

## **2012-13 Honor Code Review Committee Final Report**

**May 2013**

Respectfully submitted by the 2012-13 Honor Code Review Committee:

Professor Stephen Abbott, Mathematics

Assistant Professor Holly Allen, American Studies

Amy Schlueter '13

Jackie Yordan '13

Matthew Ball '14

Associate Dean for Judicial Affairs and Student Life Karen Guttentag

## 2012-13 Honor Code Review Committee Report Table of Contents

Process Overview.....	Page 3
Executive Summary of HCRC Conclusions and Recommendations.....	Page 5
Honor Code Review Committee Recommendations.....	Page 7
• Strengthen Students' Capacity for Success.....	Page 7
• Strengthen the Honor Code.....	Page 11
• Strengthen Middlebury's Culture of Academic Integrity.....	Page 16
Conclusion.....	Page 18
Report Appendices: Table of Contents.....	Page 19
Appendix A: Executive Summary of HCRC Faculty Honor Code Report.....	Page 20
Appendix B: Honor Code Introduction Expectations for FYSE Instructors.....	Page 25
Appendix C: Text of <i>Honor Code Users' Guide</i> .....	Page 30
Appendix D: Examples of departmental introductions to academic integrity....	Page 41
Appendix E: College Handbook language on sanctions for academic dishonesty	Page 45
Appendix F: Sanctions for Academic Dishonesty, 2007-08 through 2011-12.....	Page 47
Appendix G: College Handbook language on College and department honors...	Page 48
Appendix H: College Handbook language on Disposition without Hearing.....	Page 50
Appendix I: Academic Disciplinary Policies proposed edits.....	Page 51

## 2012-13 Honor Code Review Committee Report

### Process Overview

#### Charge

The constitution of the Middlebury College Honor Code includes the following requirement in *Article IV. Amendment Procedures and Review Committee*:

b. At least every fourth year, a committee consisting of two faculty members, two students (one of whom will be the current co-chair of the Academic Judicial Board), and a member from the Dean of the College Office shall examine the honor system and its operation and make any appropriate recommendations for revision to the faculty and the Community Council. Faculty members will be selected by the Faculty Council, the second student member by the Student Government Association, and the dean by the Dean of the College or his/her designate.

#### Committee Membership

The 2012-13 academic year marks the four-year interval since the last committee review in 2008-09. In the fall of 2012, the 2012-13 Honor Code Review Committee (HCRC) was convened per the process above, as follows:

- Faculty Member: Professor Stephen Abbott, Mathematics
- Faculty Member: Assistant Professor Holly Allen, American Studies
- Academic Judicial Board Co-chair: Amy Schlueter '13
- Academic Judicial Board Co-chair: Jackie Yordan '13
- Student Government Association designee: Matthew Ball '14
- Dean of the College designee: Associate Dean for Judicial Affairs and Student Life Karen Guttentag

#### Agenda and Research

Following the 2008-09 Honor Code review, judicial affairs officer Karen Guttentag (JAO) began recording issues related to the Honor Code that arose or were shared with her in her ongoing work overseeing the adjudication process of alleged violations. When the current HCRC first convened in fall 2012, the list was substantive and reflected a broad range of student and faculty concerns regarding the Honor Code's effectiveness. To further refine our agenda's focus, the HCRC solicited additional input from an array of community stakeholders. This effort included meetings with the following:

- Community Council
- the Student Government Association
- the Academic Deans
- Faculty Council
- President Liebowitz
- the faculty parliamentarian and the former chair of the Academic Judicial Board

- current and former first-year seminar instructors
- Professor Barbara Hofer, regarding her research on parental involvement in academic work

In addition to hearing from these groups, the HCRC also

- arranged for a Community Council/SGA-sponsored Community Forum on the Honor Code;
- administered a survey to the faculty (159 responses received; see **Appendix A**)
- explored a number of web-based plagiarism detection resources;
- surveyed policies and on-line resources at peer institutions; and
- investigated relevant current research on overall effectiveness of various types of honor codes.

## **Executive Summary of Conclusions and Recommendations**

Our major conclusions from this lengthy investigation into the overall health of the Honor Code are best characterized as a mixed bag. Middlebury's Honor Code is not facing a moment of crisis, nor is it functioning with optimal effectiveness. We neither sought nor received evidence related to prevalence trends in academic dishonesty, but our work suggested that violations are not significantly on the rise, and very few faculty have felt compelled to exercise the exam proctoring option introduced in 2009. Sizable majorities of faculty report satisfactory experiences with the judicial process when cases have arisen. Amid these majorities, however, there are still many faculty who are wary of bringing cases forward, and overall community confidence in student adherence to the Honor Code is lukewarm at best. Student ownership and responsibility for the Honor Code—a critical tenet of its founding—is severely waning.

Every constituency we engaged agreed that the Honor Code is vital to the mission of the College and that we could all benefit from having it be a more vibrant and visible component of academic life. To that end, the HCRC has put together a series of recommendations, organized into three categories:

- A. Strengthening Students' Capacity for Success;
- B. Strengthening the Honor Code; and
- C. Strengthening Middlebury's Culture of Academic Integrity.

### **A. Strengthen Students' Capacity for Success**

#### **Problems to address:**

- Inconsistent and limited student training in appropriate source attribution practices and assignment expectations re: authorized assistance, and in the Honor Code.
- Variations in source attribution and authorized aid practices across the curriculum and the faculty.
- Lack of a well-organized, well-publicized on-line resource for citation information.

#### **Recommendations:**

- 1) Creation of an on-line academic integrity tutorial to be incorporated into the first-year seminar.
- 2) Development of brief written departmental introductions into field-specific integrity practices and issues, for use on departmental syllabi and web sites.
- 3) Redesign and promotion of go/citations.
- 4) Avoid unduly tempting or problematic academic situations for students. This is a reiteration of a 2008-09 recommendation re: take-home and self-scheduled exams.

### **B. Strengthen the Honor Code**

#### **Problems to address:**

- Policy language excludes important categories of unacceptable behaviors
- Language of Honor Code pledge may not be effective and it is inconsistently required
- Peer proctoring is largely nonexistent
- Advances in technology (e.g., smart phones, online essay-writing services) create new opportunities for cheating

- Some faculty are not reporting honor violations to the JAO; others are confused about the judicial process in general and the role of the JAO as a resource and consultant
- Source identification for suspected plagiarism is difficult and time consuming

**Recommendations:**

- 1) Edit policy language to
  - (a) incorporate broader categories of prohibited behaviors, and
  - (b) make expectations explicit that faculty are required to contact the JAO when they are aware of possible Honor Code violations.
- 2) Edit policy language so that students who have committed Honor Code infractions are ineligible for College or departmental honors only if they received official College discipline.
- 3) Request that the SGA form an *ad hoc* student committee for 2013-14 to explore ways to increase student ownership of the Honor Code. Some specific topics to investigate:
  - a) What would a modified Honor Code look like without the student reporting requirement?
  - b) What does research suggest re: most effective pledge language?
  - c) Should Middlebury have a policy for hand-held devices during in-class exams?
- 4) Educate faculty about the judicial process and the proper role of the JAO via
  - a) annual reporting of judicial outcomes,
  - b) winter term course for new faculty, and
  - c) adding an Honor Code component to the start-of-semester reminders from the DOF.
- 5) Pilot trial membership to TurnItIn.com in Fall 2013.

**C. Strengthen Middlebury's Culture of Academic Integrity**

**Problems to address:**

- Minimal visibility and community acknowledgement of Honor Code benefits and successes
- Sense among students that, after orientation, there is little or no attention given to the significance of the Honor Code
- Dearth of student leadership in promoting a culture of academic integrity

**Recommendations:**

- 1) Create Honor Code video.
- 2) Collect and disseminate best practices for faculty in discussing academic integrity via
  - a) departmentally based conversations, and
  - b) a pre-faculty meeting discussion or future September faculty meeting discussion.
- 3) Ask the SGA *ad hoc* Student Honor Code Committee (see item B.3) to investigate the possible role of students and student organizations in promoting a culture of academic integrity at Middlebury.
- 4) Support student initiative to display Honor Code signatures in Davis Family Library.

## Honor Code Review Committee Recommendations

### A. Strengthen Students' Capacity for Success

#### Goals

If we aspire to hold students to the highest standards of academic integrity, and we commit to levying significant sanctions when those standards are violated, we must ensure that all students are receiving all of the instruction and tools they need to succeed. This begins with a uniformly strong and consistent introduction to College expectations and to the citation practices that undergird them, and the ability to provide more robust support to those students whose pre-Middlebury preparation creates a steeper learning curve. Students must also have ample opportunity to practice these processes, and must receive ongoing instruction on the nuances of how academic integrity practices are manifested differently across the curriculum. Finally, they must have easily accessible, institutionally sanctioned resources to refer to when they encounter areas of confusion and consulting with their professor is not possible.

#### Problems

##### First-year Seminar Foundation

As the First Year Seminar (FYSE) Program is the only academic corral through which we can ensure that all first-year students will pass, it has been designated the appropriate venue for providing students with a foundation in citation practices, plagiarism awareness, and the community obligations of the Honor Code. Students and faculty alike confirm that our success in establishing this foundation through the FYSE varies considerably. This is primarily a function of the rotating nature, departmental diversity, and multiple expectations of FYSE instructors.

Faculty members are designated to serve as FYSE instructors through a variety of different departmental practices. This means that some are not accustomed to teaching writing preparation courses, and/or have not done so before, or for many years. All FYSE instructors are notified prior to the beginning of the semester of their role in orienting students to the Honor Code and citation practices, and to the related goals we ask them to meet for their students by the conclusion of the semester (see **Appendix B**). However, these goals compete for attention with many other compelling College expectations of this seminar. Additionally, the intentional academic diversity of the seminar instructors creates inconsistency in how these Honor Code expectations are met, as a result of the faculty members' own experiences and fields of expertise. Finally, many professors have had little or no direct involvement in deeper discussions about the nuances of the Honor Code from the student perspective. Although the FYSE instructors are provided with copies of the *Honor Code User's Guide* (see **Appendix C**) for themselves and their students, there is certainly no guarantee that these booklets are reviewed carefully by either party, if at all.

##### Variations in Policies, Practices, and Expectations

Students and faculty alike have expressed the need for one institutionally endorsed resource making explicit our College-wide policies on citation practices and styles, authorized aid, and other policies related to academic integrity expectations for assignments. Regrettably, it is not possible to do so with any precision: just as we find in the broader world of scholarship, these elements not only vary from department to department, but from professor to professor, and indeed, even

within the syllabus for one professor's class. For example, a certain type of collaboration or resource consultation may be permitted for one assignment, but not another. Other variables include but are not limited to what constitutes "general knowledge"; the nuances of acknowledgement when doing group work/field work/lab work; citing sources other than written ones, such as films, mathematical proofs, class lectures, and computer programs; and the appropriate involvement and acknowledgement of parents or CTLR tutors in assignment completion and review.

### On-Line Resources

Although there is no question that some Honor Code infractions are the result of dishonesty and poor judgment rather than lack of information, it is also true that some could be avoided by the provision of a reliable and comprehensive on-line resource for tools, information, and guidance when professors are not available. Middlebury currently provides a Web site that includes some of these tools, [go/citation](#), but it is both poorly publicized and poorly organized.

## **HCRC Recommendations to Strengthen Students' Capacity for Success**

### 1. On-line tutorial on citation practices and the Honor Code

We recommend the creation of an on-line tutorial to be administered by the FYSE instructors within the first two weeks of class. Based on successful models utilized by peer and other institutions (such as a collaborative effort by [Bates, Bowdoin and Colby Colleges](#)), this tutorial will ensure that all first-year students, and all FYSE instructors, are oriented to the same Middlebury-specific policies, language, and resources regarding citation practices and the Honor Code. FYSE instructors can then build upon this foundation during the course, providing students with opportunities to practice and receive feedback, but eliminating the need for each professor to develop this aspect of the course from scratch. The tutorial will be based in the Moodle platform, and will be accessible both through the course hub for FYSE students and on a general citation resource page for access by any student who needs a refresher on key practices and definitions. We also support the creation of a set of recommended assignments and activities that FYSE instructors can adapt to their particular course content to build upon the tutorial content.

*Community Support:* The HCRC held two separate meetings with current and former FYSE faculty, including Director Kathy Skubikowski, and received unanimous support for this recommendation. We have also received support from LIS colleagues Carrie MacFarlane and Joe Antonioli, which included not only assistance in exploring our technological needs but encouragement to utilize the FYSE LIS liaisons in a leadership role in the administration of and follow-up to the tutorial.

*Implementation:* The HCRC has received preliminary approval from the Web Prioritization Committee for the development of this resource, and is currently on track for its introduction for the fall of 2013. We have begun the process of drafting the tutorial's text, and have identified several faculty members who have volunteered to assist with both editing the content, and developing a list of suggested follow-up activities and assignments.

### 2. Departmental Academic Integrity introductions

We recommend that each academic department and program develop a brief written introduction to the source attribution practices and academic integrity issues of their field. This does not preclude the inclusion of additional course-specific information on any individual faculty member's syllabus, but could

provide a general frame of reference from which to build more specific instructions. Several departments, including Psychology and Physics, have already developed this resource (see **Appendix D**) and are using or plan to use it as an attachment to all syllabi. The format of these introductions need not be uniform, but should be developed by the department to best suit its needs and practices and those of its students. Suggested content might include:

- identification of most common citation styles for the field;
- an overview of the kind of work pursued in the field that requires specific instruction re: academic integrity (i.e. group laboratory work; data development; human subject research; journalism; etc.);
- department-wide policies regarding academic integrity if they exist, such as:
  - What constitutes “general knowledge” in the field?
  - What types of assistance are appropriate and inappropriate from parents, lab instructors, CTLR and peer tutors, native speakers, etc.?
- Middlebury and field-specific resources for citation and integrity information; and/or
- brief discussion of “real-world” application of these guidelines in the field.

