

FACULTY GUIDE TO THE HONOR CODE AND HONOR CHARGES

Philosophy of the Honor Code

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

The Honor Code is not just a set of rules, but a living tradition at Longwood. For over a century, the student-based Honor and Conduct Board has been the guardian of our values of honor and academic integrity. The Honor Creed, proudly displayed in Greenwood Library, and the Honor Pledge in every classroom, are reminders of this rich tradition.

Longwood University's Points and Principles of Honor

Points of Honor

The original Twelve Points of Honor resulted from the Longwood student body's re-ratification of the Honor Code in 1930. In 2010, the Twelve Points of Honor and the Honor Pledge were revised and ratified by the student body in celebration of the Honor System's 100th year. In spring 2024, the student body voted to accept revisions as "Longwood University's Points and Principles of Honor."

Integrity is the cornerstone of Longwood's Honor System. It requires maintaining a strong moral character encompassing trustworthiness, perseverance, and respect despite adversity or change. Integrity leads to accountability, compassion, and good decision-making and impacts success. It manifests in our thoughts, actions, and behaviors. Personal integrity is not always easy to uphold but is essential for building strong communities.

Honesty involves being true to oneself and others; it is essential in both action and thought. It is a virtue that promotes trust, fosters healthy relationships, and strengthens society. True honesty is always practiced, not just when it is convenient.

Accountability is the capacity to reflect upon and take responsibility for our actions, decisions, and behaviors and accept the consequences. This value makes it possible to achieve goals, build better relationships, and be successful. Accountability is crucial to maintaining our integrity.

Character encompasses the moral and ethical principles that define one's identity. This value promotes good behavior and influences one's decision-making. It is our duty to protect and uphold our character to maintain an honorable community.

Civility is respectful engagement with others, which promotes an atmosphere for dialogue and discussion where differing points of view can be asserted. It requires active listening and open-mindedness to understand multiple perspectives. Civility recognizes our shared humanity, seeks common ground as a starting point for all interactions, and is the mark of a citizen-scholar.

Humility is an attitude of modesty and lack of pretense or self-focus that comes from understanding one's place in the larger order of things. It is essential to both leadership and collaboration, which promote our climate of honor, trust, and respect. Humility requires one to keep desires, successes, or failings in perspective. The desired outcome is humility with self-confidence.

Perseverance is the continuous drive to reach one's goals and improve oneself through steadfast persistence despite opposition, difficulties, or obstacles. It requires commitment, discipline, determination, and resilience. Perseverance is essential for success in both scholarship and life.

Principles of Honor

Longwood University's steadfast commitment to developing citizen leaders is rooted in our core values, which are what we call the Points of Honor. These pillars support student development and form the basis of Longwood University's Principles of Honor: Scholarship, Service, and Leadership. At Longwood, we foster a community where knowledge is pursued, service is embraced, and leadership is cultivated in shaping individuals poised to make positive contributions to society.

Scholarship is a commitment to learning and growing inside and outside the classroom. Scholarship bridges theory and practice through discovery, integration, application, and the advancement of knowledge. It is accomplished through critical thinking, engagement, and analysis. Good scholarship connects the community, aims to make a difference, and serves the common good.

Service is a continuous commitment to helping others, enriching lives, and working for the common good. It is guided by selflessness, compassion, tact, and initiative. Leaders serve others, and as citizen leaders, we are responsible for giving back to our communities. Without service, we cannot lead. *"I have prepared to lead and in leading to serve others"* -Longwood Alumna, 1927.

Leadership - Longwood University is committed to developing citizen leaders. The Points of Honor establish the foundation for citizen leadership, which empowers individuals to commit to learning, critical thinking, selflessness, and personal integrity that strengthens our society. Leadership involves taking risks, challenging the status quo, and inspiring people to work together to advance the common good.

The Honor Creed

We shall not lie, cheat, steal, nor tolerate those that do.

