Office of Academic Integrity and Student Conduct

Harvard College Honor Council Annual Report 2015-2016

University Hall, Ground Floor North
617-384-7239
honorcouncil@fas.harvard.edu
honorcouncil.fas.harvard.edu

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1   Introduction

The Harvard College Honor Code begins with the declaration that,

> We – the academic community of Harvard College, including the faculty and students – view integrity as the basis for intellectual discovery, artistic creation, independent scholarship, and meaningful collaboration. We thus hold honesty – in the representation of our work and in our interactions with teachers, advisers, peers, and students – as the foundation of our community.

The Honor Code is an integral part of the academic experience of Harvard College and emphasizes a centuries-old commitment to truth and honesty. Peer-reviewed research reveals that colleges whose members share responsibility for academic integrity have lower rates of academic dishonesty. Schools that develop and nurture a culture of academic integrity have the most successful honor codes, and thus the Harvard College Honor Code provides a means to realizing and renewing our commitment to academic integrity in our classrooms, labs, libraries, and residences.

The Harvard College Honor Council, on which students and faculty share equally the responsibility for upholding the Honor Code, stands as the most visible expression of our collective commitment to academic integrity. Our mission is to help students understand the rules and the consequences of their actions so that they can learn greater responsibility both within Harvard College and beyond its gates. The Council's work also reflects our community's long-standing commitment to a pedagogical response to student action and discipline. In adopting this educational approach to academic integrity, the Council makes decisions by engaging in a holistic assessment of the student's life and experiences as well as the student's actions. The purpose of the Council is to allow each individual student to learn from mistakes while also affirming community members' commitment to academic integrity.

Open communication with the entire community is central to creating and maintaining the shared commitment to academic integrity that is the goal of the Honor Code. This report provides the information needed for the community to engage with the Honor Code, understand the work of the Honor Council, and have honest and accurate conversations of what academic integrity looks like at Harvard College. Being open about this allows us to respond to individual violations accurately, appropriately, and pedagogically. While we seek to be open about Honor Council decisions, we also work to maintain strict confidentiality regarding individual students. The statistics presented here are reported in aggregate so as to maintain the privacy of the individual students concerned.

This is the first of what we intend to be annual opportunities for communication on both the activities of the Honor Council and the community's progress toward building a stronger culture of academic integrity. This year we report on the Honor Council's establishment, its first year of activity, and the patterns we see on campus. As we progress, this report may change in scope and content, and we hope to be able to draw more distinctive conclusions down the line. The intent—to inform the community and engage as many members as possible in a conversation about honesty and academic culture—will remain constant.

2   Role of the Honor Council

The Honor Council is composed of undergraduate and graduate students, faculty, and administrators working together to uphold the Honor Code, review possible violations, and raise awareness about the importance of academic integrity within the Harvard College community.

2.1   Explanation of Roles and Membership List

The Honor Council comprises voting members who respond to potential violations of the Honor Code and rules on academic integrity, and Student Academic Integrity Fellows who provide support to students throughout the Honor Council process.

2.1.1   Voting Members

The voting body of the Honor Council consists of twenty-four members, including an equal number of Harvard College undergraduates and Faculty of Arts and Sciences faculty members, administrators, and Graduate School of Arts and Sciences teaching fellows. Voting members are organized into three teams of eight; each team of eight has the same balance of individual roles as the entirety of the Honor Council. Voting members investigate, deliberate, and decide on responses for cases in which students may have violated the Honor Code and/or rules on academic integrity. The Council is committed to reviewing every case thoroughly and fairly, and to providing the involved students multiple opportunities to share their perspective and engage with the Council. In considering a case, voting members determine appropriate responses aligned with the Council's educational, community-centered mission.

The 2015-2016 voting members are listed below.

