


Academic Integrity and the Honor Code at the University of Maryland



Dr. Andrea Goodwin
Associate Director, Office of Student Conduct
University of Maryland

Agenda

- ▶ History of the Honor Code
- ▶ Academic Integrity process at UM
- ▶ What's Working Well
- ▶ Challenges
- ▶ Questions

History of the Honor Code

- ▶ Impetus from student leaders in the early 1980s
- ▶ Study of other systems
- ▶ 1986 – First draft
- ▶ 1989 – Finally adopted after review by 4 committees

History of the Honor Code

- ▶ Implemented in 1990–1991 academic year
- ▶ Modified Honor Code
- ▶ Authority lies with Students

History of the Honor Code

- ▶ 1993 – Reauthorization by University Senate
- ▶ XF petition committee established
- ▶ The first few years approximately 100 cases of academic dishonesty were referred to the Student Honor Council

History of the Honor Council

- ▶ Originally 25 members
 - Presiding officers
 - Board members
 - Review officers
 - Presenters
 - 3 standing committees (education, public relations, & by-laws)

The Process Today

- ▶ 2001 – honor pledge introduced
“I pledge on my honor that I have not given or received any unauthorized assistance on this examination or assignment.”
- ▶ Increased penalty for graduate students
- ▶ 45 members of the Student Honor council

Student Honor Council

- The Honor Council receives approximately 300 allegations per academic year.
- Approximately 60% are charged with plagiarism.
- Over 70% of students are found responsible.
- The XF penalty is imposed in more than 80% of the cases in which students are found responsible.

The Honor Pledge

“I pledge on my honor that I have not given or received any unauthorized assistance on this assignment/examination.”

Types of Violations

- ▶ Four possible charges of academic dishonesty, according to the Code of Academic Integrity:
 - Cheating
 - Fabrication
 - Facilitating academic dishonesty
 - Plagiarism

What's Working Well

- Students have primary responsibility for administering the Code.
- Faculty are involved in the process but are not solely responsible for the decision.
- Honor Pledge created awareness.
- More Confidence in the Honor Council.

What's Working Well

- ▶ Academic Integrity Seminar
- ▶ Academic Integrity Presentations
- ▶ Building Relationships with faculty
 - ▶ Faculty Liaisons
 - ▶ Faculty Evaluations
- ▶ Provost Support

What's Working Well

- ▶ Learning Outcomes
- ▶ Outreach to Students and Staff
- ▶ Freshman Letter
- ▶ Orientation
- ▶ Programmatic Efforts
 - Assistant Director for Character and Ethics Education
 - Education Team

Challenges

- ▶ Caseload
- ▶ Numbers of faculty serving on Honor Boards
- ▶ (some) Faculty support of the process
- ▶ Financial Issues
- ▶ Campus community awareness of the process (both students and faculty)
- ▶ Student sophistication related to cheating

Dissertation Research Findings

- ▶ Faculty Behavior matters
- ▶ Peer Behavior matters
- ▶ Students are Reluctant to Report Peers
- ▶ Grades matter

Implications for Practice

- ▶ Emphasize Academic Integrity in the Classroom
- ▶ Place statements about the Code on Syllabi
- ▶ Have Conversations with Students
- ▶ Emphasize Integrity Many Ways
- ▶ Get Students Talking to Each Other

Questions.....



Thank you!

Andrea Goodwin
agoodwin@umd.edu