



**FACULTY HANDBOOK
IN SUPPORT OF THE
STEVENS UNDERGRADUATE HONOR SYSTEM**

And Academic Integrity for Graduate Students

*“The measure of a man’s real character is what he would do
if he knew he would never be found out”*

..... Thomas Babington Macaulay



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August 23, 2010

Dear Colleague:

This faculty handbook on the Stevens Honor System has been prepared to help you better understand our faculty responsibilities to the Stevens Honor System and to ensure that the Honor System remains a fundamental cornerstone of student character development while at Stevens.

The Stevens Honor System has the distinction of being one of the oldest continually standing university honor systems. It has served as the model for honor systems at similar institutes.

President Alexander Humphreys formally introduced the Stevens Honor System to the Institution in 1908. Since its adoption, the Honor System has become a core value of the Institute. Its mission is to foster integrity, honor, and fair play amongst the members of the Stevens community. In summary, the Honor System has two objectives:

- First, to insure that the work submitted by students is performed in an atmosphere of integrity.
- Second, to instill in our students a sense of honor which will be a lasting value utilized throughout their professional lives.

To this day the Stevens Honor System has stood as a testament of the trust and respect between the faculty and student body, critical to the success of the learning and development process of our graduates. It is absolutely essential that the Stevens Honor System has your full support and cooperation, if it is to continue as a hallmark of the Stevens education.

Thank you for your understanding and commitment in insuring that the Stevens Honor System remains an integral part of the Stevens environment.

George Korfiatis
Interim President
McLean Chair Professor
Stevens Institute of Technology

PART ONE: BACKGROUND AND FACULTY COMMITMENT

Background

President Alexander Humphreys formally introduced the Stevens Honor System to the Institution in 1908. The Stevens Honor System reflects and embodies a core value of the Institute. The success of the Honor System depends upon the support of individual students, the student body, the faculty, and all members of the Stevens community.

The Stevens Honor System seeks to foster integrity, honor, and fair play among the members of the Stevens community. In summary, the Honor System has two objectives:

- First, to insure that the work submitted by students is done in an atmosphere of integrity.
- Second, to instill in our students a sense of honor which will be a lasting value utilized throughout their professional lives.

Since its adoption, the Honor System has been periodically revised to meet changing needs of both the student body and faculty at Stevens. Among these changes are the students' ability to choose to report honor violations anonymously, and the faculty's ability to adjudicate some violations.

Honor System for Undergraduates

The Stevens Honor System is a privilege granted to the undergraduate student body and covers honor issues in the academic environment, i.e., cheating on graded academic work by undergraduate students. Other ethical issues that may arise outside of the academic classroom, such as lying or stealing, are covered elsewhere within the Stevens environment by the Code of Conduct for all undergraduate students.

The Honor System is student run. It is governed by the Honor Board which consists of approximately 20 undergraduates elected by their peers. The Honor Board is guided and supported by the Honor System's Constitution and its By-Laws. The Honor Board's purpose is:

- To interpret the constitution of the Honor System and to define violations of the Honor System.
- To promote honor and integrity throughout the Stevens campus both academically and socially
- To insure that all submitted work is completed in such a way that all students can be confident in the integrity of the submitted work of their peers.
- To investigate reported violations of the Honor System.
- To assign penalties to students found guilty of Honor System violations.

Prior to enrolling at Stevens, undergraduate students sign an agreement to live by and uphold the principles of the Stevens Honor System, whose Constitution, By-Laws, and other related information can be found at: www.stevens.edu/honor.

Although the Stevens Honor System pertains only to undergraduate students, many of the guidelines contained herein also can be used as a model for establishing ethical standards for graduate students. Part Four of this handbook discusses *Academic Integrity for the Graduate School*.

It should be noted that undergraduate students taking graduate courses do not enjoy the privileges of the Honor System in their graduate courses. Rather, academic integrity in the Graduate School is guided by the policies and procedures as defined by the Dean of the Graduate School.

Faculty Commitment To Support The Stevens Honor System

As members of the Stevens community, faculty shall aid in supporting and implementing the philosophy and function of the Honor System. It is the responsibility of each faculty member teaching in the undergraduate school to understand and abide by the Honor System. Likewise, although the Stevens Honor System applies primarily to undergraduate students, graduate school faculty should do all they can to carry the spirit of the Stevens Honor System into their respective classrooms. Note that undergraduate students taking graduate courses do not enjoy the privileges of the Honor System for those classes.