Nate Bernstein '17
James Bollinger '17
Caitlin Casey, Allston Burr Assistant Dean of Harvard College, Lowell House (Spring 2016)
CJ Christian '17
Maria Devlin, GSAS PhD Candidate in English
Ahmed Gondal '18
Jay Harris, Harry Austryn Wolfson Professor of Jewish Studies, Dean of Undergraduate Education
Joe Harris, Higgins Professor of Mathematics
Karen Heath, Senior Preceptor in Expository Writing
Jonathan Jeffrey '16
Kate LaHorgue '17
Lien Le '17
Amanda Lobell, Allston Burr Assistant Dean of Harvard College, Currier House (Spring 2016)
Meg Panetta '17
Mike Ranen, Resident Dean of Freshmen, Ivy Yard
Mary-Grace Reeves '16
Casey Roehrig, Preceptor in Life Sciences
Catherine Shapiro, Resident Dean of Freshmen, Crimson Yard
Samantha Singal '18

Mariano Siskind, Professor of Romance Languages & Literatures and of Comparative Literature (Fall 2015)
Nina Srivastava '18
Tiffanie Ting, Allston Burr Assistant Dean of Harvard College, Cabot House
Matthew Vegari '17
Cory Way, Allston Burr Assistant Dean of Harvard College, Kirkland House (Fall 2015)
Cheryl Welch, Director of Undergraduate Studies, Senior Lecturer on Government
Richard Wrangham, Ruth Moore Professor of Biological Anthropology

2.1.2 Student Academic Integrity Fellows (SAIFs)

A Student Academic Integrity Fellow (SAIF) is an undergraduate student trained in the procedures and policies of the Honor Council. SAIFs provide support to students going through an Honor Council process by explaining procedures, helping students understand their options, offering feedback on draft personal statements, connecting students to resources outside of the Honor Council, and remaining a point of contact for the student following the conclusion of the review. While SAIFs may accompany students in their interactions with the Honor Council, they do not deliberate or vote on cases.

When a student is going through the Honor Council process, he or she has the choice of whether to work with a SAIF, as well as the choice of which SAIF to work with. Selecting a SAIF, or choosing not to work with one, does not affect any proceedings or how the Honor Council reviews a case. SAIFs are representatives of the Honor Council and do not serve as advocates for the students they support.

The 2015-2016 SAIFs are listed below.

Danny Banks '17
Kelsey Barolak '17
Xavier Gonzalez '18
Kirin Gupta '16
Jake Hummer '17
Jack Jue '18
Michael Loughlin '16
Tessie McGough '16
Lethu Ntshinga '18
Rohan Reddy '17 (Fall 2015)
Palmer Smith '16
Margery Tong '17

2.1.3 Additional Members

Chair
The Danoff Dean of Harvard College, Rakesh Khurana, is chair of the Honor Council. Before the first meeting of each term, the Dean establishes three teams of eight voting members each; each team of eight has the same balance of individual roles as the entirety of the Honor Council. One member of each team is designated as chair and functions as chair for that team's meetings. Members serve at the discretion of the Dean.

Secretary

The Secretary of the Honor Council functions as the Dean's designee in daily operations. The Secretary is the recipient of reported concerns and conducts most initial and follow-up student meetings. While the Secretary is present at meetings of the Council, he or she only votes in the instance of a tie. Brett Flehinger is the Secretary of the Honor Council and Lauren Brandt is the Associate Secretary.

Case Manager

The Case Manager is responsible for managing Honor Council cases. He or she organizes investigations by collecting relevant case materials, analyzing material for relevance, and preparing case materials for meetings. The Case Manager is also responsible for scheduling initial and follow-up student meetings, preparing Honor Council meeting and SAIF schedules, and conducting initial meetings in the absence of the Secretary. The Case Manager is Elizabeth Truitt and Lauren Mulcahy is the backup Case Manager.

Guests

The Honor Council may also, at its discretion, invite guests to provide assistance and expertise in its deliberations. Guests do not vote on the case.

2.2 Honor Council Process

The primary role of the Honor Council is to respond to potential violations of the Honor Code and rules on academic integrity. The Council evaluates cases by effectively and carefully gathering information through a multi-step process and determining appropriate responses on behalf of the College community. The Council process is grounded in a commitment to transparency and a balance of student agency and support.