In addition, we recommend that the Web site of each department and academic program add an Honor Code sub-page that includes this departmental information, as well as a link to the central Honor Code Web site and to *go/citations* (see below).

We feel these efforts could yield multiple benefits:

- By inviting department dialogue on this topic, it may be possible for faculty to identify practices and policies that they wish to institute on a department-wide basis, creating continuity and reducing redundancy in communication and training efforts.
- This dialogue may also result in the identification and sharing of individual faculty members’ best practices in a department’s Honor Code-related efforts.
- Identifying for students the ways in which academic integrity issues are reflected in every field reinforces student awareness of their variety, and students’ responsibility to ensure their own understanding of their application to each assignment.
- Including this information on every syllabus and on every departmental Web site heightens the general visibility of the Honor Code and the values behind it. Although intended to support student success, this initiative would also provide clarity of accountability: students found in violation of the Honor Code would have little room to claim ignorance of expectations and resources.

*Community Support:* The HCRC shared this recommendation with department chairs via email and received positive feedback regarding its utility.

*Implementation:* Members of the HCRC will attend a Departmental Chairs meeting in May 2013 to discuss this and other HCRC recommendations for which department chair leadership is important. We are hopeful that the provision of models and sample content areas to consider will offer helpful scaffolding for department chairs to advance these conversations.

### 3. [Go/citations](#)

We recommend that the [go/citations Web site](#) be redesigned to offer user-friendly, well-organized information on correct citation practices, academic integrity resources, the FYSE academic integrity tutorial, and other educational tools designed to support honest academic success. We further

recommend that the redesigned site be coordinated with and linked to the departmental Honor Code Web sites recommended above to reduce redundancy, and that it be heavily publicized as the College's go-to general online resource for information regarding academic integrity and citation practices.

*Community support and Implementation:* The HCRC met in January with LIS Head of Research and Instruction Carrie MacFarlane to explore this possibility. She responded enthusiastically, offered to lead this endeavor, and has been working with colleagues to research and address these issues in the months that followed. They are currently exploring design, platform and content issues, and hope to continue to work with HCRC members and other students and faculty in anticipation of project completion by June 2013.

#### 4. Restricting temptation

Many honor codes include a commitment from the faculty to avoid conditions that create temptations to violate the Honor Code. While this text is not included in Middlebury's Honor Code, it may nonetheless be a useful consideration in strengthening students' capacity for success. Examples of assignments that invite academic dishonesty include overly generic essay prompts, and exam questions that are identical from one year to the next. Additionally, the 2008-09 HCRC Report noted that self-scheduled and take-home exams often take place under conditions that are "ripe with opportunities to cheat." The Report included the following recommendation:

We believe that faculty should maintain autonomy over their assignments and exams, and thus continue to utilize the options of take-home and self-scheduled exams if they wish. Yet we also recommend that faculty who choose the options of take-home and self-scheduled exams do so with careful regard for providing clear policies on authorized resources, collaboration, and time limits. Self-scheduled exam monitors should be given explicit guidelines for each exam they monitor, and must assume responsibility for making sure that the time-limits for each exam are adhered to. Self-scheduled exam rooms should be designated as open-book or closed-book. Faculty should remind students that sharing any information pertaining to the exam is a violation of the Honor Code.

We learned from the 2012-13 Faculty Honor Code Survey that upon reading this recommendation, several faculty members reported changing their practices regarding take-home exams, but the recommendations regarding increased oversight of the self-scheduled exam process remain unaddressed. While our recommendations are primarily oriented toward enhancing student success rather than policing for potential violations, we reiterate the recommendation of our 2008-09 counterparts that the process of administering self-scheduled exams be thoroughly reviewed to ensure that conditions that are unduly tempting are eliminated, and that peer proctoring can be more effective.

*Community Support:* HCRC meetings with the SGA and with Community Council included expressions of frustration from students and faculty alike with Honor Code violations, consistent with those comments collected and documented by the 2008-09 HCRC.

*Implementation:* We recommend that the Vice President for Academic Affairs determine the appropriate individual or office to oversee a thorough review of this process prior to the Fall 2013 final exam period.

## **B. Strengthening the Honor Code**

### **Goals**

For Middlebury to maintain the highest standards of academic integrity, Honor Code definitions, policies, and practices must be strong and clear. Definitions must balance breadth and precision appropriately. The language of the Honor Code pledge itself should be as effective as possible at reminding students of their commitment to integrity and discouraging deviation from that commitment. Academic sanctions should meet the shared goals of education, deterrence, and promotion of accountability. Finally, the Honor Code must be deeply valued and consistently upheld and enforced by students, faculty and staff, and must be perceived as such by all parties. Students should be confident that across the curriculum, absent mitigating circumstances, the same type of violation will result in a similar disciplinary outcome.

### **Problems**

#### Policy language excludes important categories of unacceptable behaviors

The definition of specific prohibited acts under Middlebury's current Honor Code omits the important category of falsification of data. The definition of plagiarism would benefit from increased clarity, and the definition of cheating is overly precise in restricting its applicability only to examinations, as defined therein. Additionally, there are various other forms of academic dishonesty that are clearly Honor Code violations, but are not covered in the current policy (e.g. telling a professor that an assignment which was never completed had been graded and returned).

#### The Honor Code pledge is inconsistently required and its language is weaker than optimal

The language of the Honor Code pledge itself is adequate, but research suggests that using language that implicates the signer's identity would allow it to be more effective as a deterrent. Additionally, many faculty members do not require the pledge on assignments, or accept lesser versions (e.g. "I did not cheat").

#### Peer-reporting of Honor Code violations is not working

National research shows that when honor codes require students to report peer violations of academic integrity, compliance rates are low).<sup>1</sup> Anecdotal data and survey data gathered over the years reveals that at Middlebury, peer reporting is nearly nonexistent.

#### Advances in technology create new opportunities for cheating

Students have raised concerns about the use of hand-held electronic devices (smart phones) in facilitating cheating, but many faculty fear that addressing this explicitly undermines the implied culture of trust the Honor Code seeks to foster.

#### Some faculty are uninformed and/or disinvested in the Honor Code

The 2012-13 HCRC Honor Code faculty survey revealed that while most faculty members actively adhere to and support the Honor Code's requirements, the faculty as a whole is not uniformly well informed about Honor Code policy and procedures. While many respondents felt the

---

<sup>1</sup> Linda K. Trevino, Donald L. McCabe, and Kenneth D. Butterfield, *Cheating in College: Why Students Do It and What Educators Can Do about It* (Baltimore, Maryland: Johns Hopkins University Press, 2012), 101.

process for adjudicating Honor Code violations was fair and that they were well supported in their role, others expressed more negative or skeptical views. In some cases, this was grounded in personal experience, but other cases were based on general impressions or third-hand reports, and some comments reflected an outdated understanding of how Honor Code violations are adjudicated. Some faculty felt they could only contact the judicial affairs officer if they had an “air tight” case. The survey also revealed that some faculty bypass the Honor Code process altogether, assigning their own penalties or ignoring suspected violations. The result is that the Code is enforced inconsistently and there is no record of the offense.

Source identification for suspected plagiarism is time consuming, and not always successful

A frequently reported reason faculty give for not pursuing cases of suspected plagiarism is that it can be difficult, if not impossible, to find the original source. Without this evidence, it is difficult to bring a case forward with confidence.

## **HCRC Recommendations to Strengthen the Honor Code**

### **1. Strengthen Honor Code language**

We recommend that the Academic Disciplinary Policies be edited and updated as follows:

- a) Add “Falsification of Data” as a prohibited category of behavior;
- b) Expand the prohibition of cheating to cover all academic work rather than just exams;
- c) Expand the prohibition of duplicate use of work to cover all work rather than only written work;
- d) Add the provision that the list of defined prohibited acts is not intended to be exhaustive, creating room to include other forms of academic dishonesty without supplying a list of all possibilities;
- e) Clarify the responsibilities of students and of faculty members, and in particular, the expectation that all faculty members will contact the judicial affairs officer when concerned about possible violations.

Please see **Appendix E** to review the current policy language; a version of the policy with HCRC edits visible; and a version of the policy with edits incorporated. These recommended changes are based on a thorough review of the policies of peer institutions and consideration of the Faculty Honor Code Survey responses, and were favorably reviewed by several faculty colleagues, including the former chair of the Academic Judicial Board, the faculty parliamentarian, and Faculty Council.

Regarding Point (d), the sense of the faculty in the Honor Code Survey supported language that was broad enough to cover a wide variety of prohibited behaviors that violate certain core principles without listing all of those behaviors, but specific enough to provide clear instructions to students, faculty, and adjudicating bodies.

Regarding Point (e), we encourage all faculty to contact the judicial affairs officer not only when they have clear evidence of Honor Code violations, but when they have concerns about “gray areas” or unsubstantiated suspicions. As the central resource for working with alleged Honor Code violations, the

judicial affairs officer regularly works with faculty members in these circumstances to identify possible courses of action. Judicial affairs officer support may include:

- Teaming up with or supporting faculty members for “teachable moment” conversations with students in cases where concerns cannot be substantiated, but there is still an opportunity for education;
- Identifying ways to gather more information about the behavior in question;
- Clarifying whether the concern is more of an academic performance issue than an Honor Code violation, the former of which would allow the professor to address the issue directly;
- Helping professors to communicate with reluctant student witnesses to other students’ alleged violations, or assuming the lead role in doing so per the professor’s comfort level;
- Advising the professor that the evidence is sufficiently concerning that it merits an Honor Code investigation, and walking the professor through that process.

As the judicial affairs officer is also privy to students’ history of Honor Code violations, involving the JAO can help to ensure that repeated violations are responded to appropriately.

*Community Support:* These edits have been vetted and approved by Faculty Council.

*Implementation:* Per the Handbook, these recommendations will be considered by the 2013-14 Community Council, and if ratified, passed on to the faculty for a vote.

## 2. Academic Honors policy

We recommend changing the College Honors and Departmental Honors policies to correspond with disciplinary outcomes. In Middlebury’s Handbook under [“General Disciplinary Process,”](#) the text indicates that the normal outcome for cases of academic honesty infractions is failure of the class, and suspension for a period of time to be determined by the adjudicating body. It also includes the provision that in rare cases where compelling reasons indicate that suspension is not an appropriate outcome, the adjudicating body can assign a sanction of no less than a letter of reprimand (unofficial College discipline), and failure of the assignment or failure of the class (see **Appendix F**). Honor Code infractions are adjudicated by two bodies: the Academic Judicial Board, and the judicial affairs officer when the Disposition Without Hearing option is pursued. Both bodies occasionally encounter cases where mitigating circumstances lead them to assign letters of reprimand rather than suspension (see **Appendix G** for disciplinary data). This type of lenience is almost exclusively applied to cases of plagiarism rather than cases of cheating, and is most often granted to students who are still in their first semester at Middlebury and may still in the process of learning acceptable citation practices. Exceptions have also been applied for students under verified truly extreme personal circumstances, or in cases where a violation has been partially the result of unclear instruction on the part of a faculty member.

Relevant policy language exists elsewhere in the Handbook that intersects with this policy in ways we find troubling. Under [“Academics: Grades and Transcripts, H: College Honors,”](#) (see **Appendix H**) the Handbook indicates the following:

“Students who have been found guilty of academic dishonesty by the Academic Judicial Board, or by the former Judicial Review Board or Student Judicial Council, are ineligible for graduation honors.”

Similar language exists in Section I regarding departmental honors.

We find the Handbook language regarding College and departmental honors to be inconsistent with the language of the General Disciplinary Processes, which suggests that there is room for leniency under certain rare circumstances. We therefore recommend that the language in Sections H and I be modified to accommodate those cases where the adjudicating body felt there were significant mitigating circumstances that dictated a reduction in sanction, as follows:

“Students who have received official College discipline as a result of academic dishonesty ~~by the Academic Judicial Board, or by the former Judicial Review Board or Student Judicial Council,~~ are ineligible for graduation honors.”

This change obviates the need to designate the adjudicating body, as it focuses on the discipline received rather than the finding of culpability. It would require the denial of honors for all students who have received the sanctions of disciplinary academic probation or suspension, but not of those who received letters of reprimand as a result of mitigating circumstances.

*Community Support:* Undetermined.

*Implementation:* Invite a “sense of the faculty” vote at the May 2013 Faculty Meeting. In the event that the result is positive, implement this change in the 2013-14 Handbook. Should the faculty wish for more time to thoroughly discuss this issue, or determine that a different process is required for its approval, the 2013-14 Faculty Council should assume the lead role in advancing this process.

### 3. Formation of an SGA Committee on the Honor Code

Recognizing that Middlebury’s Honor Code was originally formulated by its students, and that the current sense of student ownership of the Honor Code is at a low point, we recommend that the Student Government Association appoint an *ad hoc* Student Honor Code committee. Several questions have arisen in our conversations this year that deserve further examination and seem especially well suited for a student-led committee to investigate. These include:

a) *Consider modifying the Honor Code to eliminate ineffective peer reporting requirement.* National research on honor codes,<sup>2</sup> as well as survey responses from Middlebury students in 2008-09, suggest that a particularly weak link in the chain of Honor Code effectiveness is the expectation that students will report peer Honor Code violations, particularly in the context of unproctored exams. When one part of the Honor Code is ineffective, the entire structure is compromised. Some institutions have moved to “modified honor codes” that exclude the peer reporting mandate as unrealistic and ineffective. The Committee recommends the careful reconsideration of the peer reporting requirement in Middlebury’s Honor Code over the coming year.

b) *Modifying the Honor Pledge.* Current research on academic integrity policies persuasively suggests that Honor Code pledges are most effective when they implicate the signer’s identity and not just their conduct on a particular assignment. For example, a pledge that reads, “I am an honest person and I do honest work” yields higher rates of academic integrity than a pledge that reads, “I did not cheat on this assignment.”<sup>3</sup> Since Middlebury’s current Honor Code pledge

---

<sup>2</sup> Trevino et al., 101, 110-11, 179-80.

