Only 1 book is to be obtained for this course: *Philanthropy in America: A History* by Olivier Zunz. 360 pages, Princeton University Press, 2011. Amazon has copies that are inexpensive. **Please have it in hand by September 25.**

All other reading material will be made available on BlackboardVista or via web.

Sc343
Catalogue Listing
The Practice of Philanthropy

**Formal Title**
The Meaning and Practice of Philanthropy in Biography and Society
(Figuring out how best to allocate $10,000
(In gifts of at least $2000 chosen by students in collaboration)

**Background**

In 2010 The Sunshine Lady Foundation headed by Doris Buffett provided our course $10,000 for students to wisely and collaboratively contribute grants of at least $2000 to charitable organizations that produce positive outcomes and attend to people in their needs. In 2011, Ms. Buffett transferred the Learning by Giving Program to the Learning by Giving Foundation, which funded this course in 2011 will do so for this 2012 fall semester and for Fall 2013, with the opportunity for renewal. Provided below is some detailed information on the mission and leaders of the Learning by Giving Foundation and background information on Doris Buffett and her original initiative.

**Intended for All Students**
This course is designed for students across the curriculum, who, for instance, envision working or volunteering in nonprofit organizations or fundraising, have current responsibilities for nonprofit administration or development, expect to be donors in the future, and, in general, wish to understand how today’s philanthropy is a biographical event for individuals and a form of moral citizenship in society.
Themes
This course studies philanthropy as a way of thinking, feeling, and acting in your biography and society. The goal is to help you learn and deepen your life as a philanthropist, both in the nonprofit world and in daily life. We will explore philanthropy’s history; spiritual, philosophical, and sociological meaning; current and emerging patterns; new forms of strategic and social venture philanthropy; motivations; implications for fundraising; and the effect of methodology on research findings.

Learning the Fundamental Meaning and Practice of Philanthropy
You will discover how you and others are already engaged in significant relationships of receiving and giving. From this foundation you will further develop your intellectual, emotional, and behavioral capacity to meet the true needs of others. We will explore your own philanthropic autobiography and the ways in which someone you choose to interview engages in a mixture of formal as well as every-day informal or personal philanthropy: the gifts and assistance people provide directly to family, friends, neighbors, and even strangers. This provides insight into the fundamental meanings and motives of care and indicates the excellence of disposition, decision, and deed that we should also enact when we contribute time or money in, to, or through formal charitable organizations.

Lessons for Life
In addition to learning about today’s philanthropy and philanthropists, you will also discover insights about Ignatian discernment and the spirituality of daily life in order to discover your moral biography and vocation of care. You will learn to conduct biographical conversations with others as a way to guide others through discernment and discovery of their philanthropic vocation. In sum, you will learn how activating your talents and capacities in order to care for others creates a deeper moral biography for others and themselves yourself at the same time. In doing so, we need to learn the real and potential successes and delinquencies of philanthropic organizations and the virtues and vices of philanthropists.

Guidelines for Distribution of Funds
As we advance our knowledge of the foregoing topics, we also will practice philanthropy in a professional manner. To ensure this outcome, the Learning by Giving Foundation requires that the gifts made by the students total at least $2000. Gifts in this relatively large amount will generate more effective and substantial consequences than what would result from students contributing a smaller amount on their own. The goal is for you to learn both your personal vocation of being a philanthropist and the craft of being a grant maker. Concentrating assets in this way induces careful scrutiny of the receiving organization and its programs, encourages collaboration with others to learn the process of consensus building for greater effect, and requires the disposition to be simultaneously concerned, competent, and consequential. Another requirement is that these financial gifts will be given to formally chartered charities that are based in the Boston Metropolitan Area. This restriction to our region makes it possible for students to visit and otherwise become more thoroughly
conversant about how their prospective recipient charities create positive outcomes for the people they assist, and, as such, to make more informed choices for their gifts.

Please familiarize yourself with the university rules on plagiarism. They will be strictly enforced—see rules and procedures below.

