

## HONOR COMMITTEE MEETING MINUTES - APRIL 16<sup>th</sup>, 2023

### I. ROLL CALL

- A. Tyler Sesker - Absent
- B. Hamza Aziz - **Present**
- C. Jonathan Swap - **Present**
- D. Laura Howard - **Present**
- E. Nishita Ghanate - **Present**
- F. Rachel Liesegang - **Present**
- G. David Armstrong - Absent
- H. William Whitehurst Jr. - **Present**
- I. Adrian Mamaril - **Present** (Virtual)
- J. Brianna Kamdoun - **Present**
- K. Carson Breus - **Present**
- L. Tim Dodson - **Present**
- M. Maille Bowerman - **Present**
- N. Kasra Lekan - Absent
- O. Lukas Lehman - **Present**
- P. Daniel Elliot - Absent
- Q. MK O'Boyle - Absent
- R. Brian Florenzo - **Present**
- S. Lam-Phong Pham - Absent
- T. Emily Brobbey - Absent
- U. Sophie Campbell - **Present**

### II. PUBLIC COMMENT

- A. None

### III. EXECUTIVE REPORTS

- A. Vice-Chair for the Undergraduate Community
  - 1. Honor semi-formal RSVPs are due April 30
- B. Vice-Chair for the Graduate Community
  - 1. Open up CRDAC for students not in Honor who would be good members
    - a) Also been interviewing people for CRDAC from the SO pool
- C. Vice-Chair for Investigations
  - 1. 2 active investigations
- D. Vice-Chair for Hearings
  - 1. Hearing this morning, Maille as Official Observer
- E. Vice-Chair for Sanctions
  - 1. Sorting out logistics for community town hall events
- F. Vice-Chair for Treasury
  - 1. Sent out budgets for input on multi-sanction and finals pushes
  - 2. Get advice from Tyler and Rachel on hosting events
- G. Chair
  - 1. Reach out to Rachel for connections to educators to help you staff events
  - 2. Continuation of case processing; an update on degree hold for students who otherwise would be graduating.
    - a) Nishita and I finalized the form/letter updates; got legal approval.
    - b) Working on language for students who may be graduating soon

3. President Ryan meeting
  - a) Faculty video, creative projects (like bringing back the Honor umbrella loan program). Honor in Action.
4. Appointments:
  - a) Exec did Senior Support Officer Interviews
  - b) P&P: Committee Co-Chair is Tim Dodson
    - (1) Support Officer Co-Chair is Kellen Narke
  - c) FAC: Committee Co-Chair is Brianna Kamdoun
  - d) Need 3 non-Exec members for Appeals Review Committee
    - (1) Exec members are Rachel Liesegang and Lukas Lehman
5. Headshots
  - a) Sunday, April 30
  - b) Headshots for the website and group photos

#### IV. OLD BUSINESS

- A. None

#### V. NEW BUSINESS

- A. Meeting Minutes from 4/9
  1. 14/14 (unofficial) vote for minutes to be passed
- B. Co-Sponsorship request from Accommodations Access Fund
  1. Sara, Director presents to Committee
  2. A new fund that was piloted last year
  3. Help students attain learning disability testing for learning disabilities and ADHD to get official paperwork for accommodations
  4. Spent a little over \$6000 for 5-6 students, locked down a doctor for basic ADHD and learning disability testing for low-income students
  5. Ellie Wilkie: you can't sign your work Honorably if you don't have what you need, integral to Honor internally and philosophically
  6. The full-fledged application process to measure if a student is low-income
    - a) Carson Breus: Why is this not provided through CAPS?
      - (1) Students typically benefit from Medicaid, which gets them little at Student Health or CAPS
      - (2) Maille Bowerman: CAPS doesn't do ADHD testing, long waitlist and it's expensive to get ADHD testing
  7. Difficult to find offices to partake in it, but now handled the processes part of it
    - a) Evan Pivonka: Barbara is on board with this, and is awesome
  8. The motion (unofficially) clearly passes for co-sponsorship for the Accommodations Access Fund
- C. Virtual Committee Meeting By-Law Language
  1. Must have an in-person quorum for Honor Committee to vote, people can participate and vote via Zoom if a quorum is met in person
  2. Non-school days= after the end of the term (winter break, summer break)
    - a) Not spring break or fall break
  3. Laura Howard: efficiency and progress limited by these quorum limitations
  4. Rachel Liesegang: need to be able to meet over the summer to work on by-laws

5. Will Whitehurst: do we want to require a portion of a quorum to be in person? To prevent a culture developing of everyone meeting virtually
6. Nishita Ghanate: likes language option A better because it strongly urges in-person meetings