<sup>3</sup> Marina Krakovsky, “To Cheat or Not To Cheat: New Research Shows How Subtle Changes in Language Can Lead to More Ethical Behavior,” Stanford Graduate School of Business Newsletter, Monday, November 19, 2012 (<http://www.gsb.stanford.edu/news/research/to-cheat-or-not-to-cheat.html>).

reads, "I have neither given nor received unauthorized aid on this assignment," it falls into the "less effective" category of pledges.

c) *Consider modifying the Honor Code to explicitly address hand-held devices.* A somewhat common anecdote is that smart phones are used to cheat on an in-class exams. This issue was identified and discussed most vigorously by students with whom they spoke, who pointed out that it has not been raised by faculty members because they are less aware of the prevalence of this practice. If a policy requiring the absence of smart phones and similar devices were insisted on by the faculty, it would likely be met as a sign of a lack of trust. A student committee may be able to explore the issues of prevalence, deterrence and policy in more depth, and develop appropriate recommendations.

*Community Support:* The HCRC met with SGA President Charlie Arnowitz and Chief of Staff Anna Esten to explore this possibility, followed by a meeting with the full SGA. All members were in support of the formation of this committee.

*Implementation:* In anticipation of this recommendation, this spring the SGA selected a five-person *ad hoc* Student Honor Code Committee to serve during the 2013-14 year. They have agreed to address these questions, as well as others that come up, including the general challenge of trying to make the Honor Code a more visible component of student academic life at the College.

#### 4. Faculty understanding of and investment in the Honor Code

The faculty survey results indicate that some faculty are reluctant to report violations because they are daunted by the prospect of an onerous hearing process. Such faculty members are unaware that the majority of academic dishonesty cases are resolved through the "Disposition without Hearing" process, which is less time-consuming than the full academic judicial hearing (see **Appendix I**). Faculty reluctance to report Honor Code violations also stems from concerns that the sanctions dictated by the Handbook and assigned by the judicial affairs officer or Academic Judicial Board are either too lenient or too stringent.

The Committee recommends several actions to strengthen faculty investment in the Honor Code:

a) *Support annual reporting of academic judicial outcomes.* Receiving accurate information about the volume and nature of the College's academic disciplinary process and outcomes is a good first step in educating the faculty about the judicial process.

*Community Support and Implementation:* Already undertaken by the Office of the Dean of the College, to be introduced in the Spring of 2013, and every fall thereafter.

b) *Include a substantial introduction to the judicial process as part of the Winter Term course for new faculty.* Although the Honor Code has traditionally been introduced to new faculty during their September orientation, this year, an in-depth exploration was included in the Winter Term course for all new tenure-track faculty. The HCRC recommends the continuation of this practice to ensure that all new faculty have an opportunity to deeply engage the policies and practices of the Honor Code early in their Middlebury careers.

*Community Support and Implementation:* This was requested by this year's new faculty participants, and appears to be a recommended outcome of this year's program.

c) *Include an Honor Code component to the start-of-semester reminders from the DOF.* These reminders could include pointers to various resources, sharing of best practices by colleagues, and a general emphasis engaging in academic honesty discussions with students. As discussed elsewhere, we also recommend that departments formulate language about academic honesty and citation practices that are specific to their fields. The advent of the proposed online academic integrity tutorial, along with improved LIS citation resources, will also assist faculty in achieving more active and consistent engagement with the Honor Code.

*Community Support and Implementation:* The HCRC met with the Academic Deans, who are amenable to sending out reminders to faculty about Honor Code policies and expectations at the start of each semester.

#### 5. Pilot a trial membership to Turnitin.com in Fall of 2013

A major obstacle faculty face in pursuing cases of plagiarism is the daunting and time-consuming task of identifying and documenting the sources of plagiarized material. After considerable research of various on-line free and for-pay plagiarism detection services, the HCRC recommends the pursuit of a one-semester trial membership in TurnItIn.com in order to determine its utility and effectiveness in deterring and identifying student plagiarism. There are, however, important questions to explore as a community regarding how to balance the use of this resource with a commitment to avoid a shift in Middlebury's culture toward a default assumption of student dishonesty.

*Implementation:* TurnItIn.com has agreed to a free one-semester pilot membership for Middlebury College and Monterey Institute for International Studies for Fall 2013. The Academic Deans have approved this undertaking, and agree that the Office of Planning and Assessment will oversee the creation of a team of students, staff and faculty to thoughtfully pilot its use and make a recommendation about further membership. Should full membership be recommended, this team will also review the policies of peer institutions that utilize this resource and recommend appropriate policies that would best serve the Middlebury community.

### **C. Strengthen Middlebury's Culture of Academic Integrity**

#### **Goals**

A community with a robust culture of academic integrity must actively engage and support these principles in multiple ways, across all constituencies, throughout the academic year. Although some of this initiative and structure should come from faculty and administration, students themselves, and student leaders in particular, must play lead roles not only in adhering to the Honor Code, but in promoting a culture of academic integrity and ethical decision-making.

#### **Problems**

##### Lack of visibility and awareness

Student and faculty acknowledgement of the privileges the Honor Code affords them is tepid and inconsistent. In an academic environment where ethical conduct is ostensibly the norm, the benefits the Honor Code provides are often taken for granted. It is important that faculty and students be cognizant of how heavily we rely on the Honor Code to successfully conduct our academic business, and how our practices and culture would change without it.

### Lack of student involvement and ownership

The Honor code is signed by every incoming student during orientation, but after that, student engagement with the Honor Code mainly consists of signing the pledge on designated assignments. For the Honor Code to be a sustained and relevant part of the student experience, it is crucial that its well-being be championed more by the student body than by the faculty or administration.

### Lack of consistent attention to issues of integrity

For some students, the values embodied by the Honor Code are often overshadowed by the desire to perform well academically. There are few opportunities for students to deliberately develop and explore what it means to have a strong ethical framework, and to practice navigating ethically challenging academic and personal situations before they actually occur.

## **HCRC Recommendations to Strengthen the Culture of Academic Integrity**

### 1. Honor Code video

The HCRC recommends the creation of a video that could be accessed by admissions, orientation leaders, FYSE instructors, residential life staff, and others interested in life at the College. The video would consist of interviews with students, faculty, and staff that highlight various ways the Honor Code contributes to personal experiences and campus culture.

*Community Support:* The Office of Communications has indicated their willingness to produce this video at that time, and several students and faculty members have expressed a willingness to participate.

*Implementation:* We recommend that this initiative be postponed until the recommendations from the SGA Student Honor Code Committee are submitted and resolved, so that this video will reflect Middlebury's most current practices.

### 2. Best practices for incorporating ethics/integrity discussions into class

The feedback collected from the HCRC faculty survey revealed professors' interest in learning more from their colleagues about successful ways to introduce and integrate these topics into their classes. Our earlier recommendation (A.2) asks departments to create a written introduction to issues of academic integrity as it relates to their specific field. As part of this process, departments might also try to facilitate more general conversations about effective ways to engage students in discussions about ethics. We also recommend the dedication of a College-wide pre-faculty meeting discussion to this topic, and/or that this issue serve as the primary agenda item for the opening faculty meeting discussion in September of this or some future year.

*Community Support:* This recommendations stems from sentiments expressed in this year's Faculty Honor Code Survey.

*Implementation:* HCRC will be meeting with department chairs and the DOF to discuss recommendations related to departments. We additionally submit these recommendations for consideration by the Academic Deans.

### 3. Student ownership and leadership in promoting a student culture of academic integrity

As described in recommendation B.3, the SGA has agreed to form and oversee a student committee for the school year 2013-2014 to research and make recommendations on several questions related to specifics of the Honor Code. In addition to these questions, we recommend that this committee consider the role that students, and student leaders in particular, should play in actively promoting academic integrity more broadly, and offer concrete recommendations.

*Community Support:* The SGA has indicated their support for this recommendation.

*Implementation:* The *ad hoc* student committee has been created and has agreed to look into this question.

### 4. Display of Honor Code signatures

In the Fall of 2012 in response to an assignment in Professor Pieter Broucke's HARC0100 class, Monuments and Ideas in Western Art, four students proposed that the Honor Code student signatures should be displayed in the Davis Family Library, and that they should be complemented by a significant and related work of art. By moving the signatures from their current location in McCullough to a more highly trafficked area, as well as to a more academic location, they argued that students would receive a reminder of the Honor Code, and of the importance of integrity, with each trip to the library, as would other members of the community. We support the advancement of this proposal.

*Community Support and Implementation:* Pieter Broucke is pursuing this project with the Committee on Art in Public Places, and has thus far received favorable responses.

## Conclusion

During our year of consultation with various campus constituencies, the HCRC found that all groups value the Honor Code and consider it vital to the mission of the College. Yet, as noted throughout our report, many faculty, students, and administrators also expressed frustration with the Honor Code's limitations, and with those of the Middlebury community when we fail to uniformly and fully embrace the practices the Honor Code requires of us.

As noted in the 2008-09 HCRC report, national research studies show that academic honor codes are most effective when they are consistently applied, and when *all community members share responsibility for upholding them*. We believe that at Middlebury, these goals could be significantly advanced if we strengthen students' capacity for success, strengthen the Honor Code itself, and strengthen the culture of academic integrity throughout the College.

For this to happen, the Honor Code must be more fully integrated into the curriculum and the broader intellectual life of the College. Administrators, faculty, and especially students must each play a role in ensuring that Middlebury's Honor Code is more than just "window dressing." Students in particular must claim ownership over the Honor Code's health, and demonstrate leadership in ensuring its effectiveness. We have attempted to provide the scaffolding for this cultural shift by recommending the creation of the 2013-14 *ad hoc* Student Honor Code Committee, and we have high hopes for its success. Yet ultimately, upholding ethical principles of scholarship and learning is an ongoing responsibility, and an ever-present opportunity, that we all share as members of a liberal arts community committed to academic excellence.

## **2012-13 Honor Code Review Committee Appendices**

- Appendix A: Executive Summary of 2012-13 HCRC Faculty Honor Code Survey
- Appendix B: Honor Code expectations provided to First-year Seminar instructors
- Appendix C: Reformatted text from the Honor Code Users' Guide, provided to all FYSE instructors and all FYSE students
- Appendix D: Sample departmental introductions to the Honor Code and academic integrity issues: Psychology department and Physics department
- Appendix E: 2012-13 College Handbook language regarding sanctions for academic honesty violations
- Appendix F: Data on sanctions for Academic Honesty violations, 2007-08 through 2011-12
- Appendix G: 2012-13 College Handbook language regarding College and departmental honors
- Appendix H: 2012-13 College Handbook language regarding Disposition without Hearing process
- Appendix I: Version 1: Current Academic Disciplinary Policies from 2012-13 College Handbook  
Version 2: Academic Disciplinary Policies with proposed edits visible  
Version 3: Academic Disciplinary Policies with proposed edits incorporated

## Appendix A: Executive Summary of 2013 Honor Code Review Committee Faculty Survey

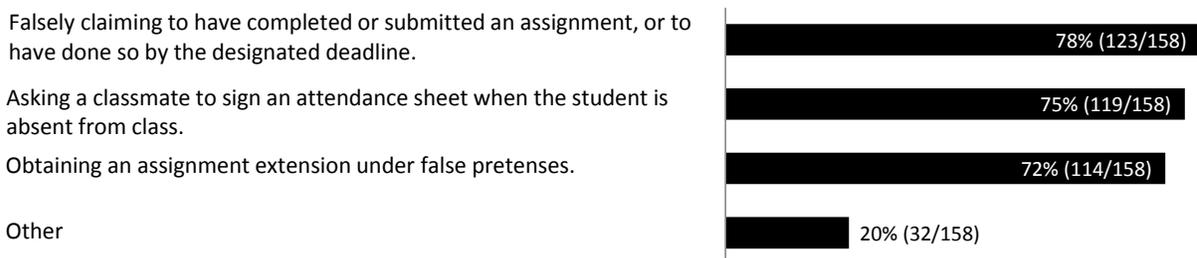
In January, the Honor Code Review Committee (Professor Steve Abbott; Professor Holly Allen; Associate Dean Karen Guttentag; Matt Ball '14; Amy Schlueter '13; Jackie Yordan '13) circulated the following survey to the faculty and received 158 responses. Each question is accompanied by a numerical summary of the data, along with a representative sample of follow-up comments.

### Key take-aways from the survey include

- 1) Strong support to broaden language to encompass other types of dishonesty—e.g., lying to obtain an extension, attendance sheet fraud.
- 2) a) Healthy majorities find the judicial process fair and reasonable; however,  
b) (too) many faculty do not use/trust/fully understand the system. Many do not report concerns, some are handling sanctions on their own.
- 3) Best current practices focus on regular and varied communication between faculty and students about
  - a) assignment expectations
  - b) discipline specific expectations
  - c) general focus on integrity.
- 4) Needs going forward:
  - a) More student responsibility for making the honor system vibrant
  - b) Better on-line tools—a student tutorial, robust plagiarism checker, judicial procedure information
  - c) Regular reminders and conversations among faculty about implementation and annual data.