Assignments include:
- Class attendance
- -3 points on grade for each class missed
- required reading
- red, yellow, green 9%
- a diary/journal of notes, personal reflections, and analytical insights on the readings and experiences of giving (including the actual process of investigating causes and people to whom you wish to contribute). 20%
- writing your own philanthropic autobiography 10%
- three 3-page reports on readings or field experience 21%
- conducting and analyzing an interview with someone on two weeks of that person’s philanthropic biography 20%
- a take-home final exam indicating the 4 most important things you learned and how they have affected you and those to whom you contributed a gift—due at the date and time of the final exam as scheduled by the university for our class 20%
- occasional short reflections up to 5% added to grade

Weekly Assignments
Go to BBVista to find the readings associated with each of the following sections.

Class 1: Introduction to Course:

Assignment Reading and Writing Assignment to be completed for and handed in at first meeting of class.
- Review Syllabus and read Keynes article (BBvista)
- Hand in following homework at first class
  - Read the essay by the famous economist and commentator, John
Maynard Keynes (pronounced as in candy CANES) BBvista.

- write (12 point Times New Roman single spaced) a few paragraphs on
  1. what Keynes is saying about (1) wealth and (2) morals.
  2. what in his prognostication about 2030 you think has or has not begun to occur in the world today.

• Review of Syllabus and discussion of following themes
  - Discussion of Keynes’s essay and your writing
  - Diaries/Journals
  - Review of syllabus, assignments, grading, plagiarism, notes,
  - organization/formal philanthropy (giving and volunteering) and personal/informal
  - The meaning and practice of the $10,000 gift for learning
  - Where Are You Going? Who are you now and where do you want to be (today/future) in the realm of philanthropy.
  - Closing the Gap Between Needs and Care, Demand and Supply
  - four insights; determinations (of facts and explanations), dispositions, decisions, deeds

• Preview Assignment for next class

Class 2 Discerning Your Philanthropic Aspirations

Red Yellow Green

1. This is the first stage of you finding the organization to which you and at least 3-4 of your colleagues will decide to contribute a minimum of $2000.
2. The rationale for this is to learn not only your personal vocation but also how to combine your concerns with those of others in order to make a sizable enough contribution to create socially significant outcomes that meet the true needs of others.
3. You may start by carrying out the following steps alone or joining immediately with other students in locating a Boston Metropolitan Area charity that carries out a program for the people you care to assist at this stage of your life and your current vocation to help others and to learn how to do so.
4. If possible, make a fruitful visit to a potential giving site

Assignments:

Exercise 1
Red/Yellow/Green (no particular order).

- Obtain a red, yellow, and green highlighter. Go to a Boston Newspaper—Globe or Herald—look through all sections including advertisements, sports, classifieds, etc. Mark stories (headlines and a
couple of sentences will do for each). Mark about 20 topics for each color.

Mark in Green the people or causes in need for which you feel the greatest concern. These areas are not necessarily the most important in your mind theoretically or politically. These are the people and causes that tug at your heart the most and for which you would like to help if you had the resources.

Mark in Yellow the people and causes in need for which you feel a modest tug at your heart.

Mark in Red the people and causes in need, no matter how important theoretically or politically, that in comparison to the Green and Yellow do not at this time tug at your heart and call you to be engaged.

Writing Assignment
Make a list of 10 Green, 10 Yellow, and 10 Red areas

Exercise 2 Making a List from Lists
Reading: All on BBv
Go over the following entries for class 2. Each one offers some contribution to teaching you the terrain of philanthropy: your potential broad areas of interest; the specific institutions (look some of them up), what they do. A couple pieces simply show the range of philanthropy. The first is the Taxonomy Tree, the second it the official and agreed upon detailed description of all the things that are done by nonprofit organizations from major hospitals, to schools, to religion, to food, international activity, research, homeless, etc.

Look over the material in the following order and
1. 1 Taxonomy Tree—print and circle areas
2. 2. Official List of charitable activities—indicate any of interest
3. 3 Catalogue for Philanthropy—list of organizations it has found especially worthy over the years (great resource for choosing a specific organization to support.—indicate any of interest.
4. Catalogue for Philanthropy—it has list of organizations in Boston Metro Area
   - Go to this site to discover what specific organizations seem to match your major Green Areas of Interest—in addition to the ones you already know about or discovered in paper or elsewhere.
   - Enter site and determine location: Suffolk and Middlesex counties.
   - For revenue and year—choose all revenue categories and all years of origin.
5. An example of the places people actually gave to from their donor advised funds to legal exempt 501 (c) (3) non profits.
6. Your personal involvements while at Boston College

**Writing Assignment 2—Make the following lists from the lists you reviewed**
From all of the above list the 5 broad areas of your greatest interest. For each of the them,
- list the specific kinds of people or work you want to support
- name 5 organizations of interest to you that handle the 5 areas that you looked up from the lists provided or from your own digging—that is the kind you might see helping. Include name and brief description from its web page.