2.2.1 Report and Notification of a Concern

An Honor Council review begins when a member of the Harvard community raises a concern over the academic work of one or more students. Any member of the community may submit a report to the Office of Academic Integrity and Student Conduct (OAISC), which houses the Honor Council.[1] OAISC staff gather materials related to the concern and then contact the student(s) involved to schedule an initial meeting. Any materials OAISC receives that will be reviewed by the Honor Council are provided to the student(s) involved.[2] The Secretary, or another member of OAISC staff, conducts the initial meeting, ordinarily accompanied by a SAIF. At the initial meeting, the College's rules on confidentiality are explained to the student, as well as the steps of the Honor Council process. The student receives a copy of the Honor Council procedures, the letter of concern, and supporting materials received from the course.

2.2.2 Student Support and Agency

All students involved in an Honor Council review are supported by an Allston Burr Assistant Dean (ABAD) or Resident Dean of Freshmen (RDF). While typically the student works with the Dean in
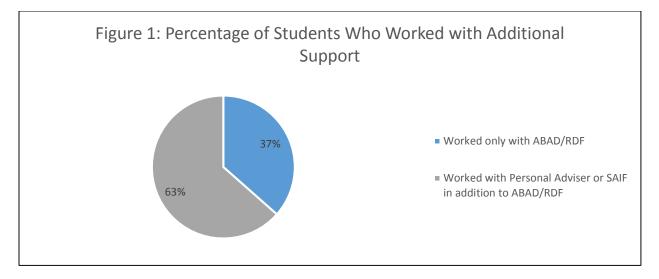
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[1] For information on how to report an academic integrity concern, please visit:
http://honorcouncil.fas.harvard.edu/how-report
[2] When multiple students are involved in the same review, names of other students are redacted from case materials.

the House or Yard in which the student resides, students may elect to work with a different ABAD or RDF. The role of the ABAD or RDF is to help the student understand the Honor Council process and to explain the issues the Council is considering.

In addition to their Dean, students are presented with the opportunity to work with either a SAIF or a Personal Adviser for extra support. At the initial meeting, the student receives information on the roles of the SAIF and Personal Adviser. Students are provided a list of all current SAIFs, with information on their class years and concentrations. Students who prefer not to select a SAIF may choose instead to be supported by a Personal Adviser. A Personal Adviser is an officer of Harvard University affiliated with the Faculty of Arts and Sciences, such as a faculty member, teaching fellow, varsity head coach, tutor, or proctor. Both SAIFs and Personal Advisers have access to the material being reviewed and can offer feedback on written statements, help a student prepare for an Honor Council meeting, and accompany the student to the meeting.

Of the 115 cases reviewed by the Honor Council in 2015-2016, 73 students chose to work with a Personal Adviser or SAIF in addition to their ABAD or RDF, while 42 students chose to work only with their ABAD or RDF (see Figure 1).

Figure 1: Percentage of Students Who Worked with Additional Support

37% ■ Worked only with ABAD/RDF

63% ■ Worked with Personal Adviser or SAIF in addition to ABAD/RDF

2.2.3   Resolving a Review

The next step is for the student to decide whether to write an initial statement. The initial statement is an opportunity for the student to respond to the issues raised in the concern and to provide context and information to broaden the Honor Council's understanding of the circumstances. If the student decides not to submit an initial statement, the Honor Council will proceed without it.

After a student has the opportunity to submit a written statement, OAISC staff review the case and determine if more information is needed. The Secretary may invite other members of the community who may have relevant information to share that information. Any additional materials gathered are shared with the student(s) involved, including the name(s) of the person(s) submitting information.

When a case is ready to move forward, the student is provided a chance to meet with a team of Honor Council voting members. This meeting, also referred to as an appearance, is an opportunity for the student to explain the situation from his or her perspective, expand on the initial statement if applicable, and take questions from members of the Honor Council team. The student may choose whether or not to attend the appearance. If the student chooses to attend, he or she can decide which questions to answer. The Honor Council team does not draw any conclusions from a student's decision not to attend an appearance or not to answer questions. If the student decides not to attend the meeting, the Honor Council team will still evaluate and vote on the issue based on existing materials.