PART TWO: REPORTING AN HONOR VIOLATION

Where to Find Information on the Stevens Honor System

Information on the Stevens Honor System is available at www.stevens.edu/honor. At this website you will find information on the Honor Board, its policies, members, information on how to report violations of the honor system, the investigative process, and the penalty matrix.

How to Reach/Contact the Honor Board Advisor or Honor Board Chairperson

Additional information may be obtained by contacting the Honor Board Advisor or the Executive Board via email at honorboard@stevens.edu. You also may contact one of the following people directly:

Honor Board Administrative Advisor:
Dean Deborah Berkley
dberkley@stevens.edu
201-216-5387

Honor Board Chairperson (for academic year 2010-11):
Spencer Horton
shorton@stevens.edu

How to Report Violations

Faculty members are required to report to the Honor Board all suspicions of honor system violations, including faculty adjudicated violations (see below). The suspected violation must be reported either to the Honor Board or to the advisor of the Honor Board within 10 days of observing the suspected violation.

A suspected honor violation can be reported online at www.stevens.edu/honor. Click on the “Report a Violation” tab and follow the instructions from that point forward. Faculty may also report the suspected violation either by emailing the Honor Board at honorboard@stevens.edu or by submitting it directly to the Honor Board Advisor through interdepartmental mail.

The report must include the following information:

- Names of the accused student(s) and witness(es).
- Semester and course in which the violation was committed.
- Nature of the alleged violation committed.
- Any physical evidence of the violation.

- Where and when the alleged infraction occurred.
- Names of the people reporting the violation and how they may be contacted.

What Is a Violation?

A violation is any action that does not conform to the spirit of the Stevens Honor System. Any situation in which a student has an unfair advantage over a classmate(s) constitutes a violation. For example, failure to clearly cite all references, if any, used in an assignment infringes upon the rights of others, and thereby constitutes a violation. In instances where external sources are utilized, these sources must be identified and due credit given using an appropriate citation format. Tolerance (i.e., failure to report) is in itself a violation of the Honor System. Any student who is aware that the academic integrity of the Institute is being compromised and neglects to report this lapse to the Honor Board is guilty of an Honor System infraction.

Who Should Report a Violation?

Faculty members, teaching assistants, and students are required to report suspected honor violations. Any student who fails to report a violation to the Honor Board may be found guilty of an Honor System infraction.

Faculty Adjudication – The 13% Rule

Faculty members are permitted to adjudicate suspected violations of the Honor Board provided:

- The assignment in question is worth 13% or less of the final grade of the class
- The student and instructor agree about the nature of the violation and that it gave the student an unfair advantage over fellow students and/or did not conform to the spirit of the Honor System
- The student and instructor agree on an appropriate penalty. It must fall within the penalty matrix set by the Honor Board and which is available on the website.
- The student is made aware that this is a conviction and a subsequent conviction could have a recommended penalty of expulsion.
- The student is made aware of his right to appeal this to the Honor Board for a full investigation within 10 business days, by informing the Honor Board and/or its advisor.
- A Faculty Adjudication Report Form (available on the Honor Board's website) is signed by both the student and the professor.
- The completed Faculty Adjudication Report Form is sent to the Honor Board or its advisor within 5 business days of being signed.

Student's Right to Appeal Adjudicated Verdict

A student may wish to appeal the decision to the Honor Board within 10 business days of the instructor's notification of penalty. The Honor Board then will re-open and investigate the case. Note that the Honor Board reserves the right to re-open any case adjudicated under the 13% rule.

Confidentiality

Any suspected violation, with the exception of a Faculty Adjudicated violation should not be discussed with anyone outside of the Board and the Board's advisor. For Faculty Adjudicated cases, the professor is required to contact the accused student first and discussions about the case must be limited to the accused student, Honor Board members, and the Honor Board Advisors.

Grading the Assignment

All assignments, exams, reports, and other work are to be graded as if no violation had occurred. If a change is required as a result of the Honor Board's findings, the instructor will be notified. If the violation impacts the final course grade, go ahead and submit that grade to the registrar as if no violation occurred. At the conclusion of the case, the grade may be changed and the student's transcript adjusted as appropriate. Submitting an altered grade or no grade at all before the conclusion of a case is considered a violation of the accused rights.

Staying Involved/Informed

After a suspected violation is submitted to the Honor Board, an investigation will follow. An Investigative Committee ("IC") comprising of at least two Board members will be assigned to investigate the case. The investigation will include meeting with you, the accused student(s), and possible witnesses. The investigation may result in one of three actions: (1) confession by the accused; (2) the case being dropped; or (3) the case proceeding to a hearing.