**Writing Assignment—3 one-pagers each with 6 points**

**Exercise 3: Tying It All Together**
So far you have seen a lot, thought a lot, and made lists. Now lets go deeper. Choose three of the five organizations and answer the six questions below for each of the three. These may be in the same area or different areas.

Drawing on
- your own background
- the G/Y/R
- and your making a list from lists

Write a one-page (single spaced) on each one of the three organizations (perhaps in three different areas or in one specific area) you most would like to help in a positive way. These three may be but **need not be some of the five you wrote about in Exercise 2**.

For each of the three organizations answer the following:
1. **What organizations** (with some info from each web site) seem to me worthy of my learning more and perhaps making a gift.
2. **Who** at least for now are the people or groups whose griefs and anxieties touch my heart and whose well-being I feel inspired to improve.
3. **What are the needs** of these people or groups?
4. **How will what I contribute help** meet these needs—$2000 to full $10,000 if that is the case you wish to make.
5. **Why is it inspiring to you** to care for these people and causes?
6. **What does my involvement with this gift do for me**.

Don’t be pious or politically correct—go more deeply than that, be honest. Needs are infinite and, if it is your calling, any area of care is worthwhile.
Class 3: Defining Philanthropy As a Social Relation of Care and Philia

Homework; In addition to reading the articles in this folder, write a paragraph to be handed in at class stating your definition of philanthropy and briefly explaining the elements of your definition.

[Some of the Issues we will discuss:
  • Your Particular Philanthropic Aspiration for Among Collaborators in order to contribute at least $2000 with wisdom and compassion, and justice (realms of head, heart, hands /action)
  • To Close the Gap Between Demand-Side of Needs and Supply Side of Care
  • Philanthropy / Philia / Care: The social relationship of care or mutual nourishment by which people meet the true needs of other people because of the value of the person in need.
  • Effective Demand (paying attention the medium by which need is expressed) vs. Affective
  • Not Absence of Self But Quality of Self—identification, connection
  • Demand (paying attention to the verbal or non-verbal entreaty
  • Donor-Led / Implications for Donor
  • Mutual Happiness
  • Wisdom and Compassion
  • Liberty and Inspiration
  • Contributing $10,000 with wisdom.]

Assignments:

Also make a copy for you to read from during discussion. Thank you.

• Burlingame, Dwight F., ed. “Sec 170 Charitable Gifts.” Formal IRS definition of charitable organization
• Van Til, Jon. “Defining Philanthropy.”
• Lynn, Elizabeth and Susan Wisely. “Four Traditions of Philanthropy.”
• Schervish, Paul G. “Philanthropy as a Moral Identity of Caritas.”
• Ostrander and Schervish—Philanthropy as a Social Relation
• Susan A. Ostrander
The Growth of Donor Control: Revisiting the Social Relations of Philanthropy
Nonprofit and Voluntary Sector Quarterly June 2007 36: 356-372,
doi:10.1177/0899764007300386

• Paul G. Schervish
Class 4: Generating Your Philanthropic Vocation and First Visit

The assignment this week is to physically visit a nonprofit organization to discover more about your general area of concern, to see whether this organization’s mission and beneficiaries are what you want to support, and to explore what specific activity or people you might like to support in this (or some other similar organization).

1. Talk to program staff member, see if you can chat with a beneficiary or two, gather and read information provided by organization on mission, programs, rationale, etc.
2. Combine what you discover there plus your own research (use and cite at least two research studies on the causes and mitigation of the need you address) to better understand and write up your social science insights in response to the following questions:
   a. Just what true need of people in general do you want to meet? —And why?
   b. What specific true need of people do you want to meet through your minimum gift of $2000 that you and at least 4 of your colleagues decide to contribute to your chosen organization? —And why?
   c. What is the cause of the need, that is, how and why does that need exist?
   d. How does the approach taken by your chosen organization meet the need?
   e. How will your and your collaborators’ contribution of at least $2000 help—remembering it could easily be more than $2000 if you find additional collaborators among other class members.