Honor Council voting members take two votes when considering a student's case. After a period of deliberation, Honor Council members vote first on whether they are sufficiently persuaded that the student is responsible for violating the Honor Code and/or rules on academic integrity.[3] A second vote is then taken to determine the appropriate response. All votes are taken on the basis of a simple majority of the members on the Honor Council team present and eligible to vote, except for votes to require a student to withdraw, which require a two-thirds vote of the members of the Honor Council team present and eligible to vote. In deciding on an individual response, Council members reflect the values of the shared academic community. As members of the Council practice together, they articulate shared norms for handling violations of the Honor Code and rules on academic integrity.

In cases in which the Secretary determines, based on the initial materials, that the matter does not raise a serious concern, the Secretary may refer the matter back to a course for a "local sanction" (e.g., mandatory tutoring, a grade penalty, a course warning, etc.). Such sanctions are imposed at the discretion of the faculty member in consultation with the Secretary. Ordinarily, the decision to refer a matter back to the course for a local sanction is made after the receipt of a student's initial statement and eliminates the need for a meeting with an Honor Council team.

The full range of Honor Council responses are described below in Section 3.

2.2.4 Closing Stages

The student is ordinarily notified of the Honor Council's decision by her or his ABAD or RDF following the conclusion of the Honor Council meeting. The student has the option to request a follow-up meeting with the Secretary and a voting member of the Honor Council as an opportunity to ask further questions about the decision and how it fits into the student's educational career at the College. The follow-up meeting is highly encouraged but optional, and can be requested following the conclusion of an Honor Council review.

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[3] To review the rules on academic integrity, please refer to the *Harvard College Handbook for Students*: http://handbook.fas.harvard.edu/book/academic-integrity

3   Honor Council Activity

During the 2015-2016 academic year, the Honor Council reviewed 115 individual cases. Of those 115 cases, eight included two types of violations within the same case (for example, inappropriate collaboration and plagiarism). Two students were involved in two separate cases.

3.1   Responses by Type

The Honor Council's decisions are governed by the rules and regulations contained in the *Handbook for Students* and are guided by considerations of equity. The Council is careful to treat each student fairly, and in reaching its decisions, considers whether or not the outcomes are consistent with its treatment of other students. To take action, the Council must be sufficiently persuaded that the student has violated the Honor Code and/or the rules on academic integrity.

The Honor Council has a specific range of responses, set by the Faculty, with which to respond to violations of the Honor Code and other violations of academic integrity. These can be organized into two separate categories. First is a response indicating that there was no finding of a violation, either because no violation occurred or there was insufficient evidence of a violation. This type of response means that there is no finding of responsibility on the part of the student.

The other main category of responses indicates that the Council believes a violation of the rules did occur. This category encompasses a range of actions, reflecting the fact that the severity of the violation is variable. The Council always takes into account any mitigating circumstances, including the extent to which a student has had similar issues before and the severity of the matter, when determining the appropriate response.

Within this second category, there are two subsets. The first subset includes responses that address less severe violations and indicates that the Council considers the matter to be an opportunity for pedagogical intervention. These matters may result in warnings or referrals back to the course instructor (see section 2.2.3).

The second subset reflects more serious concerns. These responses result in what is known as a change of status. Normally, students at the College are considered to be "in good standing." With these types of responses, a student's status can change from being "in good standing" to either "on probation" or "required to withdraw." In practical terms, this change of status means that a student "on probation" or "required to withdraw" may not be eligible for certain opportunities or programs at the College, such as independent study, cross-registration, and study abroad, until her or his status is restored to "in good standing." A student's status changes only for a specific length of time, outlined in the Council's response.

3.2   Explanation of Responses

The basic range of responses is as follows, in order of increasing severity. The first group indicates that the Honor Council did not find a violation.