#### D. Sanctioning Discussion

1. Hamza Aziz: Other sanctions include a letter of apology, return of stolen property, hours of community service, transcript notations, a failing grade in course/assignment, suspension consisting of a whole semester, expulsion
  - a) Carson Breus: wants a checklist, four-tier system of sanctions
  - b) Brianna Kamdoun: wants a degree of specificity because the sanction system is new to students. Delineate temporary and permanent sanctions in the new languages
  - c) Rachel Liesgang: don't be too specific, but don't want to be too bound because every Honor case is different
  - d) Brian Florenzo: put yourself in a bind when too specific with sanctions, want a set of guidelines but not too binding
  - e) Jonathan Swap: it new system so won't know the consequences yet, want room for revisions to happen more easily
2. Hamza Aziz: everyone is welcome to be a member of P&P and attend their meetings

#### E. Presentation from Will Hancock on Educational Sanctions

1. Started working on it with Gabby Bray in February
  - a) Gabby looked at the JMU office for how they handle precedent
2. "Ethical Decision-Making Course" as a stand-in name
  - a) Not about what the Honor system is or how to not lie/cheat/steal
  - b) The goal is a free commitment to the Community of Trust
  - c) Small group discussions with offenders from different backgrounds
3. Case study #1: 2004 1-credit course run by VPSA
  - a) Very broad conceptions of ethics
4. Case study #2: JMU Values in Action workshop
  - a) One 3-hour workshop
  - b) Starts by exploring individual and community values and what it mean when they conflict
  - c) JMU has "8 Key Questions"
  - d) Like the idea of applying some framework to college-life dilemmas, but the questions themselves weren't right
    - (1) The core is to connect values to the motto and values of the university ("How would Harrisonburg citizens describe JMU students? How do your actions influence those perceptions?")
5. Honor Committee members, SOs, and Professors as guest speakers will be implemented to flesh out the difference in values that led to leaving of Community of Trust in the first place
6. Current course formulation
  - a) Small group seminars
  - b) 4-7 weeks, two meetings a week (Engagement courses are 7 weeks long, difference in length helps with the level of sanction)
  - c) Facilitated by Honor educators

- d) Personal values→ community values→ interactions and conflict between them→ restoration/growth→ application to life as a U.V.A. student
- 7. Current course objectives
  - a) Make pathway to repair harm to the Community of Trust
  - b) Understand impact through dialogue
  - c) Achieve common ground and recommitment to honor (intentional lower-case “h”)
  - d) Recognize the capacity to make amends and grow
- 8. Student Responsibilities
  - a) Attendance
  - b) Response papers
    - (1) weekly/biweekly short responses to class discussions and readings from their personal perspective
    - (2) If a sanction with it, reflect on discussions and readings in the amends letter
  - c) Final group project
  - d) Compliance
    - (1) Use existing compliance methods like registration holds
  - e) Confidentiality is a topic of consideration
    - (1) Important to have them talk to each other, and get more buy-in
- 9. Remaining questions on the name, differentiation of course content by offense?
- 10. Next steps on syllabus draft, feedback from you, feedback from outside Honor (Ed School, professors)
- 11. Brianna Kamdoun: in the grading criteria, how do you look at an individual’s commitment to the community?
  - a) Will Hancock: would be a pass/fail course, good faith participation
- 12. Laura Howard: how will the timeline work after receiving the sanction, and waiting to fill a class?
  - a) Will Hancock: Will depend on how often this sanction is used
- 13. Maille Bowerman: what level, if any, compensation for Educators?
  - a) Will Hancock: Not entirely sure
  - b) Rachel Liesgang: this sanction will be great for the educator pool, so a great way to integrate them, but if paid, would then be employees of the university and would have to follow certain guidelines
- 14. Jonathan Swap: reach out to HoosConnected, but how will it be impacted by students already facing academic pressure or are working a job?, how will this course be catered to students whose first languages are not English?
- 15. Sophie Campbell: how to ensure confidentiality among students? Maybe have smaller groups, the consequence isn’t ideal
  - a) Will Hancock: agrees, wouldn’t want them to have to go through UJC

## **VI. SUBCOMMITTEE & WORKING GROUP REPORTS**

- A. Policies & Procedures Subcommittee
  - 1. None.
- B. Community Relations and Diversity Advisory Committee
  - 1. None.
- C. Faculty Advisory Committee
  - 1. None.

**VII. REPRESENTATIVE REPORTS**

A. None.

**VIII. PUBLIC COMMENT**

A. None

**IX. CLOSED SESSION**

A. Entered 7:58 PM, adjourned 8:02 PM