3. Throughout the class meetings in which we discuss your discerned preferences for supporting a group on behalf of its beneficiaries, you will have the opportunity to make a case for the value of your preference, inviting other class members to join you.
4. But remember, at least enough students, each of which “controls” about $550 of the $10,000, must combine

   • Your Particular Philanthropic Aspiration for Among Collaborators in order to contribute at least $2000 with wisdom and compassion, and justice (realms of head, heart, hands /action)
   • To Close the Gap Between Demand-Side of Needs and Supply Side of Care
   • Philanthropy / Philia / Care: The social relationship of care or mutual nourishment by which people meet the true needs of other people because of the value of the person in need.
• Effective Demand (paying attention the medium by which need is expressed) vs. Affective
• Not Absence of Self But Quality of Self—identification, connection
• Demand (paying attention to the verbal or non-verbal entreaty
• Donor-Led / Implications for Donor
• Mutual Happiness
• Wisdom and Compassion
• Liberty and Inspiration
• Contributing $10,000 with wisdom.

Readings:
• Why the Wealthy Give, Schervish, BBV
• Six Motivations we usually Don’t Talk About but Affect Us All, Schervish BBv
• Inclination Model vs. Scolding Model  BBv

The written assignment is to address the following 7 topics (no more than 2.5 total pages single-spaced, NOT 2.5 pages per topic!):
1. a description of the location of your visit or visits,
2. the people with whom you spoke or met,
3. what you found to correspond or not to correspond with your current thinking about making a contribution,
4. The key mobilizing factors, motivations, inclinations that draw you to this concern
5. your tentative conclusions about where you are in this contribution-discovery process,
6. what you are still figuring out
7. and how will you figure it out.

Be sure to keep a copy to staple in your journal.

Class 5: Moral Biography and the Sensibility of Philanthropy

Assignment
1. The usual careful study of following assigned readings
2. log entries for class discussion
3. Commentaries. To be handed in: Locate key quote from each of the 4 readings and explain why you deem it important. One-half page single spaced commentary for each of four articles. Type in your key quote at beginning of each commentary then write your half-page reflections.

Readings
1. Moral Biography—BBv
2. Sense and Sensibility of Philanthropy—BBv
3. David Sosa: Essence of Happiness—BBv
4. Brendan Dwyer from Gospels of Wealth by Schervish, Coutsoukis, and Lewis BBv
5. Also review (especially moral biography article) and bring articles from last class

For those still working on them, finish and hand in:
1. Green, Yellow, Red and/or
2. Nonprofit visitation and written commentary

Writing Assignment:
- Write your moral autobiography of receiving and giving care, including experiences of not receiving and giving care. Start with childhood and move to present—highlight key people, events, circumstances that have shaped your joys, hopes, fears, and anxieties of receiving and giving.
  
  *Seven-ten pages double spaced. 10% of grade.*

Class 6: Your Moral Autobiography of Receiving and Giving and not Receiving and Giving Care

Reading Assignment:
- Brendan Dwyer from Gospels of Wealth by Schervish, Coutsoukis, and Lewis BBv
- Also review (especially moral biography article) and bring articles from last class

Writing Assignment:
- Write your moral autobiography of receiving and giving care, including experiences of not receiving and giving care. Start with childhood and move to present—highlight key people, events, circumstances that have shaped your joys, hopes, fears, and anxieties of receiving and giving.
  
  *Seven-ten pages double spaced. 10% of grade.*

Class 7. The Inner Life of Philia, Discernment and Discerned Philanthropy, and Biographical Conversations—

Class 8: A New Language about Wealth and Philanthropy

Reading Assignment
—The usual careful study of readings and log entries for class discussion
  a. Modern Medici pp. 18-33
  b. Gospels of wealth—two readings
c. Ostrander and Schervish: Philanthropy as a Social Relation (sections on strategies of receiving)

**Homework Writing Assignment:**
—New Ways to Think About Your Living with and Giving Away Wealth

**Living With Wealth**
(One page single spaced)

Select 5 concepts or issues from Gospels of Wealth articles and then indicate how each applies to your life of “wealth.”
No need to define the concepts—just name each one and follow it by a few sentences explaining its application to you. Use your imagination. Don’t say you are not wealthy—you are, due to the money being given by the class. After all you can make a case for all $10,000.