> *Scratch* - A finding that nothing wrong occurred, or that there are no grounds for action. A decision of scratch is recorded in the student's file to signal that the Council found no fault.

Take No Action - This response indicates that a serious accusation was made but was not or could not be substantiated.

The following responses indicate that the Honor Council found that a violation did occur but do not involve a change of status. They signal different levels of responsibility and severity.

Referral for a Local Sanction - A referral to the faculty member teaching the course in which the finding of academic dishonesty was made with a recommendation that "local sanctions" (for example, mandatory tutoring, a course warning, an ungraded rework of the assignment in question, a grade penalty, or a failure for the assignment) are appropriate. Such sanctions are imposed at the discretion of the faculty member, in consultation with the Secretary.

Exclusion from a Course - Exclusion is an indication that the student was not permitted to continue in the course and received no credit. Exclusion is ordinarily an action taken in conjunction with another outcome, such as Admonish, Probation, or Requirement to Withdraw.

Admonish - Admonition is a warning that a student has violated rules or standards of conduct, and it begins a state of jeopardy (i.e., it signals to the student that the Council may respond to future misconduct with formal disciplinary action).

The following responses cause a change of a student's status (see section 3.1 for further details).

Probation - Disciplinary probation puts a student on notice that her or his conduct gives considerable cause for concern. The Council will likely respond more seriously (e.g., Requirement to Withdraw) to further violations. The length of disciplinary probation can vary.

Requirement to Withdraw - This action is taken when a student's conduct is unacceptable and the Council has determined that the student needs to be separated from the College in order to gain perspective on her or his actions, or to address and resolve her or his difficulties. In these cases, the Council ordinarily requires the student to leave the Harvard community completely and to hold a full-time, paid, non-academic job in a non-family situation for at least six consecutive months before petitioning for readmission to the College. The length of withdrawal normally ranges from two to four terms.

Recommendation for Dismissal or Expulsion - In the most serious cases of misconduct, the Honor Council may require a student to withdraw and make a recommendation to the Faculty Council that he or she be dismissed or expelled from the College. Dismissal severs a student's connection with the University, and she or he can be readmitted only in the rare instance of another vote by the Faculty Council; expulsion severs the student's connection with the University permanently.

The Honor Council can also choose to "bracket" a case when a decision is postponed pending receipt of additional information or documentation.

The Honor Council reviewed 115 cases in 2015-2016. Figure 2 shows the breakdown of responses by type. Twenty-five percent of cases did not result in a finding of a violation. Twelve percent of the
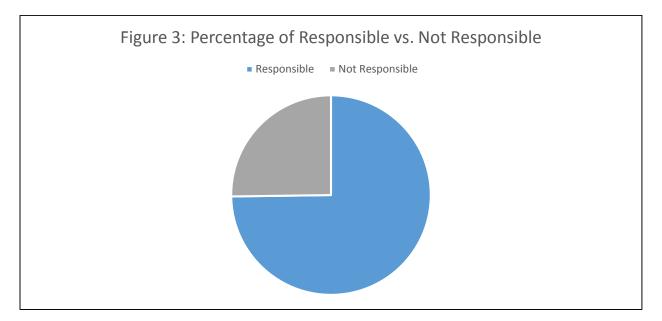
cases reviewed resulted in a student being asked to take time away from the College because of the severity of the violation.

Figure 2

Response	Number	Percentage
Scratch	15	13%
Take No Action	14	12%
Referral for a Local Sanction	20	17%
Exclusion from a Course	0	0%
Admonish	15	13%
Probation	37	32%
Requirement to Withdraw	14	12%
Recommend for Dismissal or Expulsion	0	0%
Total	**115**	**100%**

3.3   Findings of Responsibility

Of the 115 cases reviewed, 29 were cases in which the student was found not responsible for any violation, while 86 were cases in which the student was found responsible. Figure 3 shows the percentage breakdown.

