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### Why We Need Faculty Involvement:

Strategies for “institutionalizing the value of academic integrity” in establishments of higher education have long been the subject of intense investigation. Results of a survey published in *National Association of Pupil Services Administrators* (NAPSA) at the end of 2006 suggested, “the utility of a sharper focus on cultivating faculty as key agents” in strengthening academic integrity on campuses. More than half those who responded to the survey “indicated that faculty would be the catalysts... [and] faculty were consistently ranked as the primary potential catalyst regardless of institutional type or responsibility level of the respondent.” The authors reported that, “a lack of faculty enforcement also seems irreconcilable to the perceived extent of faculty support for academic integrity,” and posed the powerful question: “How can academic integrity become normative and valued within the organization if a significant and powerful subgroup is not enforcing the corresponding policy?”

*Gallant, T. B. and Drinan, P. (2006). Institutionalizing Academic Integrity: Administrator Perceptions and Institutional Actions. National Association of Pupil Services Administrators, 43(4), 61-81.*

The complete article is available online or in our office.

### Adjudication Update:

The Honor Code has processed 89 incidents of academic dishonesty since the commencement of the 2006-2007 academic year. The majority of violations are cases of plagiarism and have primarily within the College of Arts and Sciences. We have also seen an increase hearing panel volunteers. The Campus Ethics Committee will also vote on a bylaw change at their next meeting.

### History of the Honor Code

CU-Boulder students initiated the idea of a student-run honor code in 1998. The students were frustrated with working hard to achieve a grade and observing others who cheated to receive a good grade. They felt that a student-run honor code would help curb student cheating. The Vice Chancellor for Student Affairs worked closely with students throughout the process of writing and promoting the Honor Code. The Honor Code underwent a student vote in November 2000, where it passed by a two-to-one margin. Faculty also played a significant role in the development and support of the Honor Code with each school and college approving in addition to the Boulder Faculty Assembly. Continued support has come from the Board of Regents, the chancellor and provost. The Honor Code has been in operation since Spring 2002.

*Thank you for your interest in the CU Honor Code. If you would like information linked to your department website, contact our webmaster at [honor@colorado.edu](mailto:honor@colorado.edu)*

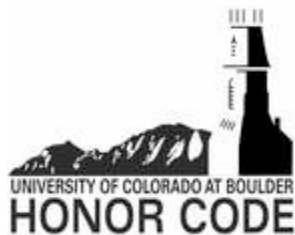
### Definitions of Acts of Academic Dishonesty

- Plagiarism:** Portrayal of another’s work or ideas as one’s own;
- Cheating:** Using prohibited notes or study aids, allowing another party to do one’s work/exam and turning in that work/exam as one’s own, copying off of another student’s course work, collaborating on course work when prohibited for that course, and submitting the same or similar work in more than one course without permission from the course instructors;
- Fabrication:** Falsification or creation of data, research or resources, or altering a graded work without the prior consent of the course instructor;
- Aid of Academic Dishonesty:** Intentionally facilitating plagiarism, cheating, or fabrication;
- Lying:** Deliberate falsification with the intent to deceive in written or verbal form as it applies to an academic submission;
- Bribery:** Providing, offering, or taking rewards in exchange for a grade, an assignment, or the aid of academic dishonesty;
- Threat:** An attempt to intimidate a student, staff, or faculty member for the purpose of receiving an unearned grade or in an effort to prevent the reporting of an Honor Code violation.

### So You’re Turning Someone in for a Violation...What Happens Next?

Any member of the University community may report violations of academic integrity to the Honor Code Council. Students accused of a violation have the opportunity to accept or deny responsibility. When a case is received in our office, and the student denies responsibility, investigators gather evidence and investigate allegations of reported violations. The accused student is assigned an advisor who is responsible for informing the student of his or her rights throughout the hearing process. A hearing convenes where the student’s case is presented to a student hearing panel and the Adjudication Director. A member of the University community, a parent, or a lawyer may accompany the accused student solely for support. The Adjudication Director facilitates the presentation of evidence to which the student may respond. The hearing panel decides whether the student is responsible for academic dishonesty and, if found responsible, assigns nonacademic sanctions. All academic sanctions are at the discretion of the involved faculty member.

At CU, we pride ourselves on the educational branch of our Honor Code and design our nonacademic sanctions to be educational opportunities for students to learn from their experience. Typical sanctions include seminars designed to educate students on properly citing works or exploring the ethical implications of their actions. We also offer community service, University probation and a letter of warning as sanctions. If a student accepts responsibility for a violation when initially contacted by our office or by their professor, the Adjudication Director decides the nonacademic sanctions without convening a student hearing panel.



*“The time is always right to do what is right.”  
~Martin Luther King Jr.*