**Giving Away Wealth**
(One page single spaced)

Apply the conceptual framework of strategies of philanthropy to the kind of approach you are thinking of using in your giving and explain its benefits. Also indicate one approach you almost certainly won’t be pursuing, and why.

**Class 9: Wise as Serpents**

**Obtaining Social Science Insights:**
The Need, Its Cause, Its Consequences, Its Mitigation

**Vocation of Philia**

- Is there anything you want to do?
- That meets the true needs of others?
- That you can assist with your gift?
- That enables you to identify with the fate of others?
- The expresses your gratitude for blessing?
- And that advances the happiness (effectiveness and significance) of yourself and others at the same time?

You want to discover and carry out this vocation with wisdom:
- Provide mutual nourishment of friendship love or
- Provide care by meeting the true needs of others and oneself at the same time

**Purpose of assignment for the coming week** is to narrow your focus on the cause or people for which you will donate your gift by doing a social science analysis:
Assignment—Obtain and Write Up Social Science Insights about your wise vocation of philia.

Two pages single spaced—analysis should be sociologically strong and not just what we know already from everyday life. Yes, your emotions are part of why you seek to meet a certain need at a certain place. But mainly explain things with ideas, thinking, understanding, intellectual reason, etc. This is the wise as serpents part.

IN THE BACK OF YOUR MIND START TO THINK ABOUT HOW YOU MIGHT MAKE THE CASE TO OTHERS TO JOIN YOU IN SUPPORTING YOUR CAUSE.

Class 10---Reading and Research on the Daily Bread of Philia

Schervish, Paul G. “The Philia that undergirds Philanthropy.”
Schervish, Paul G. and John J. Havens. “The Boston Area Diary Study and the Moral Citizenship of Care”
Outline of Area and Method Prompts
Class 10 & 11 Instructions
Schervish, Paul G. Diary Study Class 10 & Class 11 Example

Class 11. Giving and Volunteering by the Numbers, of Philanthropy, Do the Poor Pay More? Bankers Trust Survey, Wealth Transfer, etc.

Class 12 Wealth holder to be interviewed by me and students in class

Class 13. Tocqueville and Voluntary Organizations, Atomism, and Tyranny

Class 14---Making a Case, Preparing to Contribute, Aristotle on Philia, Toner on Care (Cura)

“Making a List and Checking It Twice”: Final Exam Instructions
Hyde, Lewis. “The Gift”
Toner, Jules. “Jules Toner Experience of Love (1968) Chapters 6 & 7: Optional reading: For your pleasure and to see the original text from which I drew Toner’s ideas: Read pp. 124-136 and 141-145 This is on radical love. In another section, Toner then goes on to define care as the implemental or instrumental
aspect of radical love. Care is also then defined as loving others in their true needs. Aristotle, Read Books 8 & 9 (Friendship): Assigned: Read the pages marked with yellow highlights. For your pleasure and edification, read various other sections to see the many complex aspects of friendship in your life according to Aristotle.

Learning by Giving Foundation

About Us

The Learning by Giving Foundation was created in the Summer of 2011 through the generosity of Doris Buffett following the success of the program by the same name through her Sunshine Lady Foundation.

Our Mission

The Learning by Giving Foundation seeks to advance the next generation's understanding of philanthropy by providing the financial, technological, and intellectual tools to experience community impact and to make that knowledge widely accessible through an online forum.

What do we do?

The Learning by Giving Foundation promotes the study of philanthropy at the undergraduate level. We do this by supporting academically rigorous full-credit courses with grants of $10,000 for each class to distribute to local nonprofit organizations. The courses help students understand the social and economic roles of the nonprofit sector and philanthropy and the processes through which social change is funded and implemented across sectors. Students develop critical leadership, professional, interpersonal, and analytical skills as they carry out an effective philanthropic strategy in their local communities. Through courses offered in a variety of academic disciplines, students experience first hand the art, science and business of philanthropy.

Why does this matter?

Philanthropy touches every major social issue we face. We need informed, skilled, thoughtful philanthropic leaders and change agents now and in the future to address our greatest challenges. As government revenues decline and the needs of the less fortunate in our communities increase, the wise investment of every dollar of limited philanthropic capital for social change becomes even more important.