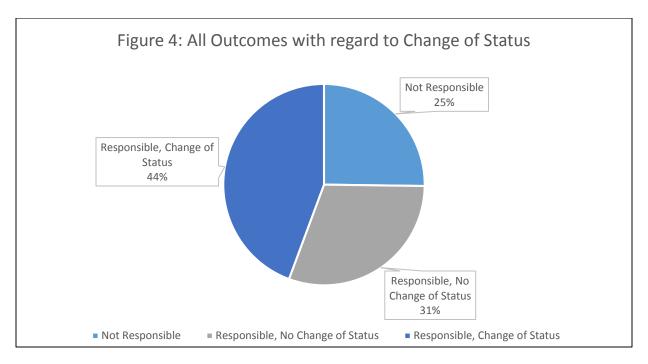Figure 3: Percentage of Responsible vs. Not Responsible

Here, "Not Responsible" refers to cases in which the decision was Scratch or Take No Action. "Responsible" includes cases with the following decisions: Referral for a Local Sanction, Exclusion from a Course, Admonish, Probation, or Requirement to Withdraw.

3.4   Case Outcomes Resulting in a Change of Status

Normally, students at the College are considered to be "in good standing." Some responses by the Honor Council change a student's status from being "in good standing" to "on probation" or "required to withdraw." In practical terms, this means that the student may not be eligible for certain opportunities or programs at the College, such as independent study, cross-registration, and study abroad, until her or his status is restored to "in good standing.". A student's status changes only for a specific length of time, outlined in the Council's response. The Council's decision to respond with an outcome that affects a student's status reflects its understanding of the gravity of the violation and the extent of a student's responsibility for it.

Of the 115 cases reviewed by the Honor Council, 86 resulted in a finding of responsibility. Of those 86 cases, 51 resulted in outcomes that changed a student's status. Thirty-five resulted in decisions that did not change a student's status. Overall, 44% of decisions resulted in a student's change of status (see Figure 4).

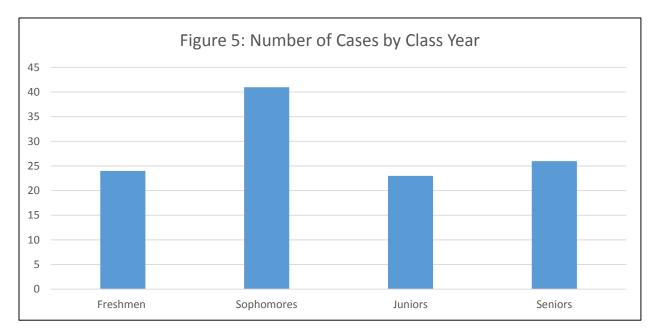Figure 4: All Outcomes with regard to Change of Status

In Figure 4, the categories are defined as follows:

- Not Responsible: Scratch or Take No Action
- Responsible, No Change of Status: Referral for a Local Sanction, Exclusion from a Course, or Admonish
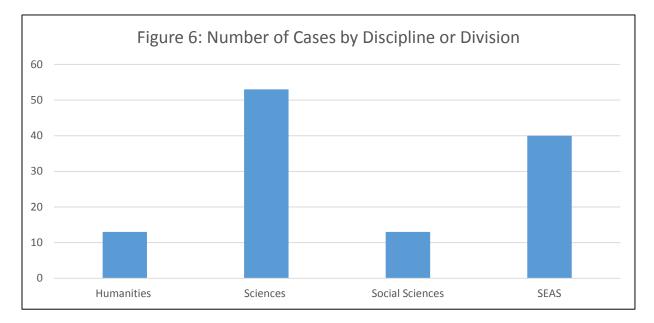- Responsible, Change of Status: Probation or Requirement to Withdraw