If the case proceeds to hearing, you will be notified, and in most cases asked to attend as a witness. At a hearing, both the Chair of the Investigative Committee and the Accused will have an opportunity to question any witnesses, including professors.

After a case is concluded, either by being dropped due to lack of evidence or a finding of innocence or after a penalty is assigned in the case of a conviction, the Honor Board will send you official notification of the outcome of the case.

The Honor Board and its advisor encourage instructors to ask any questions they may have during the course of an investigation. Any case-specific question(s) should be directed to the IC Chair once one has been assigned, or prior to time, to a member of the Honor Board or to the Honor Board Advisor.

PART THREE: HONOR SYSTEM POLICIES AND GUIDELINES

Honor Pledge on All Graded Work

All work is to be pledged, and include references if applicable. If a student's work is not pledged, the Honor Board Constitution requires that the professor not grade the assignment until the student is confronted and asked to pledge it. Lack of pledging is assumed an oversight; however, if the student refuses to pledge an assignment when confronted, the case should be forwarded to the Honor Board. The following pledge shall be written in full and signed by every undergraduate student on all submitted work that is assigned by the instructor

I PLEDGE MY HONOR THAT I HAVE ABIDED BY THE STEVENS HONOR SYSTEM.

March, 2008, Faculty Resolution (All Course Syllabi to Include an Honor Clause)

All members of the Stevens faculty will demonstrate an ongoing reinforcement of the Honor System by:

- Stating in all undergraduate course syllabi their commitment to the Honor System and reminding students of their commitment to and responsibilities for upholding the Honor System;
- Rigorously enforcing faculty obligation to the Honor System as spelled out in the Constitution and its By-Laws;

- Actively supporting the Honor System and by promptly reporting allegations of infractions of the Honor Code to the Honor Board;
- Extending the principles of academic integrity to all graduate work and research.

An example of mentioning honor in your course syllabus follows:

Stevens Honor System: Enrollment into the undergraduate class of Stevens signifies a student's commitment to the Honor System. It is the responsibility of each student to become acquainted with and to uphold the ideals set forth in the Honor System Constitution. All students are reminded that, as a condition of being admitted to Stevens, they will uphold and adhere to the standards of the Stevens Honor System. Specific student responsibilities include:

- Maintaining honesty and fair play in all aspects of academic life at Stevens
- Writing and signing the pledge, in full, on all submitted graded academic work
- Reporting any suspected violations to the Stevens Honor Board or the Honor Board's Advisor
- Cooperating with the Honor Board during investigations and hearings

Definition of Proctoring

Proctoring an exam is walking up and down the aisles of the classroom, looking at student tests over their shoulders, or generally acting in a suspicious or accusatory manner that makes the students uncomfortable while taking an exam. Note, however, that faculty members and TAs are allowed to be in the classroom during examinations.

If faculty believe that they witnessed a suspected honor violation (cheating), they are not allowed to act. They must allow the student to complete the exam or assignment as appropriate. When action is taken before the student completes the examination or the assignment, this is considered proctoring and is strictly against the Honor System. However, the instructor should make note of what was witnessed and report the violation to the Honor Board as soon as possible (within 10 days of observing the violation).

Plagiarism

Merriam-Webster's Collegiate Dictionary defines plagiarism as the act of "stealing and passing ideas and words of another as one own." The Honor Board at Stevens Institute of Technology upholds this definition of plagiarism.

- All academic work submitted by students must be the result of their own thought and research.
- If a student has a question regarding plagiarism and his work, it is his responsibility to consult his instructors before submission of the work.
- If a student has a question or is unsure of whether discussion of the assignment among other students is allowed, it is his responsibility to ask the instructor first.
- Unless the instructor has told his students explicitly that they may collaborate on an assignment, all the work turned in must be the student's own.
- When a student's assignment involves research, it is the student's responsibility to acknowledge outside sources or information as references. If someone else's exact words are

used, it is the student's responsibility to put quotation marks around the phrase or passage in question and add an appropriate citation, thus indicating its origin.

- These rules do not apply to common knowledge, which is so freely used that it is part of the public domain.
- It is the responsibility of the student to consult his instructor so as to clarify what is and what is not part of the public domain.
- It is the student's responsibility to write and sign the pledge in full on each assignment, test, lab, homework, or any other work that is assigned by the instructor. Any references used during any assignment must be stated below the pledge.
- It is the faculty's responsibility to report any suspicion of plagiarism to the Honor Board. Faculty members may not resolve such cases, but will, instead, await the decision of the Honor Board.
- One area that requires clarification of your expectations and should be communicated to students is "self-plagiarism," that is, reuse by the student of his/her own work prepared for one class and reused by that student in another class.