Who benefits?

Students gain important personal, intellectual, professional and leadership skills, and develop their own philanthropic values. But they are not the only beneficiaries. In addition, community nonprofits use the revenue to impact those they serve. Colleges and universities
strengthen their ties to their local communities and have the opportunity to forge new relationships with their alumni base and local philanthropic organizations interested in serving their communities.

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**Academic Integrity**

**Policy and Procedures**

The pursuit of knowledge can proceed only when scholars take responsibility and receive credit for their work. Recognition of individual contributions to knowledge and of the intellectual property of others builds trust within the University and encourages the sharing of ideas that is essential to scholarship. Similarly, the educational process requires that individuals present their own ideas and insights for evaluation, critique, and eventual reformulation. Presentation of others' work as one's own is not only intellectual dishonesty, but it also undermines the educational process.

**Standards**

Academic integrity is violated by any dishonest act which is committed in an academic context including, but not restricted to the following:

**Cheating** is the fraudulent or dishonest presentation of work. Cheating includes but is not limited to:

- the use or attempted use of unauthorized aids in examinations or other academic exercises submitted for evaluation;
- fabrication, falsification, or misrepresentation of data, results, sources for papers or reports, or in clinical practice, as in reporting experiments, measurements, statistical analyses, tests, or other studies never performed; manipulating or altering data or other manifestations of research to achieve a desired result; selective reporting, including the deliberate suppression of conflicting or unwanted data;
- falsification of papers, official records, or reports;
- copying from another student's work;
- actions that destroy or alter the work of another student;
- unauthorized cooperation in completing assignments or during an examination;
- the use of purchased essays or term papers, or of purchased preparatory research for such papers;
- submission of the same written work in more than one course without prior written approval from the instructors involved;
- dishonesty in requests for make-up exams, for extensions of deadlines for submitting papers, and in any other matter relating to a course.

**Plagiarism** is the act of taking the words, ideas, data, illustrations, or statements of another person or source, and presenting them as one's own. Each student is responsible for learning and using proper methods of paraphrasing and footnoting, quotation, and other forms of citation, to ensure that the original author, speaker, illustrator, or source of the material used is clearly acknowledged.

**Other breaches of academic integrity include**: 

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• the misrepresentation of one's own or another's identity for academic purposes;
• the misrepresentation of material facts or circumstances in relation to examinations, papers, or other evaluative activities;
• the sale of papers, essays, or research for fraudulent use;
• the alteration or falsification of official University records;
• the unauthorized use of University academic facilities or equipment, including computer accounts and files;
• the unauthorized recording, sale, purchase, or use of academic lectures, academic computer software, or other instructional materials;
• the expropriation or abuse of ideas and preliminary data obtained during the process of editorial or peer review of work submitted to journals, or in proposals for funding by agency panels or by internal University committees;
• the expropriation and/or inappropriate dissemination of personally-identifying human subject data;
• the unauthorized removal, mutilation, or deliberate concealment of materials in University libraries, media, or academic resource centers.

Collusion is defined as assistance or an attempt to assist another student in an act of academic dishonesty. Collusion is distinct from collaborative learning, which may be a valuable component of students' scholarly development. Acceptable levels of collaboration vary in different courses, and students are expected to consult with their instructor if they are uncertain whether their cooperative activities are acceptable.

Promoting Academic Integrity: Roles of Community Members

Student Roles in Maintaining Academic Integrity
Students have a responsibility to maintain high standards of academic integrity in their own work, and thereby to maintain the integrity of their degree. It is their responsibility to be familiar with, and understand, the University policy on academic integrity.

Students who become aware of a violation of academic integrity by a fellow student should respond in one of the following ways:

• Students may discuss their concerns with the student whom they suspect of a violation. Direct contact by another student may be the best means of resolving the problem. Repeated demonstration of student concern for academic integrity will in the long run build a peer-regulated community.
• If the incident is a major violation or part of a repeated pattern of violations, students should bring their concerns to the attention of the instructor or to the appropriate department chairperson or associate dean. Suspected violations by students reported to members of the faculty or to an associate dean will be handled according to the procedures set forth below.

Students who have serious concern that a faculty member is not living up to his or her responsibility to safeguard and promote academic integrity should speak with the faculty member directly, or should bring their concern to the attention of the department chairperson or associate dean.

