my first move would be to: (fill in the blank) \_\_\_\_\_

10) Have you served on an Honor Board?

- Yes
- No

If Yes: On how many Honor Boards have you served? \_\_\_\_\_ (freeform numeric)

If No: Why have you not served on an Honor Board? (select all that apply)

- I've never been asked
- I don't know how to volunteer
- I don't have enough time
- Timing of meetings
- No incentives
- Other, please specify \_\_\_\_\_

11) Would you be willing to serve on an Honor Board?

- Yes
- No

If yes, please provide your email address \_\_\_\_\_

12) Are you willing to be contacted for further discussion about your experiences with academic dishonesty or the Honor Review process?

- Yes
- No

If yes, please provide email address \_\_\_\_\_





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OFFICE OF THE ASSOCIATE PROVOST FOR ACADEMIC AFFAIRS  
AND DEAN FOR UNDERGRADUATE STUDIES

December 7, 2010

To: Larry Davis, Jeffrey Hollingsworth, John Zacker, Andrea Goodwin, and James Newton

From: Donna Hamilton

Thank you for meeting on December 4, 2010, in regard to the questions raised recently by Jeffrey Hollingsworth about some situations in which CMSC students are not found responsible for plagiarism. Our detailed discussion yielded the following agreement about next steps.

1. Larry Davis will invite all of us to attend a meeting with CMSC faculty in Spring 2011, so that John Zacker and Andrea Goodwin can discuss these issues with them.
2. John Zacker will request that the Senate Committee on Student Conduct generate a survey to determine faculty satisfaction with Student Conduct Office and the Honor Board. The questions proposed for the survey and the results of the survey will be shared with those of us who met yesterday.
3. We will reserve judgment on the matter of whether to press for a process wherein faculty could appeal a "not responsible" decision until these first two steps have been completed.
4. There was agreement that effort should be made by the office of Student Conduct and by departments to raise the level of faculty preparation for presenting cases appropriately. Training of Community Advocates might also be improved.
5. Faculty need to be instructed to bring forward any aggravating factors, preferably at the time the case is sent to the Honor Board.

Thank you again for the meeting. I look forward to supporting your efforts to clarify and improve procedures.

Sincerely,

A handwritten signature in cursive script that reads "Donna B. Hamilton".

Donna B. Hamilton  
Professor English  
Associate Provost and Dean for Undergraduate Studies