---

**Middlebury's current definitions of academic dishonesty include plagiarism, cheating, and submitting duplicate work. However, there are other instances of dishonesty in the academic realm that do not directly involve the actual content of work. Would you be in favor of expanding the Honor Code to include any of the following actions? Please check all that apply.**



### Major positions reflected in 28 comments:

- i) General preference for including these kinds of behaviors within broader language. (11)
  - ii) Some interest in including them as lesser offenses or ones that can be dealt with in class. (8)
  - iii) Concern that adding to an itemized list of violations adds to the enforcing obligation for faculty. (5)
  - iv) Don't change the current language. (5)
-

**If you believed you had an Honor Code violation but DID NOT REPORT it to the judicial affairs officer, what action, if any, did you take, and why?**

Major positions reflected in 65 comments

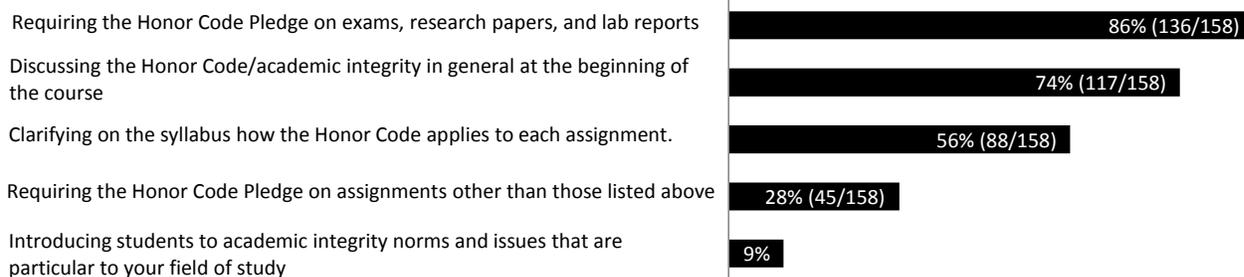
- i) **Lack of hard evidence** (26)
  - “could not find the source [of the plagiarism] so felt I couldn’t report it”
- ii) **Felt it was a misunderstanding or misdemeanor-level offense** (18)
  - “...citation errors were honest mistakes. I approached the student directly to discuss.”  
“I did not believe that students understood what was and was not allowed” “no attempt to deceive”
- iii) **Handled it independently** (17), typically by giving grade penalties and/or asking for the assignment to be resubmitted. Motivations included: student admitted to violation; reporting seems onerous; lack of familiarity with process; misinformation about judicial process.

**If you believed you had an Honor Code violation and REPORTED IT, please share any thoughts you have on the process that ensued.**

Major positions reflected in 50 comments

- i) **Fair and reasonable** (35)
  - “really impressed” “kudos for our process—it went smoothly and well”
- ii) **Unsatisfied with process:** (9) Penalties are too lenient and process too time-consuming.
  - “a lot of work for me and a slap on the wrist for student” “summer suspensions meaningless”
- iii) **A few isolated strong objections:**
  - “too legalistic” “I was asked irrelevant, accusatory questions during the hearing”

**Which of the following are regular practices for you, if any? Please check all that apply.**



Major positions reflected in 25 comments:

- i) **Importance of clarifying expectations.** (7)
  - “I find discussing expectations to be critical. Each field has their own expectations of what is appropriate and what is not. Although we’ve been working in the field for a long time and know those expectations, students often do not.”
  - “I now give examples during an actual class period of very bad paraphrasing that is actually plagiarism. This is uncomfortable and awkward to do and the students are always kind of mad at me when I have subjected them to this. However, I have had less plagiarism recently.”

- ii) **Acknowledgement of the importance of these practices and belief that faculty could be doing more.** (4)
    - “This is an area here faculty efforts are falling short. It is very important that we do this!”
  - iii) **Recognition of benefits of talking not just about policy but about ethics and integrity.** (4)
    - “Having an Honor Code that matters helps, and will likely lessen cheating, but talking about academic integrity, and making the definition explicit, regularly, might matter more.”
  - iv) **Sense of futility of additional Honor Code discussion.** (4)
    - “I refuse to waste valuable class time covering academic dishonesty, and dishonesty, *ad nauseum*.”
- 

**What best practices, if any, have you found to be most helpful in promoting an environment of academic integrity in your classes?**

1. Talking to students about academic honesty, the Honor Code, and the value of integrity (33)
  2. Prevention: “cheat proof” assignments; limiting take-home or self-scheduled exams; requiring drafts with revisions; exam spaces that allow students to spread out; restricting laptop/smartphone access (20)
  3. Providing clear instructions, and emphasizing instructor availability for further clarification as needed (18)
  4. Facilitating student discussion about integrity and cheating (11)
  5. Offering flexible policies to reduce deadline stress that might lead to plagiarism (7)
  6. Providing real-world examples of academic integrity issues in the field, or past cases at Middlebury, and exemplifying correct citation in all coursework (7)
  7. Articulating personal commitment to holding students accountable through our process (4)
- 

**Maintaining an environment of academic integrity is a shared responsibility between faculty members, administrators, and students. What should be the minimum expectations of all faculty in this partnership?**

- **Mandatory reporting to JAO by faculty:** (7 comments, very mixed)
    - “Colleagues tell me they prefer to deal with issues on their own. This is a mistake.”
    - “Let faculty member use his/her own judgment, case by case.”
    - “I didn’t when I was in a position to do so. I need to know more about the process.”
    - Define “any concern,” as in, contact JAO when “any concern” arises.
  - **Emphasizing spirit of the honor code over enacting new requirements and a more legal approach.**
    - “hovering like a hawk over every assignment can actually gut the honor code.”
  - **Student responsibility:**
    - “if students won’t accept responsibility for reporting, faculty need to proctor exams.”
-

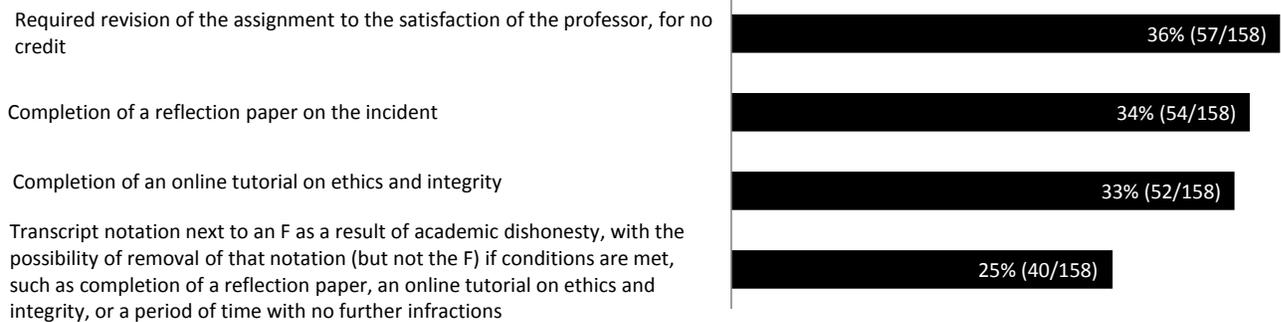
**Do you feel you have a clear understanding of Middlebury’s academic disciplinary policies and adjudication process?**



**What additional information would be helpful to you?**

- Reference guide of next steps if an Honor Code violation is suspected
- Overview of possible sanctions and outcomes
- More opportunities for judicial affairs officer and Commons deans to talk with faculty at general or department meetings about these issues
- Middlebury statistics about judicial cases and outcomes
- Annual refresher of policies and resources by email, or built into first faculty meeting
- Accurate information about expected time commitment for faculty when students are charged

**The faculty reaffirmed in 1997 that the normal outcome for cases of academic dishonesty is suspension (for a time period determined by the adjudicator) and failure of the class. In rare cases where this is not appropriate, the adjudicating body can assign no less than a reprimand and either failure of the assignment or failure of the class. Would you be in favor of considering the addition of any of the options below to the possible range of sanctions? Please check as many as apply.**



**Major positions reflected in 23 comments:**

- Responses suggested this question was unclear: some read it to suggest these options *instead of* suspension and assignment/class failure rather than *in* addition to these sanctions.
- A generally strong negative attitude expressed toward these suggestions (18 /23). Several misunderstand the transcript notation (current policy and the proposal).
- One interesting topic for discussion: “faculty member in question should be involved in setting the sanction level, as that affects the course grade.”

**What support would be helpful to you in the promotion of academic integrity and responding to potential infractions?**

- None needed; current support is good (42/158)
  - Stronger and more consistent orientation of first years—writing class or on-line tutorial (11/158)
  - Judicial information: how the process works, sanctions, data on cases and outcomes (8/158)
  - On line tool for detecting plagiarism (7/158)
  - Regular reminders about Honor Code to students: semi-annual emails; standard handouts to add to syllabi; reinforcing after first year (7/158)
  - Better faculty adherence/consistency in reporting violations (5/158)
  - Discussion of how to navigate the gray areas (5/158)
  - Improved judicial system: professors not in prosecutorial role; stronger sanctions (5/158)
  - More discussion at faculty and department meetings, and commitment to doing so regularly (5/158)
  - Support for new and junior faculty (4/158)
  - Faculty best practices: syllabus language, confronting students, explaining academic dishonesty (3/158)
- 

**Please share any additional thoughts you have on Middlebury's Honor Code, and on the promotion of academic integrity at Middlebury.**

- More discussion about online research and pedagogical movement toward more collaborative work.
  - Put signatures in lobby of Davis library
  - Assistance in evidence gathering
  - Attention to international students
  - Bring stress levels down
  - Institute a faculty honor code
  - The Honor Code “just needs ongoing attention; like a good risotto, keep stirring”
-

## Appendix B : Honor Code Introduction Expectations for First-year Seminar Instructors

### New Student Introduction to Citation Practices, Plagiarism and the Honor Code: 2012-13

New students are introduced to Middlebury's academic integrity expectations in multiple stages, two of which involve the leadership of the first-year seminar instructors. Each step is designed to be appropriate to the student's level of involvement with the College and to take advantage of the perspective of the presenters.

#### Step I: Honor Code Matriculation Card

Students sign and return a card sent to them with their admission acceptance materials indicating that they are aware of Middlebury's Honor Code and intend to abide by it. This emphasizes its importance immediately, and indicates that agreeing to matriculate and to abide by the Honor Code go hand in hand.

#### Step II: Initial Honor Code Introduction with First-year Seminar Instructor

You will be provided with an *Honor Code User's Guide* for each of your students. It includes considerable Q and A intended to introduce students to the logistics of the Honor Code and how it functions at Middlebury. Please review it yourself so you and your students are on the same page.

At the first FYSE class meeting during Orientation, please hand out the *User's Guide* to each student and share your own version of the following information with them. This will provide important context for the Commons-led presentations and signing of the Honor Code that take place later in the week:

- This guide includes the Honor Code text, as well as Q and A to explain how it works.
- There will be a Commons-led Honor Code presentation later in the week. This is when you will actually sign the Honor Code. Your signatures will be displayed in McCullough for the next four years.
- Please read through the *User's Guide* before that meeting so you know what it is you're signing and can identify any questions you may have.
- We'll review the Honor Code, and citation practices, in more detail throughout the semester but in the meantime, please ask questions of me or any of your instructors if you are unclear about academic integrity or correct citation practices.

#### Step III: Honor Code Presentation

All students are required to attend a Commons-led Honor Code introduction later in the week at which they will hear from first-year counselors about why they value the Honor Code, and the environment of integrity, respect and trust it is intended to support. All students sign the Honor Code at this presentation.

#### Step IV: Ongoing Exploration of Working with Integrity throughout the FYSE

Depending on the subject matter and assignment structure, each FYSE presents different opportunities to underscore some of the key principles of doing honest work. Helping new students to internalize these principles may be accomplished most effectively by identifying opportunities to raise and discuss them throughout the course rather than through one presentation at the beginning of the semester.

By the end of the first-year seminar, we ask that all students will have had the following:

1. Varied discussions about Middlebury's values and expectations re: honesty and integrity
2. Clear instruction on proper citation technique and multiple opportunities to practice
3. Acknowledgement of differing practices for different fields, and of students' responsibility to seek clarification as needed
4. Awareness of resources (such as "go/citation," academic advisors, deans, reference librarians) to help students gain proficiency in citation practices, and to help them address any issues that may arise about academic honesty (or dishonesty).

As you think about how best to accomplish this, it may be helpful to review your syllabus with the following questions in mind:

- Where are opportunities to talk about citation practices not just from a technical perspective, but as part of the rules of scholarship around the world? In other words, exploring the question of why citation is important in general, and how these issues play out in your academic field.
- Is there course content through which you explore issues of personal responsibility, community, honesty and/or integrity? If so, is there a way to connect this content with discussion of student responsibilities as part of the academic community, the Honor Code, etc.?

You may wish to do a mid-semester check-in with students, exploring the following questions:

- How well do you feel you understand citation practices at this point?
- What resources are you aware of to help you gain confidence in citing sources accurately?

Finally, it may be helpful to know that when first-year students are involved in cases of plagiarism, it is a common practice to consider what kind of training they received in their first-year seminar to ensure that we have met our obligations as an institution, and that the responsibility for the violation is indeed the student's.

Thank you again for the key role you play in introducing students to this critical aspect of their academic experience at Middlebury. Please feel free to contact Associate Dean for Judicial Affairs and Student Life Karen Guttentag with any questions or feedback at [kguttent@middlebury.edu](mailto:kguttent@middlebury.edu) or x2024.

## Honor Code FAQs for Faculty

### What are some recommended best practices for helping students to understand academic integrity?

- Students respond very positively when professors take time to discuss not only the logistics of their assignments *vis a vis* the Honor Code, but broader issues of academic integrity in the context of their field and of their class. For one professor's especially thorough approach, see: [http://www.jmu.edu/honor/wm\\_library/Letter%20To%20My%20Students.htm](http://www.jmu.edu/honor/wm_library/Letter%20To%20My%20Students.htm).
- This article identifies some of the common factors other than fundamental dishonesty that lead students to plagiarize, and suggests strategies professors can use to respond constructively: <http://facstaff.elon.edu/sullivan/cheatpap.htm>.
- It is helpful to include with each assignment specific instructions on what kind of assistance is and is not permitted. Issues to consider include sharing group-generated data; proof-reading by native speakers in language courses; parental collaboration; use of tutors, etc. It is additionally helpful to include in your syllabus a clear policy on late assignment submissions.
- Plagiarism resulting from group or pair work has been a challenge at Middlebury, so it is helpful to be explicit about reminding students that they are responsible for the integrity of the entire project, not just their contribution, and to encourage them to discuss with their partner or team how they will ensure that all sources are cited.
- Students are less likely to cheat on assignments when the work's intrinsic value is clear to them, and more likely to cheat when they perceive an assignment to be "busywork."<sup>4</sup> It may be helpful to make the goals of your assignments as transparent as possible.
- Reinforce expectations for students by contacting the judicial affairs officer whenever you suspect Honor Code violations. For the Honor Code to be an effective deterrent to academic dishonesty, students must expect that they will be consistently held accountable for violations.