Referencing/Citations

A reference is any outside source used during the completion of a submitted work. It can be a journal article, book, or website, or conversations with a tutor or a classmate, or any other source from which students may receive aid in completing their assignment.

For collaborative work, all students involved should be listed as references. References should be listed below the pledge on all submitted work. All names should be listed, along with the address of websites, or titles of textbooks. A list of references may be included on a work-cited page instead of under the pledge, if applicable.

In general, it is not an Honor System violation to cite using the wrong citation style. However, as a professor, you may have a preference. Your preferences as to citation style, level of detail (author, journal, and date), etc. clearly should be explained to students. It is wise to announce the documentation style required for the course (e.g., MLA, APA, and Chicago) on your syllabus.

Defining an Honor System Policy for Your Class

All instructors have the opportunity and responsibility to determine how best to apply the Honor System to their particular courses through policies they set. These policies will provide all students with a clear guideline of what actions are acceptable, and what are not. Student departure from the set policy can be considered a violation in cases where an action that gave an unfair advantage over fellow students who were following the course policy.

Setting a clear and explicit policy, and communicating in writing your expectations will help to ensure that no student violates the Honor System unintentionally. Moreover, all students clearly will understand what actions constitute a violation. Many faculty find it helpful to verbally explain the specific rules for the class on the first day; however it is prudent to also provide a written copy of the rules to prevent miscommunication. It is also important to make clear that if a student is unclear on the policy for the class they should ask the faculty member responsible for setting the policy to get the most accurate information.

It is not the role of the instructor to resolve suspected violations, but to report these alleged infractions to an Honor Board member or to the Honor Board's Administrative Advisor. Procedures for reporting honor violations are outlined in the prior section of this handbook.

Below is a short list of some concerns you may wish to address in defining this policy. This list was compiled based on previous casework, items identified by the faculty, the Stevens Honor Board and other similar bodies at other institutions. If you have any questions, or concerns not addressed here, or requiring further clarification, please feel free to contact the Honor Board.

Examinations

What Resources Can Be Used on an Exam. Calculators, graphing calculators, programmable calculators, the text book, notes, other students notes, other books, rulers, Excel or another spreadsheet, Matlab or Mathcad, word processors, etc. Try to anticipate what the students may want to use and state whether they may or may not use them. If tests or problems are used from year to year, and are available to some, make them available to all by putting them on-line, or on reserve in the library.

Take-Home Exams. Take-home exams are the embodiment of the trust between students and faculty inspired by the Stevens Honor System. This exam type allows for greater flexibility in test format. Use of these exams is determined at the discretion of the professor. Have an established procedure for students to ask questions about the exam after they have started.

Please notify students if they are expected to complete the take-home exam (or any homework assignment) without any outside aid. If student collaboration is not allowed, please explicitly define collaboration. If they are allowed, for example, to sketch out a problem with another student but not compare numerical answers, this restriction should also be explicitly stated.

Make-Up Exams. The rules regarding make-up exams are fully set by the instructor. It is the instructor's decision whether to use the same exam as was administered to the class or create another. It is the instructor's discretion to decide how and whether to administer make-up exams, provided they conform to the current policy of the Institute. However, whatever policy is followed should be clearly expressed to the class at the beginning of the semester. Make-up exams are considered no different from any other exam for the purposes of the Honor System.

Regarding Study of Prior Year's Exams. There are many groups/organizations on campus which have "test files" with old exams. Some students study from these exams to practice. If this is unacceptable in your class, students should be told not to use these resources. Otherwise it may be good practice to make these old exams available to all students (e.g., on a website)

Exam Seating Charts. Use of seating charts during examinations is required. Seating charts can be found at the Honor Board's web site.

Papers, Essays, and/or Presentations (Also see prior definitions of plagiarism, references, & citations)

Individual Papers. All papers are expected to be original works of the student. This policy restricts students from *recycling* an old paper, be it their own or another student's. Papers are also expected to have their sources properly cited. Some students may be unfamiliar with specific citation rules, so provide them with citation resources. Take a few minutes in class to note that documentation is required and to explain your preferences and requirements. Students often get their papers edited prior to final submittal. Such editing may be from other professors, academic support staff, peers, classmates, or even professional paid editors. Unless otherwise expressly stated, students will presume they are permitted to use all resources available. If there are certain sources which you consider unacceptable (e.g., Wikipedia), such restrictions should be expressly stated.