Faculty Roles in Fostering Academic Integrity
Faculty members should provide students with a positive environment for learning and intellectual growth and, by their words and actions, promote conditions that foster academic integrity.
Faculty should be concerned about the impact of their behavior on students. Students are sensitive to messages communicated in informal discussions and in casual faculty remarks about personal decisions and value judgments. Students are perhaps most sensitive to how responsibly faculty members fulfill their obligations to them in the careful preparation of classes, in the serious evaluation of student achievement, and in their genuine interest in and availability to students.

Faculty should promote academic integrity in the following specific ways:

- At the beginning of each course, instructors should discuss academic integrity in order to promote an ongoing dialogue about academic integrity and to set the tone and establish guidelines for academic integrity within the context of the course, e.g., the extent to which collaborative work is appropriate. Where relevant, instructors should discuss why, when, and how students must cite sources in their written work.
- Instructors should provide students with a written syllabus that states course requirements and, when available, examination dates and times.
- Instructors are encouraged to prepare new examinations and assignments where appropriate each semester in order to ensure that no student obtains an unfair advantage over his or her classmates by reviewing exams or assignments from prior semesters. If previous examinations are available to some students, faculty members should insure that all students in the course have similar access. Course examinations should be designed to minimize the possibility of cheating, and course paper assignments should be designed to minimize the possibility of plagiarism.
- Proctors should be present at all examinations, including the final examination, and should provide students with an environment that encourages honesty and prevents dishonesty.
- Faculty should be careful to respect students’ intellectual property and the confidentiality of student academic information.
- Assignment of grades, which is the sole responsibility of the instructor, should be awarded in a manner fair to all students.

Academic Deans

Academic deans have overall responsibility for academic integrity within their schools. In particular, deans’ responsibilities include the following:

- promoting an environment where academic integrity is a priority for both students and faculty;
- ensuring that students who are honest are not placed at an unfair disadvantage, and
- establishing procedures to adjudicate charges of academic dishonesty and to protect the rights of all parties.

Procedures

In each school a Committee on Academic Integrity with both faculty and student members is to be constituted annually.

When a faculty member determines that a student’s work violates the standards of academic integrity, that faculty member should discuss the violation with the student. If the faculty member decides to impose a grading penalty, a letter of notification describing the incident and the grading penalty is to be sent to the student’s class dean.

On receipt of such a notification the class dean will notify the student of the allegation and the grading penalty imposed by the faculty member. The student will be given an opportunity to respond to the faculty member's
notification in writing. While a case is pending, the student may not withdraw from or change status in the course.

Each reported violation of the standards of academic integrity will be reviewed by the Committee on Academic Integrity of the student's school. In cases involving students from more than one school, or students in joint or dual degree programs, the Committees on Academic Integrity of the pertinent schools will cooperate in their review.

A board chosen by the chairperson of the Committee on Academic Integrity from the full Committee will be assigned to each case, with one of the faculty members as chairperson of the review board. The associate dean will serve as a non-voting administrative resource, and will maintain the Committee's record of notifications and relevant materials.

The faculty member bringing the accusation and the student will be notified that the case is under review by the Academic Integrity Committee. The student will be given an opportunity to respond to the faculty member's notification letter in writing. The board at its discretion may interview any individual with knowledge pertinent to the case.

The board will decide a case by simple majority vote, and the associate dean will convey to the faculty member and the student the board's findings as to responsibility and recommended sanctions. The associate dean will compile a complete file of each case, to be kept confidential in the Dean's office. Files on students found not responsible will be destroyed.

Penalties for students found responsible for violations will depend upon the seriousness and circumstances of the violation, the degree of premeditation involved, and the student's previous record of violations. The committee may simply affirm the faculty member's penalty and issue the student a "warning," which will be kept in a confidential file in the Dean's Office until the student graduates and will not be reportable to professional schools or outside agencies; or it may recommend a different grading penalty and/or impose additional administrative penalties. Such penalties may include university probation, suspension, or expulsion, all of which become part of a student's academic record and are reportable to graduate/professional schools and outside agencies.

Appeal of the board's decision may be made by written request to the Dean of the school not later than ten days following notice of the board's decision, and the Dean's decision will be final.