### How do I make a distinction between a few sloppy citations and a case of plagiarism requiring a report?

There is no formula for making this distinction. In cases where you find yourself in this kind of gray area, it's helpful to contact Karen Guttentag, who can review your situation and provide some broader institutional context for how cases like this have been handled in the past.

### How important is it to require the Honor Code pledge?

According to Middlebury's Honor Code, all students must sign the statement "I have neither given nor received unauthorized aid on this assignment" on all exams research papers, and lab reports, and faculty may require it on other assignments as they wish. While some have questioned the necessity of this step, in the 2008-09 Honor Code Review, a surprising number of students reported finding this to be a very meaningful affirmation of their integrity. It therefore continues to be encouraged as standard practice.

### How much cheating/plagiarism happens at Middlebury?

Each year approximately 10-20 cases of cheating or plagiarism are referred to the judicial affairs officer. Of these cases, the majority involve plagiarism rather than cheating. However, in a 2008 survey of 484 students conducted by an Economics student, 36% admitted to giving unauthorized aid during their college career. Among those who admitted to academic dishonesty, 33% reported that they engage in such behavior at least once a semester. More than half of all sophomores, juniors and seniors (54%) witnessed academic dishonesty by others, and in 97% of these instances they did not report the incident.

### What happens if I think I have a case of cheating or plagiarism?

Contact Karen Guttentag (Associate Dean for Judicial Affairs and Student Life). You'll talk through your situation and determine if there is enough evidence to move forward. When moving forward, the professor notifies the student that because of concerns about a possible Honor Code violation, they have referred the case to the judicial affairs officer. The professor then provides the judicial affairs officer with a statement describing the cause for concern, as well as any supporting documents, such as original source materials and syllabi. For more information on this process, see [go/honorcode](#).

### Do all reports of Honor Code violations result in a judicial hearing?

No. When students accept responsibility for violating the Honor Code at the outset, it is possible to resolve the case through the Disposition without Hearing option, through which the judicial affairs officer assigns a sanction that approximates the sanction a board would likely assign. This is done in close consultation with the professor, as sanctions usually include failure of the assignment or failure of the class, as well as a reprimand or short-term suspension of some kind.

When students contest the charges, or when there are multiple students involved, the case is generally referred to the Academic Judicial Board. More information about the judicial process is available at [go/judicial](#). In 2011-12, 14 cases were handled through Disposition without Hearing, and 4 were handled through AJB hearings.

### Can I proctor exams if I want to?

The Honor Code includes the following provisions:

c. The Dean of the College may grant an instructor permission to proctor an examination in his or her course when the instructor has communicated to the Dean of the College that she or he has a concern that students will cheat in examinations in the course. Authorization will apply to the remainder of the semester.

i) Communication of concern may take the form of an e-mail to the Dean of the College.

---

<sup>4</sup> Gus Jordan, "Academic Integrity at Middlebury College" (report to the Middlebury faculty, October 1, 2001).

ii) Instructors who have concerns about cheating and wish to proctor must make a formal announcement to the class both in class and in e-mail form at least 24 hours prior to the examination. The Dean of the College must be copied on the announcement e-mail.

iii) Students may register complaints or concerns about the method of proctoring with the Dean of the College.

Since this provision was added in the fall of 2009, as of fall 2011, two professors had chosen to proctor exams.

## Appendix C: Reformatted text of the *Honor Code Users' Guide*, provided to all FYSE instructors and students



# Middlebury

The Middlebury College Undergraduate Honor Code was written for students, by students, in 1965. Since that time, it has been actively reviewed, amended, and reaffirmed by the student body, which voted in important new changes as recently as the spring of 2009.

As noted in the ***Preamble to its constitution***,

“The students of Middlebury College believe that individual undergraduates must assume responsibility for their own integrity on all assigned academic work. This constitution has been written and implemented by students in a community of individuals that values academic integrity as a way of life. The Middlebury student body, then, declares its commitment to an honor system that fosters moral growth and to a code that will not tolerate academic dishonesty in the College community.”

This *User's Guide* includes the following:

- Middlebury's Academic Disciplinary Policies
- Constitution of the Undergraduate Honor System
- Honor Code Questions and Answers
- Resources

We welcome you to Middlebury's community of scholars, and we look forward to your contributions.

*Prepared by the Office of the Dean of Students, 2012-13*

**NOTE: this resource has been reformatted for inclusion in the 2012-13 Honor Code Review Committee Report; page numbers are therefore incorrect and have been removed)**

## **Table of Contents**

### *Academic Disciplinary Policies*

- A. Introduction
- B. Academic Honesty
- C. Undergraduate Honor System

### *Honor Code Questions and Answers*

- What is the basic premise of the honor code?
- Why should I care if other students cheat?
- Who “owns” the honor code?
- If I don’t understand citation practices, is this my fault?
- I don’t feel confident that I understand citation practices. What should I do?
- Why do citation styles differ for different departments?
- What if I mess up a citation by mistake?
- Does the honor code mean I can’t study with a friend?
- Is it okay for me to share drafts of my work with my parents?
- Do I have to write the Academic Honesty Statement on every piece of work I turn in?
- What is considered academic dishonesty?
- What if it’s 3:00 a.m. and my paper is due at 8:00 a.m., and I just have to get it done?
- How do professors find out if material has been plagiarized?
- What do I do if I think a fellow student has violated the honor code?
- If I take action to hold another student accountable for violating the honor code, will I be informed of the outcome?
- What if I am accused of violating the honor code myself?
- What happens if I am found guilty of violating the honor code?
- Why is plagiarism considered a *moral* violation?
- Should I be afraid of the honor code?
- Does the fact that Middlebury has an honor code mean that lots of Middlebury students cheat?
- How does the Middlebury community feel about the honor code?
- I’m still a little overwhelmed.

### *Additional Resources*

From the *Middlebury College Handbook*:

## **Academic Disciplinary Policies**

### **A. Introduction**

As an academic community devoted to the life of the mind, Middlebury College requires of every student complete intellectual honesty in the preparation of all assigned academic work.

### **B. Academic Honesty**

#### **1. Definitions**

##### ***a. Plagiarism***

Plagiarism is a violation of intellectual honesty. Plagiarism is passing off another person's work as one's own. It is taking and presenting as one's own the ideas, research, writings, creations, or inventions of another. It makes no difference whether the source is a student or a professional in some field. For example, in written work, whenever as much as a sentence or key phrase is taken from the work of another without specific citation of the source, the issue of plagiarism arises.

Paraphrasing is the close restatement of another's idea using approximately the language of the original. Paraphrasing without acknowledgment of authorship is also plagiarism and is as serious a violation as an unacknowledged quotation.

##### ***b. Cheating***

Cheating is defined as giving or attempting to give or receive during an examination any aid unauthorized by the instructor. An examination is any quiz, pre-announced test, hourly examination, or final examination. Take-home(s) examinations will ordinarily be considered as examinations.

##### ***c. Duplicate Use of Written Work***

A paper submitted to meet the requirements of a particular course is assumed to be work completed for that course; the same paper, or substantially similar papers, may not be used to meet the requirements of two different courses, in the same or different terms, without the prior consent of each faculty member involved. Students incorporating similar material in more than one paper are required to confirm each professor's expectations in advance.

#### **2. Student Responsibilities**

It is the responsibility of the student to sign the Honor Code pledge on all examinations, research papers, and laboratory reports. Faculty members reserve the right to require the signed Honor Code pledge on other kinds of assigned academic work. The student must write in full and sign the statement, "I have neither given nor received unauthorized aid on this assignment." Graded assignments should be the work of the individual student, unless otherwise directed by the instructor. The individual student is responsible for ensuring that his or her work does not involve plagiarism. Ignorance of the nature of

plagiarism or of College rules may not be offered as a mitigating circumstance. Students with uncertainties and questions on matters relating to footnoting, citation of sources, paraphrasing lecture notes, and proper recognition of collaborative work on homework assignments and laboratory reports should consult with the course instructor for whom they are preparing work.

### **3. Role of the Faculty**

At the beginning of each term, instructors are strongly encouraged to discuss or include on their syllabus the College's policies governing academic honesty as they relate to a particular course. Faculty reserve the right to require the signed Honor Code pledge before grading any assigned academic work. Questions or concerns regarding the faculty's role under the Honor Code may be directed to the Judicial Affairs Officer.

### **C. Undergraduate Honor System**

#### **Constitution of the Undergraduate Honor System**

All assigned academic work is conducted under the terms of the Undergraduate Honor System, which follows in full:

#### **Preamble**

The students of Middlebury College believe that individual undergraduates must assume responsibility for their own integrity on all assigned academic work. This constitution has been written and implemented by students in a community of individuals that values academic integrity as a way of life. The Middlebury student body, then, declares its commitment to an honor system that fosters moral growth and to a code that will not tolerate academic dishonesty in the College community.

#### **Article I: Honor System**

- a.** Before enrolling in Middlebury College each student must agree to abide by and uphold this honor system. Additional commitments to the honor system should be part of orientation week activities.
- b.** The Judicial Affairs Officer shall prepare a statement for all incoming students describing the aims and operation of the academic honor system. The Judicial Affairs Officer will be responsible for an orientation session during orientation week so that all new students fully understand the system.
- c.** The Academic Judicial Board will meet annually at the beginning of the fall term with deans from the Office of the Dean of the College, the Community Judicial Board, and the Judicial Appeals Board to review the honor system and to orient new members.

#### **Article II: Examination Procedure**

- a.** Only authorized materials may be used during an examination.

**b.** No proctors will be present during examinations, unless specific authorization has been given by the Dean of the College.

**c.** The Dean of the College may grant an instructor permission to proctor an examination in his or her course when the instructor has communicated to the Dean of the College that she or he has a concern that students will cheat in examinations in the course. Authorization will apply to the remainder of the semester.

i) Communication of concern may take the form of an e-mail to the Dean of the College.

ii) Instructors who have concerns about cheating and wish to proctor must make a formal announcement to the class both in class and in e-mail form at least 24 hours prior to the examination. The Dean of the College must be copied on the announcement e-mail.

iii) Students may register complaints or concerns about the method of proctoring with the Dean of the College.

**d.** When an instructor's presence in the exam is required because of the nature of the exam (e.g. slides), the instructor should receive permission from the Dean of the College and notify the class in advance.

**e.** The instructor will remain in the examination room for no more than 15 minutes after the start of an examination. He or she may return during the examination to check on any further problems that students may have with examination questions or general procedure, only if he or she announces his or her intention to do so at the beginning of the examination. Instructors will remain in the general area for questions for the duration of the examination period.

**f.** During the examination each student will have complete freedom of action providing he or she does not interfere with the work of others. Except in the case of take-home examinations, no examination papers will be taken from the room except to consult with the instructor.

### **Article III: Violations of the Honor Code, Procedures, and Disciplinary Actions**

**a.** Any member of the College community (student, faculty, or administrator) who is aware of a case of academic dishonesty is morally obligated to report it to the professor or the Judicial Affairs Officer.

**b.** Those who cheat are morally obliged to report their own offense to the professor or the Judicial Affairs Officer.

**c.** Alleged violations will be handled according to the academic disciplinary policies of the current Middlebury College Handbook.

**d.** For cases that are heard by the Academic Judicial Board, if seven members of the Academic Judicial Board are present, six votes are needed for a decision of guilt. If six members are present, five votes are needed.

**e.** Any infraction of the honor system is normally punishable by suspension from the College. However, the penalty may be modified when, in the opinion of the Academic Judicial Board, conclusive reasons warrant such action.

**f.** Should the accused be found not guilty, all records of the proceeding will be destroyed.

**g.** Right of Appeal: A student found guilty of an offense will have the right of appeal to the Judicial Appeals Board in all cases.

**h.** All deliberations of the Academic Judicial Board concerning violations of the honor system will be conducted in confidence.

## Honor Code Questions and Answers

### What is the basic premise of the honor code?

There is a basic *quid pro quo*, or “this for that” arrangement at the heart of Middlebury’s honor code. Faculty agree that they will support an intellectual environment of trust and respect for students by giving unproctored exams in which they are available nearby to answer questions, but do not hover over students to monitor potential cheaters. Students, in exchange, agree to two things: 1) that you yourselves will not cheat, plagiarize, or duplicate work on separate assignments, and 2) that you will not tolerate these behaviors in other students and will take action if you become aware of other students’ honor code violations. For the honor code to succeed, it is essential that *all three commitments*—one from the faculty, two from the students—be upheld. If they are not, professors do have permission to proctor exams if they suspect dishonesty.

### Why should I care if other students cheat? They’re only hurting themselves.

Not true. The dishonesty of even one student has a direct impact on Middlebury’s entire academic community in several ways. Professors are human: when a student they trust and respect violates that trust, it can erode their confidence in the integrity of the entire class, even those students who may be conducting themselves honorably. As a result, professors become more limited in the kinds of assignments they offer. Rather than teaching in the most creative and effective ways, they may develop “cheat-proof” assignments that may be less interesting and valuable ways to explore the material. Additionally, many professors use an informal curve to grade their assignments. That is, they review each assignment, determine which are the best, and use those top assignments to set the grading scale for the class. Students whose dishonestly produced work is deemed to be the best thereby have a direct negative impact on the grades of their fellow students. Finally, your signature on the honor code means that you have made a personal commitment to abide by this policy, which requires you to hold your peers accountable for abiding by it as well—in essence, to care about the integrity and growth of others.

### Who “owns” the honor code? Is this something the faculty and administration are imposing on students because they don’t trust us?

Middlebury’s honor code was initiated and developed by students, and its constitution can only be amended by students.

### If I don’t understand citation practices, is this my fault? Isn’t it the obligation of the professor or the College to teach me?