The Academic Pledge

I have neither given nor received help on this work, nor am I aware of any infraction of the Honor Code.

The Honor Pledge

I, _____, having a clear understanding of the basis and spirit of the Honor Code created and accepted by the student body of Longwood University, shall at all times govern my university life according to its standards and actively work to support its principles, thereby thoughtfully accepting my responsibility for preserving the honor and integrity of all past, present and future members of the Longwood University community of scholars. I will not lie, cheat, or steal, not tolerate those who do.

Research on Academic Integrity

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

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

(Information provided by the Center for Academic Integrity)

Strategies to Promote Academic Integrity

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

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

Ensure your students understand plagiarism and how to cite sources properly. The Office offers an online module that educates students on ethical research practices. If you would like to enroll your students in that module or utilize it as a resource, please contact the Office at studentconduct@longwood.edu. Other resources are on the Student Conduct and Integrity website: www.longwood.edu/studentconduct, and Greenwood Library.

Any faculty member may require their students to sign a pledge at the conclusion of each examination or on a paper indicating that they have neither given nor received help from any unauthorized source. The use of lockdown software, when possible, is encouraged.

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

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

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

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

1. Confront the student with your allegations; allow them to explain.
2. If, after consultation, the faculty member believes that the suspicion is valid, the faculty should immediately bring the matter to the attention of the Office of Student Conduct and Integrity (Office). It is strongly advised that the faculty member not attempt to resolve the matter independently but follow the process for reporting such violations and allow the case to be adjudicated. There is a time limit to file charges.
3. Reporting forms may be found here: <https://solomon.longwood.edu/studentconduct/forms--documents/>. Please do not hesitate to contact the Office if you need assistance or advice in completing the form(s).
4. Cases are assigned to the appropriate hearing body based on various factors, including the alleged violation(s), nature of the case, and timeframe. Typically, but not always, faculty may encounter one of a variety of hearing bodies: an Administrative Hearing and Agreed Resolution Officer, the Honor and Conduct Board, or the University Disciplinary Board. The complainant (faculty) is asked to attend to present their information regarding the alleged violation(s).
 - Administrative Hearings are held during business hours (8:15AM-5:00PM), Monday through Friday. They usually last 45-60 minutes.
 - Honor and Conduct Board hearings are held on Monday evenings at 6:00 PM and Tuesday / Thursday afternoons at 4:00 PM. Hearings typically last 45-60 minutes.
 - University Disciplinary Board hearings are held based on the availability of the complainant (faculty) and respondents (students). Hearings typically last between 2-3 hours.

What is involved in a Hearing?

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

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

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

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

Due Process: Due process of law is essentially fundamental fairness. In a student disciplinary hearing, the respondent is entitled to have a presumption of innocence, a clear statement of the allegations against them, a reasonable amount of time to prepare before the hearing to present their defense to the allegations (2 business days' notice is required), and the option to have witnesses testify on their behalf.

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

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

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

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

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

Deliberation: When both parties have finished their presentations, the Complainant is dismissed and the hearing body meets in closed session to determine recommendations for responsibility. After deliberations, the Respondent returns to hear the hearing body's recommendation. The recommendation of the hearing body is a recommendation to the Director of Conduct and Integrity, or designee, who either accepts the recommendation or alters the recommendation and issues the final decision. The decision of the Director will be made in writing and sent to the Respondent via email, the University's official form of communication.

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

Possible Sanctions: All sanctioning is done as appropriate under the circumstances of the case. Faculty members have full authority to impose a reduced or failing grade; the hearing body recommends disciplinary sanctions based on behaviors.

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

The range of possible sanctions that can be imposed include:

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

Note: Faculty retain the authority to remove students from a classroom who disrupt the instructional process and can find remedy through the disciplinary process. If you have any questions or concerns, contact the Office of Student Conduct and Integrity at 434-395-2490 or studentconduct@longwood.edu.