

Marymount University

Office of Student Conduct and Academic Integrity

Student Conduct Board & Academic Integrity Panel

Applicant Information Packet



ABOUT THE OFFICE OF STUDENT CONDUCT AND ACADEMIC INTEGRITY

Marymount University's student conduct and academic integrity standards are founded upon and encompass the Marymount University values of professionalism, respect, integrity, diversity, excellence, faith, and service. Marymount University calls students to live purposeful, ethical, and moral lives. Student members of the community are expected to uphold and abide by both the core values and community values which together form the basis of the university's community standards. The student conduct and academic integrity processes at Marymount University exist to protect the interests of the individual and the community and to challenge community members to live the values of the Marymount University. The processes and outcomes are intended to challenge and shape moral and ethical decision-making and to bring behaviors into accord with the community expectations. In order to achieve this, the Office of Student Conduct and Academic Integrity ensures that its policies, processes, and procedures afford a fair and impartial process within an educationally and developmentally sound framework.

MISSION STATEMENT

The Office of Student Conduct and Academic Integrity upholds Marymount University's standards of behavioral conduct and academic honesty through the administration of fair, ethical, and balanced processes. The Office of Student Conduct and Academic Integrity is committed to the development of ethical decision-making and critical thinking within the Catholic higher education tradition of the Religious of the Sacred Heart of Mary and encourages students to accept personal responsibility for their actions and hold themselves accountable to their communities.

PHILOSOPHY STATEMENT

The Office of Student Conduct and Academic Integrity is committed to an educational and developmental process that balances the needs of individual students with the needs of the University community. To accomplish this aim, there are four philosophical tenets of the student conduct program.

- **Prevention** – The student conduct program educates students about appropriate standards of conduct within the University community through programming and dialogue before issues occur. The program seeks to reduce incidents by educating students about healthy decision-making, constructive discourse, and bystander intervention.
- **Intervention** – The student conduct program identifies the personal, educational, and social influences that result in misconduct on campus and intervenes through diverse methods of resolution that place emphasis on relationships, personal decision-making, community obligations, and student learning.
- **Harm Reduction** – The student conduct program engages students in the examination of the impact of their behaviors on their relationships with the community and community members. After identifying the impact of their behaviors, students are guided in repairing these relationships and reducing harm.
- **Retention** – The student conduct program focuses on retaining students, when possible, through the creation of opportunities for students to learn from their experiences and effect positive change in decision-making. By taking an active role in designing conduct outcomes, the student conduct program offers students an opportunity to remain a part of the University community.

OPPORTUNITIES FOR STUDENTS

Decisions about student academic and behavioral misconduct are reflections of our community. They represent the values, traditions, mission, goals, standards, and expectations of Marymount University. Student conduct boards and academic integrity panels have been a part of the vibrant tradition of American higher education for generations. These boards represent the community voice and safeguard the integrity of the institution and the value of a Marymount University degree. Two opportunities are available in the Office of Student Conduct and Academic Integrity.

1. **Student Conduct Board** – The Student Conduct Board adjudicates cases of behavioral misconduct outlined in the Student Community Conduct Code, such as use of community disruptions, illegal substances, and vandalism. The board acts as the University's finders of fact and decision-makers in such cases. The Office of Student Conduct and Academic Integrity convenes

boards to hear cases when (1) the outcome may result in loss of housing, suspension, or expulsion from Marymount University or (2) the facts are complex and the format of the hearing would be beneficial to determining the facts. Students, faculty, and staff are eligible to serve on the board.

Board members must be of good character and demonstrate sound decision-making skills. They must be in at least their second semester at Marymount University, be in good conduct and academic standing, and possess a 2.750 cumulative GPA which must be maintained throughout the term of service. Appointments are for a period of one academic year which may be subsequently renewed. Students must be willing to attend an initial training of approximately six hours.

Student Conduct Boards range between 45 minutes to 2.5 hours in length including deliberation. The exact length varies depending on the case. Due to the nature of student misconduct there are no peak times. Most panelists serve on three panels per year. The Office of Student Conduct and Academic Integrity schedules panels during normal business hours on an as needed basis.