Learning the rules of scholarship is a shared responsibility. It is the responsibility of the faculty to make their expectations clear, including citation style requirements; to communicate them to their students; and to clarify their policies as needed. It is the responsibility of students to take the initiative to learn professors’ expectations, to adhere to them, and to seek clarification if you are confused.

### I don’t feel confident that I understand standard citation practices. What should I do?

Visit the Center for Teaching, Learning and Research (CTLR), located in Library Suite 225. A member of the staff and/or a librarian can meet with you individually to clarify the citation process and can direct

you to additional on-line citation resources, including [go/citations](#) on the Middlebury Web site. See the “Writing and Plagiarism” section at the bottom of that page in particular.

Why do citation styles differ for different departments? Why can't we just have one citation style for the whole College?

Because citation policies *are* different for different fields of scholarship, not just for papers, but for labs, language translation, artistic work, computer programming, etc. Your professors will specify their preferred citation style(s). Nonetheless, regardless of the field, all departmental citation styles are based on the fundamental expectation that direct quotes and the ideas of others will be acknowledged with the appropriate citations.

What if I mess up a citation by mistake? Will I be accused of violating the honor code?

The cases that result in honor code violation charges are egregious: not one or two incorrect citations, but a clear misattribution of sources, consistent failure to note direct quotations, obvious plagiarism or cheating, submission of duplicate work, or dishonesty. Charges don't result from nitpicky professors but from significant violations, which includes unacceptable degrees of sloppiness.

Does the honor code mean I can't study with a friend, ask someone to proofread a paper, work with a tutor, or collaborate in other ways?

Each professor has her or his own requirements regarding the permissibility of note sharing, proofing, using tutors, sharing group-generated lab data, and other collaborative work. Some professors explicitly encourage group work, peer review, or using tutors; others expect that all work will be completed with no outside help. Professors are strongly encouraged to provide very specific information on their syllabi indicating how the honor code should be applied to their particular assignments. If you are ever in doubt about whether an action is permissible, *ask your professor*.

Is it okay for me to share drafts of my work with my parents?

In general, it is not. On this topic, nationally recognized ethicist Randy Cohen once observed on National Public Radio that “the purpose of college is to become an educated person.” He went on to note that although some kinds of parental input—rich discussions about topics, for example—do not compromise this goal, others, such as proofreading for grammar or accuracy, do (March 11, 2007, NPR). It is best to check with your professor before sharing assignments with parents to make sure you are clear on what kind of input is permitted.

Do I have to write the Academic Honesty Statement on every piece of work I turn in?

Middlebury's Academic Honesty Statement reads as follows: “*I have neither given nor received unauthorized aid on this assignment.*” The honor code requires all students to sign it on all exams, research papers, and lab reports, although some professors are more casual about this. Professors may choose to require its inclusion on other assignments as well.

### What is considered academic dishonesty?

Review the Academic Disciplinary Policies at the beginning of this guide. Although definitions of certain terms are offered, it is not possible to list every example of what might constitute academic dishonesty. The key concept is that “Middlebury College requires of every student complete intellectual honesty in the preparation of all assigned work.” Pay particular attention to the text found under *Student Responsibilities*: “Ignorance of the nature of plagiarism or of College rules may not be offered as a mitigating circumstance.” If you are uncertain about a particular situation, ask your professor.

### What if it’s 3:00 a.m. and my paper is due at 8:00 a.m., and I just *have* to get it done? Skipping a few steps in the citation process seems minor, especially if most of the rest of the paper is original.

Students who are found guilty of plagiarism often relate this scenario: they were under pressure to meet a deadline, and either became sloppy with their citations in the rush, or felt that they just needed to do whatever was necessary to meet their deadline, even if this meant using someone else’s text without acknowledgment. If you find yourself in this situation, there are *many* other options besides compromising your integrity, disappointing your professor and risking academic failure and suspension. Consider the following choices: A) contact your professor first thing in the morning and ask for an extension. If an extension is not possible, explain that you will turn in your work late, and that you understand that your grade may be lowered as a result, and choose to take a slightly lower grade (many professors have late-assignment policies in their syllabi). B) If you cannot complete the work under any circumstances, meet with your professor and explain the situation. If you are coping with a legitimate emergency, talk with both your professor and your Commons dean; it is likely that an extension can be arranged without penalty. Students who have been found guilty of honor code violations often realize in hindsight that they would have been much smarter to simply take an extra day and a lower grade.

### How do professors find out if material has been plagiarized?

Professors are professional researchers in their field. They are skilled at close readings of text, and they are very familiar with the literature of their discipline. Faculty are sometimes alerted to plagiarism when a student’s written voice seems to change style within a paper; when an analysis or example seems familiar to them; or if a student is demonstrating a level of mastery of the topic that is not consistent with his or her previous performance. Specially developed electronic search engines have made it quite easy for faculty to discover if text has been taken from another source.

### What do I do if I think a fellow student has violated the honor code?

The honor code relies on students holding themselves *and each other* to its very reasonable standards; this is the responsibility each student assumes in exchange for the privileges of unproctored and take-home exams. Students who believe that a fellow student has violated the honor code are encouraged to speak directly with that student to ask him or her to turn him- or herself in to the professor. We understand that this approach is neither easy nor comfortable, but it is an option that allows accused students to take the “high road” and take responsibility for their actions at the outset. If you need support or guidance before taking this step, speak with a trusted friend who can join you in your

conversation (there's strength in numbers!), or talk with a dean, staff member, or professor about the best way to proceed. Alternatively, you may share your concerns directly with your professor, your advisor, or another member of the staff or faculty who can help you to develop a plan. We expect, however, that students who are aware of academic dishonesty will take some form of positive action to resolve the situation and bring the issue to the attention of a dean or professor. For more information, visit the honor code Web page for students: [go/honorcode](#).

If I take action to hold another student accountable for violating the honor code, will I be informed of the outcome?

In some cases. All charges of honor code violations, and their resolutions, are posted in "sanitized" version on Middlebury's judicial log ([go/judiciallog](#)). However, in cases where there is insufficient evidence for an outcome to be determined, which may happen if students report violations anonymously and therefore are not available to serve as witnesses, it may not be possible to charge a student. This is why, although many students wish to remain uninvolved in holding each other accountable, it is important that students who witness other students' honor code violations be willing to stand up for this student-generated policy in support of honesty. In some cases it is possible to maintain the anonymity of the student who identified the violation.

What if I am accused of cheating or plagiarism myself?

All professors are asked to follow a standard protocol when they believe academic dishonesty has occurred. Visit the Honor Code web page for faculty ([go/honorcode](#)), and visit the Judicial Boards web page to learn how the judicial process works ([go/judicial](#)).

What happens if I am found guilty of violating the honor code? Outcomes differ based on mitigating circumstances, and on each student's cumulative disciplinary record. Sanctions may include a failing grade on the assignment, a failing grade in a class, a reprimand, suspension for a period of time ranging from several days to a year, and/or in extreme or repeated cases, expulsion. If you are found not guilty, there will be no record in your file that an Academic Judicial Hearing took place.

Why is plagiarism considered a *moral* violation? Isn't it just sort of like downloading music from the Internet?

No. The music downloading controversy is about *possessing* something that doesn't belong to you. Plagiarism is about claiming that you *created* something that you didn't; receiving credit that you haven't earned. It's more like downloading music, and then telling everyone you wrote and performed all of the songs. Our expectation is that your work will be original, and that any language or ideas that are not yours will have their sources acknowledged. To do otherwise is fundamentally dishonest.

Should I be afraid of the honor code?

The honor code is something Middlebury students are proud of, not afraid of. Although it is important to respect and understand the consequences of violating it, you should not live in fear that you are in jeopardy of inadvertently slipping up, or that professors are out to get you by being nitpicky. The honor

code is not a landmine, but a reflection of our community values of honesty, integrity, and respect for the educational process. As long as you A) acknowledge any ideas and language that are not your own with appropriate citations, and B) ask for clarification from your professors if you have any confusion about whether working with others is permitted, there is no need to be fearful.

Does the fact that Middlebury has an honor code mean that lots of Middlebury students cheat?

The presence of the honor code doesn't reflect an unusually high level of dishonorable behavior, but rather is an affirmation of our community standards. Each year, approximately 10-20 charges of honor code violations are generated. Middlebury's Judicial Log lists all charges for each year, and how each case was resolved ([go/judiciallog](#)).

We had an honor code at my high school, and no one paid any attention to it. How does the Middlebury community feel about the honor code?

In 2008-09, Middlebury conducted a thorough review of the state of the honor code. This process generated a great deal of input from students, faculty and staff members, as well as a comprehensive report with recommendations. All of this information can be found on the Honor Code Web site ([go/honorcode](#)) under "Honor Code Review Committee Process". See Appendix G for community feedback.

I'm still a little overwhelmed.

No need to be. Just remember the basic values that guide our academic community: your work should be your own when required, and should be original to each assignment; when using outside sources, their origins must be acknowledged according to your professor's citation format of choice; and if you have any concerns about asking for help, collaborating, or how to cite correctly, ask your professor for guidance. The vast majority of our students find these parameters very easy and helpful to adhere to.

### **Additional Resources**

Honor Code information: [go/honorcode](#), or <http://www.middlebury.edu/studentlife/dos/honorcode>

Judicial Boards information: [go/judicial](#), or <http://www.middlebury.edu/studentlife/dos/judicial>

Citation information and writing resources: [go/citations](#), or <http://sp.middlebury.edu/subjects/guide.php?subject=style>

and [go/writingctr](#), or <http://www.middlebury.edu/academics/writing/writingcenter>

## Appendix D: Examples of departmental introductions from Psychology and Physics

### Guidelines for Academic Integrity in Writing Scientific Papers: How to Cite and Paraphrase without Plagiarizing

#### Middlebury College Psychology Department

Academic integrity depends on appropriate citations of others' prior work and contributions. Research is typically built on a foundation of the work of others and it is essential to acknowledge the origins of others' ideas and their expression of those ideas. Without proper acknowledgment of authorship, using the words or ideas of another is considered plagiarism.

For general help in learning how to cite and reference materials according to American Psychological Association (APA) style, see the Pocket Guide to APA Style and the Publication Manual of the APA. Below are some specific guidelines and examples that may be helpful to you.

#### **USING THE EXACT WORDS OF ANOTHER AUTHOR**

Whenever you use the exact words of another author, you must put quotation marks around those words. APA style dictates that the author, year of publication and page number should be put in parentheses at the end of the quotation. For example,

"When you think of the long and gloomy history of man, you will find more hideous crimes have been committed in the name of obedience than have ever been committed in the name of rebellion" (Snow, 1961, p. 24).

The complete reference from which the quotation was taken must also appear in the reference list at the end of the paper. APA style does not rely on the use of footnotes or endnotes.

Keep in mind that it is not a good idea to quote extensively from other sources. It is preferable to put the material into your own words.

#### **PRESENTING THE WORK OF ANOTHER AUTHOR IN YOUR OWN WORDS**

When you are paraphrasing another author's work, you acknowledge the source of the material by placing the author's last name and year of publication in parentheses, or if the author's name is used in the text, the year of publication is placed in parentheses after the author's name. For example,

It has been argued that, historically, the cause of most criminal acts is obedience to authority, rather than revolution against it (Snow, 1961).

Or

Snow (1961) argued that, historically, the cause of most criminal acts . . .

On the other hand, the following is NOT an appropriate use of paraphrasing, and would be considered plagiarism:

When you think of the dismal history of mankind, you will find more horrible crimes have been committed as a result of obedience than have been committed as a result of rebellion (Snow, 1961).

A few adjectives have been changed, a word or two left out, and "in the name of" was changed to "as a result of". This kind of word substitution is NOT putting the material into your own words -- it is plagiarism.

## SECONDARY SOURCES

"Secondary source" is the term used to describe material that cites another (primary) source. Assume that, in his article entitled "Behavioral Study of Obedience" (1963), Stanley Milgram makes reference to the ideas of Snow (presented above). If you read Milgram's article for your term paper, then Snow (1961) is the primary source (The ideas are his), and Milgram (1963) is the secondary source (the article you actually read and which refers to Snow). If you must use a secondary source, you should cite it in the following way:

Snow (as cited in Milgram, 1963) argued that, historically, the cause of most criminal acts . . .

The reference for the Milgram article (but not the Snow reference) should then appear in the reference list at the end of your paper. This is because you actually read Milgram's paper, not Snow's.

\*   \*   \*   \*   \*

Two general points to keep in mind:

These guidelines apply regardless of the source of words or ideas you are citing. You must properly reference any words or ideas that are not your own, whether they are taken from an article or book, your class notes, a site on the Internet, or any other source.

Keep in mind that these guidelines are not meant to supersede the college's policy regarding plagiarism (see the College Handbook online and the material on plagiarism distributed to all Middlebury students). Rather, they are a supplement to help you in applying these ideas to your writing in psychology courses.

Adapted from:

Denison University Department of Psychology. (1982, September). *Guidelines for Avoiding Plagiarism*. Granville, OH: Author.

## The Physics Department Guide to Proper Use of Outside Sources, Collaboration, and Academic Honesty

### Introduction

Although plagiarism and academic dishonesty have existed throughout the history of the modern university, the rise of electronic communication has added a new dimension to concerns about academic integrity. We in the Physics Department know that the vast majority of our students are honest, and, just through their natural instincts, will never engage in academically dishonest behavior. Nonetheless, because this issue is such an important one, and because advances in technology are constantly shifting the ways in which information is available, we thought it important to bring together concretely both the rules we expect students to follow and the educational motivation behind those rules. In so doing, we hope to support the strong commitment to academic honesty that the College makes through its Honor Code and to provide a fuller description of how the requirements of the Honor Code are implemented in our department. Although we will try in this document to be as clear and comprehensive as possible, if you are ever unsure about how any of these rules applies or about any other aspect of academic honesty at Middlebury, it is still of course essential that you ask a faculty member immediately.