3.5   Reports by Class Year

Of the 115 cases reviewed, the majority involved students in their sophomore year, followed by those in their senior year, then freshmen, then juniors (see Figure 5). Please note that sample sizes of five or fewer are not included here. As a whole, it is not clear what role class year plays in this equation and this merits further investigation. Sophomore year is characterized more generally by times of transition, from Yards to Houses, and from introductory classes to courses more directly aligned with concentration plans.
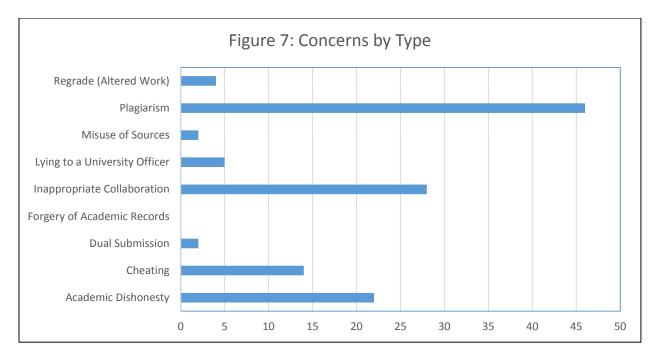
Figure 5: Number of Cases by Class Year

3.6   Reports by Division and SEAS

Of the 115 cases reviewed, the majority were referred to the Honor Council by courses in the science division or in classes offered by the School of Engineering and Applied Sciences (SEAS) (see Figure 6). This aligns with the broader context of higher education, where academic integrity issues cluster in similar areas. Science courses and those offered by SEAS are often problem set-heavy. The prevalence of academic integrity issues in problem set-heavy classes could be due to several factors: the ease of accessing solution sets and online resources, different collaboration policies across different courses, and considerable concern about grades by students. At this point, it is too early to draw any definitive conclusions.

Figure 6: Number of Cases by Discipline or Division

3.7   Types of Concerns

The Honor Code and the *Handbook for Students* illuminate the types of concerns that the Honor Council investigates. Figure 7 shows these concerns by type. A report to the Council can include multiple concerns. For example, one assignment might raise concerns about a misuse of sources or improper citation, as well as text that is cut and pasted from another source (i.e., plagiarism). Because of this factor, the number of concerns exceeds the number of individual cases.

Figure 7: Concerns by Type

The most common concerns reported to the Honor Council are plagiarism and inappropriate collaboration. Of the 115 cases, 46 included concerns about plagiarism and 28 included concerns about inappropriate collaboration. In some instances, a case included both concerns. The guiding principle is that all work submitted for academic credit "will be the student's own" and that students should give proper credit to those whose work has influenced, shaped, or contributed to their own thinking. For these reasons, the definition of plagiarism is quite broad. The category of plagiarism encompasses instances in which work is submitted that is not the sole work of the student. For example, consider an instance in which Student A and Student B work together on a problem set. If Student B copies Student A's work and submits it as her or his own, that could be a violation both in terms of inappropriate collaboration and plagiarism since the work submitted is not Student B's own. Thus, plagiarism in this framework can encompass much more than the traditional "cut and paste" without attribution that is the more familiar definition.

Other issues of concern include cheating on exams (14), pursuing a regrade with alterations to what was originally submitted to the course (4), and falsifying e-mails or file properties to gain extra time to complete an assignment (5). The 22 academic dishonesty incidents represent either referrals for local sanctions, for which no specific type of concern was recorded, or cases that were scratched.

4 Observations at Year One

One year of activity provides limited material from which to draw firm conclusions, but the following observations could be significant points of conversation for students, faculty, and staff across Harvard College. The meaning of these observations and the conclusions to be drawn from them remain up for discussion and debate. The adoption of an Honor Code was intended to spark such discussion, which will be the means to build an ever-stronger commitment to academic integrity. We also recognize that additional observations may be inferred from the year's experience, and we have selected the following as the most pressing areas of discussion. We recognize that members of the community may want to suggest additional points of emphasis and we welcome that engagement and conversation.

4.1 Problem Sets

The largest percentage of potential violations of the Honor Code concerned problem sets. This is at one level not surprising since these are among the most common assignments for Harvard students, completed weekly or bi-weekly in many courses. Problem sets need particular attention from faculty and students.