Group Work. When a collaborative assignment is given, the instructor may have some expectations concerning how the assignment should be completed. These expectations should be communicated to the students when the assignment is given. These may include expectations regarding the distribution of tasks or the amount of work that is expected to be done by each

member of a group. Other expectations include how much collaboration between different groups or group members is allowed, and if the group or each individual group member is expected to submit the completed work.

What is Considered “Common Knowledge” in Your Field. What is considered common knowledge varies by field. In a history class, for example, it may be acceptable to say, "The Declaration of Independence was written by Thomas Jefferson," without a citation but it may be unacceptable in a biology class to write "Malaria is caused by a protozoan parasite Plasmodium," without citation. Because the definition of common knowledge is difficult for students taking classes in a variety of disciplines, providing specific examples is very helpful.

What Types of Sources Can Be Used on the Paper. If students are to refrain from looking at certain types of sources, or must include certain types of sources, tell them so explicitly.

How Should Those Sources Be Cited? In general, it is not an Honor System violation to cite using the wrong citation style, however, as a professor, you may have a preference. The professor may also define the level of detail expected in a citation, e.g., author, journal, date, etc.

How Much Proof Reading is Acceptable and By Whom? For most students there is a default assumption that peer editing of papers is allowed. This includes friends and the writing tutors on campus, and possibly fellow classmates. If a student is not allowed to use these resources, it is best to explicitly state this fact.

Deadlines and Extensions. Whether to allow for extension is at the discretion of the professors. However this policy needs to be set and communicated to the class at the beginning of the semester and then adhered to in fairness to all students.

Homework Assignments

Most students assume that they can work together on homework unless the teacher explicitly states to the contrary. Please notify students if they are expected to complete an assignment without any outside aid. If they are allowed, for example, to sketch out a problem with another student but not compare numerical answers, this restriction should also be explicitly stated.

Group Assignments

Addressing common questions regarding group assignments revolve around the professor's expectations of how much can or should be collaborative work and how much should be completed individually. You should address these issues in your instructions to students at the start of assigning any such group assignment.

Lab Work

Falsifying laboratory data is a violation of the Honor System. You should address in your instructions to students to what degree is it acceptable to use section's of a previous semester's Lab Report verbatim or as a writing guide. Can the student be permitted to paraphrase the procedure given at the lab or is he/she expected to be original. If there is group lab work, it should be defined as to what data can be shared and what work should be the individual effort of the student. You may also wish to define the breakdown of what work was done by whom in the group. This can be accomplished by Gantt charts, or a project task breakdown to accompany the project report. It is always good practice to state these policies to students at the start of or early in the semester.

PART FOUR: ACADEMIC INTEGRITY FOR GRADUATE STUDENTS

The following statement is printed in the Stevens Graduate Catalog and applies to all students taking Stevens graduate school courses, on and off campus.

Academic Improprieties

The term academic impropriety is meant to include, but is not limited to, cheating on homework, during in-class or take home examinations and plagiarism. The Institute has adopted a procedure to deal with such actions. An instructor of a graduate course may elect to formally charge a student with committing an academic impropriety to the Dean of Graduate Academics or to adjudicate the issue personally.

If a complaint is made to the Dean of Graduate Academics, the Dean convenes the Graduate Academic Evaluation Board. The Board investigates the allegation, conducts a hearing and determines necessary actions. The accused may elect to be present at the hearing along with any witnesses he or she chooses. Upon been informed of the date and time of the hearing it is required that the accused provide the names of any such witness(es) to the Dean of Graduate Academics. Appeals of the Board's decisions are first made to the Academic Appeals Committee and then, if necessary, to the Chief Academic Officer i.e. the Provost of the Institute. The Board, chosen from the Graduate Curriculum Committee, consists of a faculty member from each of the three schools.

If the instructor elects to adjudicate the issue personally, any appeal of the instructor's action is first made to the Graduate Academic Evaluation Board, and, if necessary, to the Academic Appeals Committee and then, if necessary, to the Provost of the Institute.

Although the Stevens Honor System applies primarily to undergraduate students, graduate school faculty should do all they can to carry the spirit of the Stevens Honor System into their respective classrooms. Note that undergraduate students taking graduate courses do not enjoy the privileges of the Honor System for those classes. Rather, academic integrity in the Graduate School is guided by the policies and procedures as defined by the Dean of Graduate Academics.