### Rationale

There are many reasons why we set these guidelines. Some relate to the principle of being a member of an academic community where ideas are valued. Others are practical, including:

- Fairness: Your final grade is usually based at least in part upon your problem set score. By using the work and ideas of others, you give yourself an unfair advantage relative to your classmates.
- Quality of learning experience: Physicists learn by doing problems. The goal isn't simply to find the answer to the problem --- after all, we already know the answer to most of the problems that we assign! Rather, the goal is to learn how to think critically. If you use inappropriate sources, you prevent yourself from doing the hard thinking, thereby undermining the value of the assignment. And if you rely on the existence of someone else's solution, you don't prepare yourself to go on to solve problems for which the solution is not yet known.

Our hope is that with these goals in mind, the guidelines and restrictions below follow naturally. They serve as a baseline for our department --- in any particular class, the instructor may set more (or, in rare cases, less) restrictive rules for some or all assignments. On exams, any allowed use of outside sources and collaboration (usually none) will be specifically proscribed, and you should never make use of any sources or collaboration not specifically allowed by the instructor on that exam. We will therefore focus on the use of outside sources and collaboration for class assignments and exam preparation.

### Outside Sources

In learning a new subject it is natural to draw on outside sources of information. For example, an Internet search is a convenient way to look up a scientific term and the use of (properly cited) outside references is essential in most senior projects and theses.

You must, however, be vigilant in separating the appropriate use of outside sources to better understand material you are learning from the inappropriate use of outside sources to circumvent the important process of solving problems on your own. For example, you may not use the Internet to search for a solution to an assigned problem, even if you are just using that solution to guide your own work through the problem. Remember that if the instructor wants you to have such information to work from, he or she will make it available through handouts or class presentations.

You must never consult a textbook's solutions manuals or handouts, assignments, exams, or solutions from previous years of a course unless they were directly provided by the current instructor in the course you are taking. Similarly, you may not share any such materials with other students who take the course after you.

### **Collaboration**

As a liberal arts college, we place a high value on the learning that takes place through interactions among students and between students and faculty. You will best develop your understanding of physics when you have a blend of independent and collaborative thinking. Since different levels of collaboration might be appropriate in different situations, instructors will often set specific guidelines for different elements of their classes. At a minimum, however, any allowed collaboration should abide by the following:

- You should think about the assignment on your own first, before consulting others.
- You must write up your own solutions independently, without copying from classmate or from any other source. The same goes for any computer programs you might use to generate any part of the solutions.
- Collaboration must be voluntary and mutual, with all members contributing actively.
- You must acknowledge the places where you received direct assistance from others. For example, "Jane reminded me that I needed to multiply by  $\cos(\theta)$  to find the x-component of this vector." (Unless the instructor sets a more restrictive collaboration policy, you will not incur any penalty for doing so.)
- If you used other sources of information beyond the material assigned or presented in the course, you must cite those as well.
- All lab reports submitted for your courses must reflect your own work, including the collection of data. The value of a lab comes not only through the analysis of data, but also through the process of learning how to design and execute experiments. Obtaining data from someone else – data that you haven't participated in collecting – is an act of academic dishonesty in that it hides the fact that you have skipped an important component of the learning activities required for the course.

Most instructors are comfortable with students sharing their notes on material from class and reading. Such sharing can be appropriate, for example, for a student who missed a class or for a group of students who want to study for an exam together. As in the cases above, however, this sharing must **not** include any materials that would specifically aid students in completing assigned work, in circumventing those assignments, or in anticipating the specific questions that would be asked on an exam. Please also bear in mind that if a shorter summary were sufficient to capture the required material, that's what the instructor would have provided!

## Appendix E: 2012-13 College Handbook language on sanctions for academic dishonesty

Excerpted from *Student Life Policies, General Disciplinary Processes: Sanctions*

### 2. Academic Offenses

Students found guilty of academic dishonesty offenses are subject to the penalties listed below.

Plagiarism, cheating, or any other violation of the Undergraduate Honor System is normally punishable by suspension. In 1997, the faculty reaffirmed its commitment to suspension as the normal outcome for violations of the standards of academic integrity. The Academic Judicial Board is responsible for choosing the most appropriate length of time for suspension within the parameters noted below.

Students found guilty of academic dishonesty will normally fail the course in which the offense occurred.

On rare occasions, if compelling reasons exist for not suspending a student found guilty of academic dishonesty, the judicial body may issue no less than a reprimand and invoke either of the following penalties: a 0 or an F on the piece of work, or a 0 or an F in the course.

Penalties for academic offenses:

*a. Reprimands:* A letter of reprimand registers strongly the College's concern regarding the student's actions and its firm expectations for immediate improved behavior. Parents or guardians are informed when students are reprimanded. A letter of reprimand is informal College discipline and is not part of the student's permanent record. Students who receive reprimands may answer negatively if they are asked if they have been subject to official College discipline. A letter of reprimand remains in a student's file until graduation, when it is removed. Reprimands are taken into account in determining future disciplinary penalties and serve to make further violations of College regulations more serious.

*b. Disciplinary academic probation:* Disciplinary academic probation is official College discipline and is a permanent part of the student's record. Students who receive disciplinary academic probation must answer affirmatively if they are asked if they have been subject to College discipline. Disciplinary academic probation extends for the rest of the student's College career. A student found guilty of academic dishonesty while on disciplinary academic probation will be suspended. Parents or guardians are informed when students are placed on disciplinary academic probation.

*c. Suspension:* Suspension is issued when a student commits a serious policy violation, or repeatedly violates College policy, thereby demonstrating an inability to behave in a manner consistent with Middlebury's community standards. The behavior is sufficiently egregious that the student is required to leave the Middlebury community for a period of time. It is also intended to provide the student with an opportunity to address the problematic behavior, and to develop strategies to ensure that the student's eventual return to Middlebury will be successful for the student and for the community.

Suspension may be imposed for any length of time, and is normally imposed for a period no longer than one and one half academic years. In determining the length of suspension, the adjudicating body will consider the student's prior conduct history; the gravity of the violation and its impact on the community; and the need for sufficient time for the student to demonstrate that the concerning behavior has been satisfactorily addressed. When the adjudicating body feels that suspension for one

and one half academic years is insufficient to allow for a student's successful return to the community, expulsion will be the normal outcome, barring exceptional circumstances.

Students who are suspended for four weeks or longer must apply for readmission through the [Administration Committee](#), and must demonstrate readiness to return to Middlebury. Readiness to return is determined by a student's adherence to the terms of the sanction and the deadlines of the readmission process; by the completion of any additional conditions that may have been established at the time of the student's departure; and by the provision of satisfactory evidence that the problematic behavior will not recur. If a student is unable to demonstrate readiness to return at the stated conclusion of the period of suspension, the Administration Committee may deny readmission until it is satisfied that the conditions that led to the student's departure have been appropriately addressed.

Suspension is official College discipline and is a permanent part of the student's file. Students who are suspended must answer affirmatively if they are asked whether they have been subject to College discipline. Students who are suspended must leave campus and are prohibited from participating in all Middlebury College activities or programs, from College employment, and from using College facilities during the stated period of the suspension. When suspension prohibits students from completing a semester they have already begun, the comprehensive fee for that semester is not refunded. Parents or guardians are informed when students are suspended. For international students, suspension may affect immigration status; related questions may be directed to the [Office of International Student and Scholar Services](#).

If a student has been found guilty of academic dishonesty and the suspension does not take effect until the end of the semester, no opportunity may be granted to make up or otherwise fulfill the requirements of the course in question, although the student may complete all other courses in which he or she is concurrently enrolled. In this case, the course grade will be recorded as an F.

A student suspended for academic dishonesty normally may not transfer to Middlebury course credits earned at other institutions during the period of suspension. However, this part of the sanction may be modified if compelling reasons warrant such action.

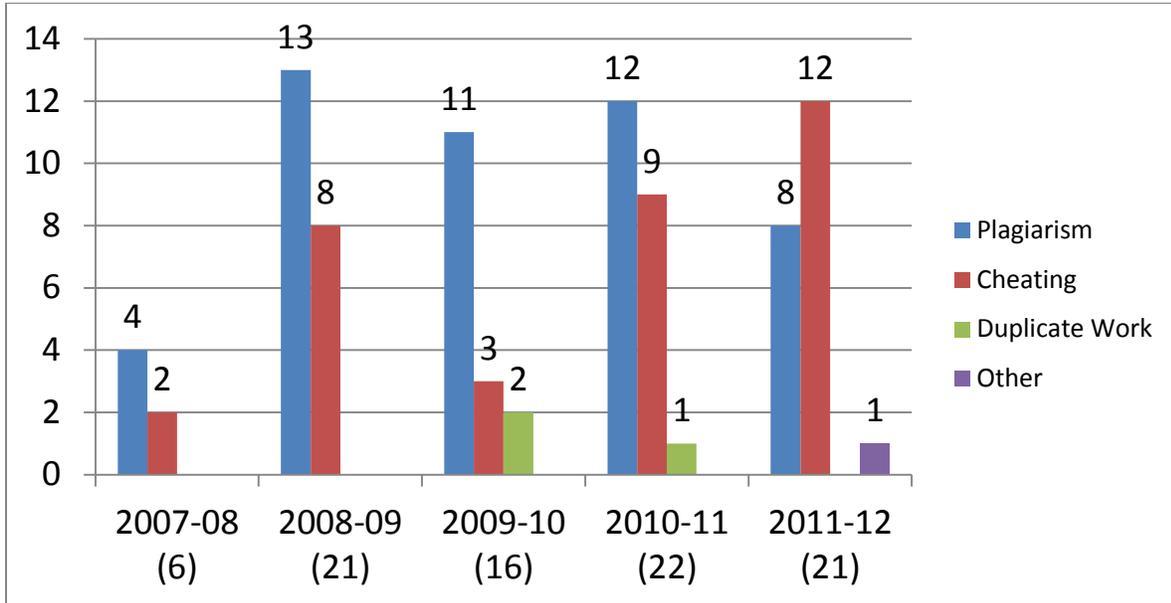
*d. Expulsion:* For particularly serious or repeated academic offenses, students may be permanently dismissed from the College. In cases where the penalty is expulsion, final appeal is to the president; please see [Appeals Procedures](#) below for more information. In cases of expulsion from the College, no refund of the comprehensive fee is made. Parents or guardians are informed when students are expelled.

e. A sanction of suspension or expulsion is ordinarily stayed pending the outcome of any appeal authorized by the Handbook. However, if the judicial authority which imposed this sanction makes a finding that imminent danger to one or more members of the College community may exist, suspension or expulsion will take effect immediately regardless of the pendency of an appeal.

## Appendix F: Sanctions for Academic Honesty Violations, 2007-08 through 2011-12

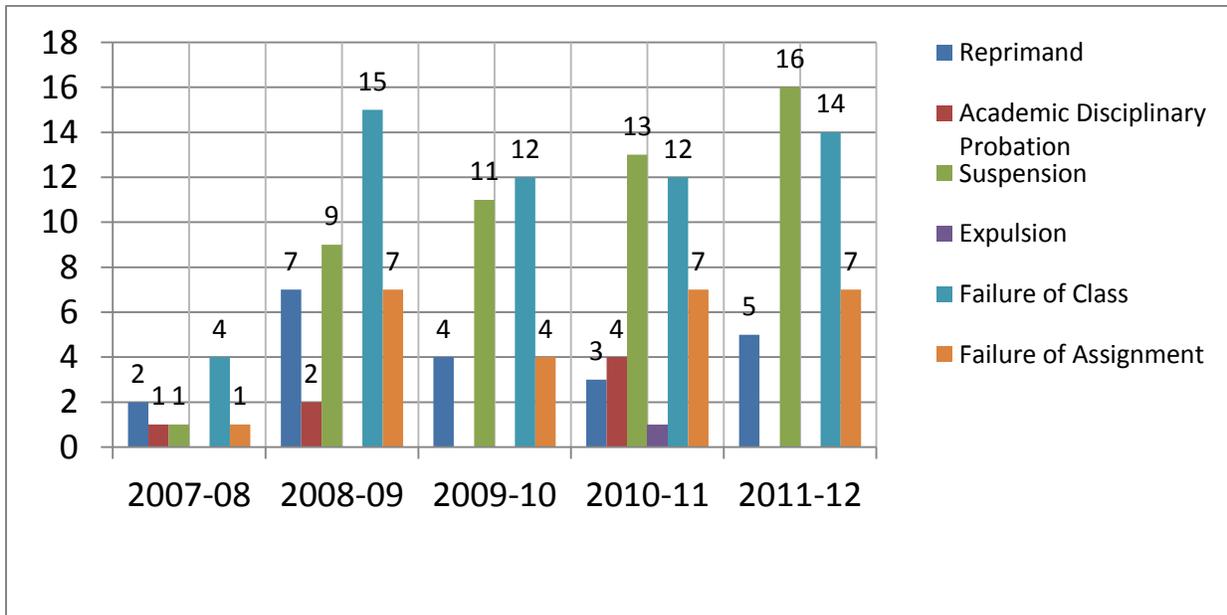
**Chart I: Instances of Academic Violations**

Note that in cases where in one instance, one student is found guilty of multiple violations, each is counted individually.



**Chart II: Sanctions**

Note that per the Handbook, in almost all cases, a sanction consists of two components: a disciplinary sanction, and either failure of the assignment or failure of the class.



## Appendix G: 2012-13 College Handbook language regarding College and departmental honors

### From "Academics: Grades and Transcripts":

#### H. College Honors

1. **College Scholar:** semester grade point average of 3.60 or higher for students taking four or more courses, with no grade below B-.
2. **Dean's List:** semester grade point average of 3.30 or higher for students taking four or more courses, with no grade below B-.
3. **Graduation honors** (on the basis of cumulative grades from the Middlebury undergraduate, summer, and overseas schools, all other approved programs abroad, and approved programs of domestic off-campus study):
  - a. *Cum laude:* graduation average of 3.40 or *higher*
  - b. *Magna cum laude:* graduation average of 3.60 or higher
  - c. *Summa cum laude:* graduation average of 3.80 or higher

Standards for graduation honors are the same for all students eligible for a degree, regardless of the number of courses taken at Middlebury.

