

- I. Introduction of Professors Lynne Butler, Terry Newirth, Ruth Guyer, and Theresa Tensuan
- II. Relationships with Bryn Mawr
 - a. There have been two abstracts recently about academic violations by Bryn Mawr students
 - b. How are the Honor Codes of Haverford and Bryn Mawr related, and how do professors deal with Bryn Mawr students in their classes.
 - c. Some professors said that they treated Haverford and Bryn Mawr students in the same manner, others admitted that maybe they should provide Bryn Mawr students with a better introduction to the Haverford Honor Code and not assume that they know it in the same way that Haverford students do.
- III. How confrontation affects intellectual debate
 - a. Do people avoid confrontation in the classroom because they are scared that they will violate the tenets of trust, concern, and respect?
 - b. Students should be able to voice differing opinions in the classroom – in fact, the Honor Code should teach us about effective confrontation
 - c. Lynne Butler: quote from the Baha'i faith: “from the clash of differing opinions comes the spark of truth” – sometimes we miss out on the spark of truth because people are afraid to voice differing opinions
 - d. Professors' experience at larger research universities that are more competitive: sometimes this can be good because opinions clash more and the intellectual environment is more stimulating
 - e. Ruth Guyer: in bioethics, she prefers not to use the debate, which assumes that an issue is black and white, and to focus on the nuances of argument
 - f. Professors discuss strategies to get students to speak up more in class – they always want to hear students' opinions.
 - i. One student said that students don't talk in class because they are afraid that it will seem like they are showing off or trying to appear more intelligent than their classmates
 - ii. Another person said it was more likely that people don't speak up in class because they are afraid that they will look stupid
 - iii. Another said that people are afraid to speak up because they don't want to offend anyone – Haverford is overly politically correct
 - iv. One student said that talking in class was like performing for the professor
 - g. People not speaking out in class has less to do with the honor code and more to do with confidence – people need to be more confident to speak up and voice their opinions. What motivates people to talk in class?
- IV. Is it a violation of the Honor Code to not do all the reading and read something like Spark notes instead?
 - a. It is very important not to misrepresent how prepared you are. It is not a violation of the code to not do everything (otherwise there would probably be no one left at Haverford!) but it is important to be honest about what you have done and not try to pretend you have done something you haven't.
 - b. Part of being a student is to manage your time and decide what the most important things to do are.
 - c. You have to remember that you are responsible to the intellectual community of the classroom and you need to contribute to it. It isn't fair to go to class and

learn from other people who have done the work and not contribute anything yourself. This is also why professors think that it is so important that students speak in class.

- V. Should all academic violations, large and small, be taken to Honor Council, or can professors work things out with their students independently?
- a. Some students and professors believed that when it becomes clear to a professor that someone has violated the Honor Code, they are obligated to report it to Honor Council.
 - b. Others believed that certain issues can be worked out between the student and the professor without the help of Honor Council.
 - c. There is a difference between the social and academic Honor Codes: in social situations, people are encouraged to work things out between themselves and only take something to Honor Council as a last resort or if they do not feel safe. In academic situations, professors are encouraged to let Honor Council deal with violations and not to try to work it out themselves.
 - d. Do professors feel that the Honor Code disempowers them?
 - i. Yes, but it is a good thing; professors are happy that they don't have to dole out punishments and that Honor Council handles it
 - ii. Professors, however, should be encouraged to take part in the Honor Council trial process, because it is harder to repair the breach of trust with the student if they just hand it over to Council and wash their hands of it.
- VI. Are professors comfortable with juries making recommendations about what grades should be given in academic trials?
- a. Professors ultimately have the decision about grades – professors are very clear about this – they are the only ones who have the responsibility of assigning grades to students.
 - b. The jury can recommend that someone get a zero for an assignment (i.e. that the assignment will not count toward their grade), but they should not recommend that something get a specific grade (for example a 2.0 instead of a 3.0)
- VII. Should professors have to sign the Honor Code when they come to Haverford the way students do?
- a. What happens if a student wants to confront a professor?
 - i. The student should go to the Provost if they feel that a professor is being unethical or unfair
 - b. The community that professors are ultimately responsible to is not Haverford's, it is the worldwide community of their academic discipline – they must act ethically within that community