4.1.1 Collaboration Policies

Students at times report lack of understanding of collaboration definitions or standards. While these reports suggest that there may be uncertainty about the meaning of collaboration policies, differences between industry standards and academic expectations, and failure to read or consider the policies, all members of the community can benefit from further clarification and development of these policies. Effective policies on collaboration should improve teaching and learning without a corresponding cost to faculty or students.

4.1.2 Internet Sources

Access to prohibited material becomes increasingly easy with each passing year. A variety of websites and sources for problem set answers, reading notes, computer code, and other material is readily available on the Internet. At times, students report coming across this material accidentally while searching for assistance, and at other times it is copied intentionally. This is a concern for course staff, who will benefit from knowing what is available online related to their course, and for students, who will need to think carefully about how or whether to access and use this material.

4.2 Plagiarism

Plagiarism is the second most common issue reported to the Honor Council and may be the most open for pedagogical intervention. In some instances, the plagiarism reviewed by the Council involves outright lifting of significant passages. At other times the issue, by student self-reports and the Council's checking of the text, involves significant problems in an individual's use of sources or writing approach. This is particularly true of copying in place of effective paraphrasing. The violations reported here as "plagiarism" do not stem from citation issues, as is sometimes assumed. Rather, the problems of plagiarism addressed by the Council are substantive and result in papers that are fundamentally deceptive. Students can and should learn appropriate citation practices, but the

plagiarism described here stems primarily from either ethical issues or issues related to writing and thinking. Writing with integrity is an ongoing process that needs pedagogical attention across all four years of undergraduate intellectual development.

4.3   Class Year

Sophomores are overrepresented in the cases that come to the Honor Council, while the distribution among first-year students, juniors, and seniors is roughly equal. Although it is too early to draw firm conclusions from one year of experience, this issue bears monitoring and, should it continue, further analysis.

4.4   Time

Based upon reported data, anecdotal accounts from students involved in the Honor Council, and broader discussions, the conditions under which students do their work affect academic integrity in our community. More specifically, students involved in Honor Council cases frequently report significant time pressures—either limited time remaining in which to complete an assignment or compounding pressures of multiple assignments and other (non-academic) obligations that impact decision-making and assignment completion. In turn, students involved in Honor Council cases frequently report not reaching out to faculty to request aid, whether through office hour attendance, extensions, clarification, or even explanation that an assignment may not be completed on time. The Harvard College community can work together to make clear what assistance is available and what the realistic consequences of incomplete work will be.

5   Conclusion

Harvard College, like any vibrant institution, constantly renews itself—with new faculty, new programs, and most notably, the constant flow of new students who join and quickly and powerfully influence that community. Students are most numerous and energetic and bring to the College the freshest eyes—and for this reason have the greatest capacity to shape and reshape our community. This report is meant to provide all members of the College community with information, to encourage conversations, and to enable us to work together to build a stronger culture of academic integrity.

If you have any questions, comments, or concerns, we can be reached at:

Harvard College Honor Council
617-384-7239
honorcouncil@fas.harvard.edu
honorcouncil.fas.harvard.edu

Appendix A: Sample of Community Outreach Events

Below is a brief sample of the events hosted, participated in, or organized by members of the Honor Council and OAISC during the 2015-2016 academic year.

- Bureau of Freshmen Advisers Training
- Presentation during Pre-Orientation Program Training (Freshmen International Program and Freshmen Urban Program)
- Bok Center Teaching Fellows Training
- Visits to department meetings across all three Divisions and SEAS
- Outreach to large (75 and above students enrolled) courses and General Education courses in Fall 2015
- "What Does It Mean To Teach, What Does It Mean To Learn?" panel with faculty and students in Fall 2015
- Presentations to Tutors and Proctors
- Honor Code Guest Speaker, Student Speakers, and Discussion Event at Opening Days for the Class of 2019
- Faculty sessions on Honor Code (introductions for faculty)
- Presentations to graduate student teaching colloquia
- Office hours in dining halls with Honor Council members
- Panels discussing the Honor Code and Honor Council during 2015-2016 Freshmen and Junior Parents Weekend
- Presentation to the Visiting Undergraduate Students for 2015-2016