Except for valedictory and salutatory honors, no class rank is computed for official College purposes. Transfer students are not eligible for valedictory or salutatory honors.

Students who have been found guilty of academic dishonesty by the Academic Judicial Board, or by the former Judicial Review Board or Student Judicial Council, are ineligible for graduation honors.

#### I. Departmental Honors

Awarding of departmental honors (Honors, High Honors, Highest Honors) is a departmental decision, but the following minimum requirements must be met:

1. A student must have at least a B average (3.00) in courses taken in his or her department or program (excluding 0500, 0600, 0700, or equivalent independent study course work, if given).
2. There must be significant independent research (0500 project) or an honors thesis (0700 course) in a student's program and the grade must be a B or higher.
3. A program must fall within the maximum permissible number of courses that students may take in their major departments. The program may be part of the senior work program or independent of it.
4. An exceptionally strong project qualifies the student for honors.

**5.** In order to be considered for honors, independent scholars normally must meet two criteria: a minimum average of B+ in courses taken towards the major and a minimum grade of B+ on the senior work component. The registrar oversees the first requirement and will inform the adviser of the student's eligibility. The senior work component must be evaluated by a committee of three faculty members (one of whom, at the adviser's request, may be a faculty member on the Curriculum Committee). Minimum thesis grades for each level of honors are B+ (Honors), A- (High Honors), and A (Highest Honors), but the determination of the appropriate level will be made by the committee.

**6.** Students who have been found guilty of academic dishonesty by the Academic Judicial Board, or by the former Judicial Review Board or Student Judicial Council, are ineligible for departmental honors.

## Appendix H: 2012-13 College Handbook regarding Disposition without Hearing process

From "Student Life Policies: General Disciplinary Processes":

### **B. Hearing Procedures**

The following procedures apply to hearings before the Community Judicial Board, the Academic Judicial Board, and the Judicial Appeals Board, except as otherwise specifically provided.

#### 1. Judicial Charges

Students will be held accountable for policy violations that take place between the time they first arrive on campus to begin their Middlebury program and their graduation, or the College's confirmation of their withdrawal or resignation. For more information, see [Community Standards and Policy Overview](#), "Scope of Oversight" and "Pending Discipline."

The judicial affairs officer or designee ("JAO"), in consultation as appropriate, will determine when and whether policy violation charges that will result in judicial hearings are levied. The person or group initiating a charge is called the complainant; in most cases, Middlebury College serves as the complainant. The student responding to charges is called the respondent. All judicial charges are transmitted to the respondent through the JAO on behalf of the College. The respondent will be notified of the identity of the complainant and the names of any witnesses who will attend the proceedings. Respondents will be provided with the charge statement and with access to all hearing materials that will be shared with the board in advance of the hearing.

#### 1a. Disposition without Hearing

Upon receiving written notification of the charges, respondents who do not contest the charges may request that the JAO adjudicate a final disposition of the charges. In circumstances where the JAO determines that disposition without hearing is not in the best interests of the College, the request will be rejected and the case will go forward to a hearing. In cases where the request for disposition without hearing is accepted, the JAO will assign sanction(s) appropriate to the acknowledged violation. The respondent may accept the sanctions, or may reject them, in which case the charges will be adjudicated by the appropriate judicial board, and the board's finding and sanction will apply. The JAO will set a reasonable deadline by which the respondent must choose to accept the sanctions or reject them and pursue a hearing.

## **Appendix I: Academic Disciplinary Policies Edits**

Version 1: Current Handbook Language in 2012-13 College Handbook

### **Academic Honesty / Honor Code / Disciplinary Policies**

#### **A. Introduction**

As an academic community devoted to the life of the mind, Middlebury College requires of every student complete intellectual honesty in the preparation of all assigned academic work.

#### **B. Academic Honesty**

##### **1. Definitions**

###### ***a. Plagiarism***

Plagiarism is a violation of intellectual honesty. Plagiarism is passing off another person's work as one's own. It is taking and presenting as one's own the ideas, research, writings, creations, or inventions of another. It makes no difference whether the source is a student or a professional in some field. For example, in written work, whenever as much as a sentence or key phrase is taken from the work of another without specific citation of the source, the issue of plagiarism arises.

Paraphrasing is the close restatement of another's idea using approximately the language of the original. Paraphrasing without acknowledgment of authorship is also plagiarism and is as serious a violation as an unacknowledged quotation.

###### ***b. Cheating***

Cheating is defined as giving or attempting to give or receive during an examination any aid unauthorized by the instructor.

An examination is any quiz, pre-announced test, hourly examination, or final examination. Take-home(s) examinations will ordinarily be considered as examinations.

###### ***c. Duplicate Use of Written Work***

A paper submitted to meet the requirements of a particular course is assumed to be work completed for that course; the same paper, or substantially similar papers, may not be used to meet the requirements of two different courses, in the same or different terms, without the prior consent of each faculty member involved. Students incorporating similar material in more than one paper are required to confirm each professor's expectations in advance.

##### **2. Student Responsibilities**

It is the responsibility of the student to sign the Honor Code pledge on all examinations, research papers, and laboratory reports. Faculty members reserve the right to require the signed Honor Code pledge on

other kinds of assigned academic work. The student must write in full and sign the statement, "I have neither given nor received unauthorized aid on this assignment."

Graded assignments should be the work of the individual student, unless otherwise directed by the instructor.

The individual student is responsible for ensuring that his or her work does not involve plagiarism. Ignorance of the nature of plagiarism or of College rules may not be offered as a mitigating circumstance.

Students with uncertainties and questions on matters relating to footnoting, citation of sources, paraphrasing lecture notes, and proper recognition of collaborative work on homework assignments and laboratory reports should consult with the course instructor for whom they are preparing work.

### **3. Role of the Faculty**

At the beginning of each term, instructors are strongly encouraged to discuss or include on their syllabus the College's policies governing academic honesty as they relate to a particular course.

Faculty reserve the right to require the signed Honor Code pledge before grading any assigned academic work.

Questions or concerns regarding the faculty's role under the Honor Code may be directed to the judicial affairs officer.

## Academic Disciplinary Policies

### A. Introduction

As an academic community devoted to the life of the mind, Middlebury College requires of every student complete intellectual honesty in the preparation and submission of all assigned academic work.

### B. Academic Honesty

#### 1. Definitions of Prohibited Acts

Any student action that does not reflect complete intellectual honesty in the academic realm is prohibited. Although the definitions below are provided to offer clarity, they are not intended to be exhaustive. Faculty members may define additional actions as Honor Code violations for their particular courses as appropriate.

##### a. Plagiarism

Plagiarism is a violation of intellectual honesty. Plagiarism is intentionally or unintentionally representing passing off the ideas, research, language, creations, or inventions of another person's work as one's own as one's own. It is taking and presenting as one's own the ideas, research, writings, creations, or inventions of another. It makes no difference whether the source is a student, or a professional, or a source with no clear designated author in some field. For example, In written work, whenever as much as a sentence or key phrase is taken from the work of another without specific citation of the source and quotations around verbatim language, the issue of plagiarism arises.

Although it does not involve reproducing language verbatim, pParaphrasing is the close restatement of another's idea using approximately the language of the original. Paraphrasing without acknowledgment of authorship is also plagiarism and is as serious a violation as an unacknowledged quotation.

##### b. Cheating

Cheating is defined as giving, receiving, or attempting to give or receive during an examination any aid unauthorized by the instructor for any assigned work, including but not limited to writing assignments, problem sets, lab and field work, presentations, and examinations. An examination is any quiz, pre-announced test, hourly examination, or final examination. Take-home(s) examinations will ordinarily be considered as examinations.

##### c. Duplicate Use of Written Work

Any work paper submitted to meet the requirements of a particular course is assumed to be original work completed for that course. Students who are hoping to incorporate any portion of their own work for a different class into a new assignment must consult with the involved faculty members to establish appropriate expectations and parameters. The same work paper, or substantially similar work papers, may not be used to meet the requirements of two different courses, in the same or different terms, without the prior consent of each faculty member involved. Students incorporating similar material in more than one paper are required to confirm each professor's expectations in advance.

#### d. Falsifying Data

The collection and analysis of data are fundamental aspects of many types of research. It is the researcher's responsibility to ensure that data are recorded and documented accurately. Fabrication, misrepresentation or falsification of data, and practices that significantly deviate from those that are commonly accepted in the academic community, are prohibited.

### **2. Student Responsibilities**

Plagiarism and cheating: Students are responsible for ensuring that their work does not involve plagiarism or cheating. Students with uncertainties and questions on matters relating to footnoting, correct citation of sources, proper recognition of collaborative work on assignments, paraphrasing, and/or authorized aid should consult with the course instructor professor for whom they are preparing work. Ignorance of the nature of plagiarism or of College rules may not be offered as a mitigating circumstance.

Honor Code Pledge: The Honor Code pledge reads as follows: "I have neither given nor received unauthorized aid on this assignment." It is the responsibility of the student to write out in full, adhere to, and sign the Honor Code pledge on all examinations, research papers, and laboratory reports. Faculty members reserve the right to require the signed Honor Code pledge on other kinds of assigned academic work. ~~The student must write in full and sign the statement, "I have neither given nor received unauthorized aid on this assignment." Graded assignments should be the work of the individual student, unless otherwise directed by the instructor.~~

Community Accountability: Academic integrity is the foundation of a healthy intellectual community. One individual's intellectual dishonesty erodes that foundation and impacts negatively affects all members. Therefore, in addition to adhering to the Honor Code themselves, the student-written Constitution of the Undergraduate Honor Code states that "Any member of the College community (student, faculty, or administrator) who is aware of a case of academic dishonesty is morally obligated to report it to the professor or the judicial affairs officer."

### **3. Role of the Faculty**

~~Clear Expectations:~~ At the beginning of each term, instructors are strongly encouraged to discuss and or include on their syllabus their expectations of academic honesty as they relate to the course and to the College's policies governing academic honesty as they relate to a particular course. They are also encouraged to orient students to issues of academic integrity and source attribution that may be particular to their academic field.

Honor Code Pledge: Faculty reserve the right to require the signed Honor Code pledge before grading any assigned academic work. ~~Questions or concerns regarding the faculty's role under the Honor Code may be directed to the Judicial Affairs Officer.~~

Community Accountability: Middlebury faculty who suspect a student of academic dishonesty are expected to contact the judicial affairs officer to discuss their concerns.

**Academic Disciplinary Policies: DRAFT**

**A. Introduction**

As an academic community devoted to the life of the mind, Middlebury College requires of every student complete intellectual honesty in the preparation and submission of all assigned academic work.

**B. Academic Honesty**

***1. Definitions of Prohibited Acts***

Any student action that does not reflect complete intellectual honesty in the academic realm is prohibited. Although the definitions below are provided to offer clarity, they are not intended to be exhaustive. Faculty members may define additional actions as Honor Code violations for their particular courses as appropriate.

a. Plagiarism

Plagiarism is a violation of intellectual honesty. Plagiarism is intentionally or unintentionally representing the ideas, research, language, creations, or inventions of another person as one's own. It makes no difference whether the source is a student, a professional, or a source with no clear designated author. In written work, whenever as much as a sentence or key phrase is taken from the work of another without specific citation of the source and quotations around verbatim language, the issue of plagiarism arises.

Although it does not involve reproducing language verbatim, paraphrasing is the close restatement of another's idea using approximately the language of the original. Paraphrasing without acknowledgment of authorship is also plagiarism, and is as serious a violation as an unacknowledged quotation.

b. Cheating

Cheating is defined as giving, receiving, or attempting to give or receive any aid unauthorized by the instructor for any assigned work, including but not limited to writing assignments, problem sets, lab and field work, presentations, and examinations.

c. Duplicate Use of Work

Any work submitted to meet the requirements of a particular course is assumed to be original work completed for that course. The same work, or substantially similar work, may not be used to meet the requirements of two different courses. Students who are hoping to incorporate any portion of previously submitted work into a new assignment must consult the involved faculty members to establish appropriate expectations and parameters.

d. Falsifying Data

The collection and analysis of data are fundamental aspects of many types of research. It is the researcher's responsibility to ensure that data are recorded and documented accurately. Fabrication, misrepresentation or falsification of data, and practices that significantly deviate from those that are commonly accepted in the academic community, are prohibited.

## **2. Student Responsibilities**

Plagiarism and cheating: Students are responsible for ensuring that their work does not involve plagiarism or cheating. Students with questions relating to correct citation of sources, proper recognition of collaborative work on assignments, paraphrasing, and/or authorized aid should consult with the professor for whom they are preparing work. Ignorance of the nature of plagiarism or of College rules may not be offered as a mitigating circumstance.

Honor Code Pledge: The Honor Code pledge reads as follows: "I have neither given nor received unauthorized aid on this assignment." It is the responsibility of the student to write out in full, adhere to, and sign the Honor Code pledge on all examinations, research papers, and laboratory reports. Faculty members reserve the right to require the signed Honor Code pledge on other kinds of assigned academic work.

Community Accountability: Academic integrity is the foundation of a healthy intellectual community. One individual's intellectual dishonesty erodes that foundation and negatively affects all members. Therefore, in addition to adhering to the Honor Code themselves, the student-written Constitution of the Undergraduate Honor Code states that "Any member of the College community (student, faculty, or administrator) who is aware of a case of academic dishonesty is morally obligated to report it to the professor or the judicial affairs officer."

## **3. Role of the Faculty**

Clear Expectations: At the beginning of each term, instructors are strongly encouraged to discuss and include on their syllabus their expectations of academic honesty as they relate to the course and to the College's policies. They are also encouraged to orient students to issues of academic integrity and source attribution that may be particular to their academic field.

Honor Code Pledge: Faculty reserve the right to require the signed Honor Code pledge before grading any assigned academic work.

Community Accountability: Middlebury faculty who suspect a student of academic dishonesty are expected to contact the judicial affairs officer to discuss their concerns.