2. **Academic Integrity Panel** – Academic Integrity Panels adjudicate cases of academic misconduct outlined in the Academic Integrity Code, such as plagiarism, cheating, falsification, solicitation or facilitation of academic dishonesty, text-recycling, and fraud or misrepresentation in academic claims. The Office of Student Conduct and Academic Integrity convenes panels when (1) students dispute allegations of academic dishonesty, (2) are accused of a second or subsequent violation which may result in suspension or expulsion, or (3) the violation is so egregious as to warrant suspension or expulsion on the first offense.

Panelists must be of good character, demonstrate sound decision-making skills, and possess strong academic skills. They must be in at least their second semester at Marymount University, be in good conduct and academic standing, and possess a 3.000 cumulative GPA which must be maintained throughout the term of service. Appointments are for a period of one academic year which may be subsequently renewed. Students must be willing to attend an initial training of approximately 1.5 hours.

Academic Integrity Panels are generally 1.5 hours long including deliberation. Though, the exact length varies depending on the case. Cases are heard throughout the semester but the highest volume are generally the week after finals, the week before a semester starts, and two weeks after mid-terms. Most panelists serve on three panels per year. The Office of Student Conduct and Academic Integrity schedules panels during business hours on an as needed basis.

The Office of Student Conduct Academic Integrity accepts applications on rolling basis. Students are required to list two faculty members who can speak to their integrity, critical thinking, and academic knowledge and skills. The Office of Student Conduct and Academic Integrity will contact the faculty member for a brief reference check.

APPLY TO BOTH POSITIONS HERE:

<http://bit.ly/Apply2SCAI>

FREQUENTLY ASKED QUESTIONS

What are the qualities that make a good board member or panelist?

More than anything, board members and panelists should believe that upholding the integrity of Marymount University is imperative to ensuring the quality of an education. Effective board members and panelists are curious and ask

questions. They have strong critical thinking skills coupled with a non-judgmental approach to upholding Marymount University's standards.

What are the benefits of being a board member or panelist?

Panelists and board members are entrusted with a significant and important responsibility: to uphold the integrity of the University community. Many leadership positions offer opportunities for the development of critical-thinking or communication skills. Board member and panelists hone these skills in real world situations with significant responsibility and consequences to their decisions. Board members and panelists examine complex evidence, interview complainants and respondents, and participate in collaborative decision-making that has a real and immediate effect. Few recent college graduates can say that they have practiced these skills in a way that is as meaningful to future employers.

What is the selection process?

Interested students should complete the online application linked here: <http://bit.ly/Apply2SCAI>. You may apply for both positions using the same application. In addition to being asked basic demographic and academic information, you will respond to three short answer questions and provide two references. For academic integrity panelists, both references should be faculty who have direct knowledge of your academic work. For student conduct board members, the references can be any faculty or staff members who have direct knowledge of your integrity and critical thinking abilities. Reviewers rely most heavily on your short answers and your references. Academic integrity panelists are selected on a rolling basis, while student conduct board member applications are due **Friday, December 14, 2018**.

I'm not involved with any other activities on-campus. Will I be at a disadvantage?

No, the expectations of the panelist and board member positions require a unique set of skills. Panelists and board members are from diverse academic and personal backgrounds, including those who are involved and those who are not otherwise involved with campus leadership.

What happens if I know the person who has been accused of a violation (i.e., respondent)?

Marymount University is a small institution where much of the community knows each other. Simply being in a class with the respondent or living in the same residence hall is not a reason to disqualify a panelist or board member. If a panelist or board member has a close personal relationship with the respondent, the panelist or board member will identify the potential conflict to the Office of Student Conduct and Academic Integrity in advance of the hearing. The Office of Student Conduct and Academic Integrity will help determine if recusal is appropriate and find a substitute panelist or board member, if necessary.

What is the time commitment?

There are three parts to the commitment: training, hearings per year, and individual hearings. For student conduct board members, the initial training requirement is six hours with annual in-services of two hours once per year. Board members have flexibility in the number of hearings that they attend per year. At a minimum, the Office of Student Conduct and Academic Integrity expects that board member will participate in three per year. Individual hearings range from between 45 minutes to 2.5 hours with the average hearing being between 1 and 1.5 hours. The most significant variables are the number of respondents and witnesses and whether the respondent accepts at least some responsibility.

For academic integrity panelists, the initial training requirement is 1.5 hours with an annual one hour. Panelists have flexibility in the number of hearings that they attend per year. At a minimum, the Office of Student Conduct and Academic Integrity expects that panelists will participate in three hearings per year. Individual hearings are 1.5 hours and rarely exceed this timeframe.



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